

# Burley and Woodhead CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	107313
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309374
<b>Inspection date</b>	10 June 2008
<b>Reporting inspector</b>	Kath Halifax

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Calvin Newbury
<b>Headteacher</b>	Mrs J Speight
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Sandholme Drive Burley-in-Wharfedale Ilkley West Yorkshire LS29 7RQ
<b>Telephone number</b>	01943 862739
<b>Fax number</b>	01943 862739

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas: achievement and standards; teaching and learning; personal development and well-being; care, guidance and support; and how well the school leadership promotes high standards. Evidence was gathered from the observation of lessons; assessment data; pupils' work; and discussion with pupils, the staff and representatives of the governing body. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own judgements, as given in its self-evaluation form, were not justified. These have been included where appropriate within the report.

## Description of the school

This average sized primary school serves a semi-rural area where a high percentage of families are in employment. This is reflected in the low take up of free school meals. Pupil numbers have increased considerably since the last inspection. Almost all are of white British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average with six pupils having a statement of special educational need. The school has achieved the Healthy Schools Award and the Activemark Gold.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that provides excellent value for money. Exceptional leadership and management, and inspirational teaching are the main reasons that pupils have achieved consistently high standards since the last inspection and are on track to reach the ambitious targets set for this school year. Leaders have not rested on their laurels although the school population has changed. Numbers have increased considerably and far more parents of pupils with learning difficulties and/or disabilities choose the school because of its success with pupils with severe and complex needs. The school is very effective in developing the academic, social and emotional well-being of these pupils, especially those with physical difficulties and autism. Their inclusion enriches the school community.

From broadly average attainment on entry, children make extensive gains in the Reception class. This very good foundation is successfully built on, with pupils in all year groups gaining new skills and understanding at a rapid rate so by Year 6 standards are exceptionally high. A careful analysis and checking of each pupil's progress identified that standards in writing could be even better. The focus on this is paying considerable dividends with standards in writing now closer to those in reading in all age groups. Furthermore, pupils' successes are not purely academic. Their attendance is above average and they achieve equally well in a range of sports and in the creative arts. Special gifts and talents are fostered through a range of activities and clubs, for example in French, dance and computer studies.

Parents are very appreciative of the outstanding care, support and guidance their children receive. This, alongside the excellent provision for pupils' spiritual, moral, social and cultural development, enables pupils to make outstanding progress in their personal development. Pupils say they 'think the world' of their school and that it is a 'happy place where everyone is optimistic and makes friends easily'. The Christian ethos is at the heart of the school's work and is demonstrated in the care, concern and respect pupils have for themselves and others. Pupils are generous fundraisers and are acutely aware of the needs of others. They say work in science and geography made them conscious of how precious water is in their link village of Tereli in Africa. Through work in school, pupils have a very good understanding of citizenship and have plans to extend this to the village community.

It is because of excellent teaching and an exciting, outstanding curriculum that pupils learn at an incredible rate. Teachers and skilled support staff make a formidable team. Pupils have a zest for learning because lessons are fun. This was demonstrated in a mathematics lesson where pupils, gripped by European football fever, investigated the differing perimeters of international club grounds. Assessment is rigorous and used very effectively to plan further work. However, occasionally some teachers record the topics to be covered rather than the knowledge and skills to be acquired. While this is not always the case, on occasions it does reduce pupils' rate of progress. Staff are deeply committed to providing the best education possible, providing exciting activities and giving freely of their time for clubs and visits. The well planned grounds provide a wealth of learning opportunities including the sensory garden, allotment and pupil-carved wooden arch, for which pupils won a religious educational enterprise award (REEP) from Highgrove House.

Outstanding leadership by the headteacher and very capable senior management team is at the core of this school's continuing success. The visionary headteacher inspires adults and pupils alike with her energy and enthusiasm. She is determined that staff as well as pupils fulfil

their full potential. To this end, a high proportion of teaching and support staff have gone on to higher education and gained qualifications which are of tremendous benefit to the school. The assistant headteachers fulfil their roles with great skill and are an excellent example to colleagues as classroom practitioners. Governance is good. Members of the governing body are knowledgeable and fulfil their role in holding the school to account. Self-evaluation is objective but modest, because leaders are constantly challenging themselves to do better. Improvement since the last inspection is good and under the excellent leadership of the senior management team alongside the skills and enthusiasm of staff, the capacity to continue to improve is excellent.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children's attainment on entry to the Reception class varies considerably year by year, but is overall typical of their age. The excellent provision is very successful in preparing children for formal school. Meticulous planning and high quality teaching enable children of all capabilities to make remarkable progress. They thrive on the imaginative, challenging teaching. Children are eager to learn and have enormous fun, for example reinforcing their mathematical development when playing in the 'garage' and the 'travel agency'. Management is very effective. A very good understanding of how young children learn has led to adaptations to the classroom routine, the curriculum, and lunchtime arrangements, all of which have allowed children with learning difficulties and/or disabilities, and those who struggle with personal relationships, to make very good gains in their social development.

### **What the school should do to improve further**

- Ensure that planning consistently identifies the knowledge and skills pupils will acquire in lessons to sharpen their progress further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Burley and Woodhead Church of England Primary School, Ilkley, LS29 7RQ

What a delightful day I spent at your school. Thank you for looking after me so well and for taking time to help me with my work. From talking to you and looking at your photographs and displays, I can see how much you enjoy school, especially your sport, productions and residential experiences. You have made a tremendous improvement to the grounds. I think the sensory garden and arch are really special. You attend an outstanding school, these areas are particularly good.

- Your headteacher, senior managers, and teachers work especially hard to make sure you continue to achieve very high standards in the national tests.
- You make very good progress because of imaginative teaching and an exciting curriculum.
- Those of you with learning difficulties and/or disabilities are very well supported and you play an important part in school life.
- Adults in the Reception class help young children achieve highly and prepare them well for school.
- You are polite, friendly, courteous and very well behaved.
- You enjoy a very good range of clubs and out-of-school activities; many of you mentioned the residential to Boggle Hole as a particular favourite.
- Adults provide excellent care and give you very good advice.

One area I feel could be improved is for all teachers to make sure lesson plans consistently note the skills you are expected to learn in lessons. This will help you make even better progress. I am sure you will continue to do all you can to help your teachers. I wish you well for the future.