

# Burley Oaks Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132221
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	315973
<b>Inspection dates</b>	1–2 November 2007
<b>Reporting inspector</b>	Doug Lowes

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	338
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Christine Smith
<b>Headteacher</b>	Mr R Pallas
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Langford lane Burley in Wharfedale Ilkley West Yorkshire LS29 7EJ
<b>Telephone number</b>	01943 862642
<b>Fax number</b>	01943 864648

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	1–2 November 2007
<b>Inspection number</b>	315973

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large village primary school in West Yorkshire. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average as is the number of pupils who have learning difficulties and/or disabilities. Very few pupils have a statement of special educational need.

## 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 where pupils achieve very well. Typical views expressed by parents include: 'The school has a very good atmosphere, an inclusive culture, and is very approachable.' The inspection confirms these positive opinions.

The extremely positive school ethos plays a key role in ensuring that all pupils are valued. As a result, they develop into confident and reflective young people who express themselves well and want to succeed. Pupils say they feel very safe and secure and they appreciate the many opportunities provided for them to have a clear voice. They are very aware of their place in the world, which prompts them to want to make a difference to improve their school and the wider community through regular fundraising. They recognise the importance of leading healthy lifestyles and are actively working towards achieving the Healthy School award. Older pupils help younger ones and, in this positive family atmosphere, relationships are very constructive. By the time they leave, pupils have developed a high level of personal and academic skills to help them move on successfully in all that they do.

Children start school with skills that are typical for their age. Very well focused teaching ensures that pupils make outstanding progress; consequently, standards at the end of Key Stage 2 are significantly above average and have improved year on year. Attainment is strong in all subjects with many pupils reaching the higher levels. Pupils with learning difficulties and/or disabilities also make exceptionally good progress because of work which matches their needs and very effective adult support.

The school's excellent curriculum provides abundant opportunities for pupils to learn creatively and to develop their skills and knowledge. Pupils benefit from an outstanding programme of clubs, activities and enrichment opportunities, which reflect the commitment and dedication of staff and contribute to pupils' enjoyment. The successful programme includes the teaching of French and Spanish and extensive access to music, art and drama, in addition to a wide range of sporting activities.

Teaching is outstanding and consequently pupils learn at a rapid pace. In particular, teaching assistants are very effective, providing robust support for learners, enabling them to make very good progress. Detailed planning and assessment processes underpin the work of teachers across the school. This means that support can be put in place quickly if any underachievement is identified. Care and support are strengths and contribute significantly towards pupils' progress, enjoyment and well-being. The school regularly sets targets in individual education plans, which fully involves parents. However, the guidance pupils receive and communication processes vary across the school, leading to some pupils being unsure about their learning targets. The quality of marking is also variable and does not always inform pupils about their progress and guide them in the next steps in their learning.

The headteacher's vision and caring management inspire governors and staff to work tirelessly in pursuit of the school's aims. Effective subject leadership supports the work of colleagues and accurately analyses the impact of teaching on pupils' learning. The school provides outstanding value for money and it has very good capacity to improve because of very good self-evaluation and clear direction.

## Effectiveness of the Foundation Stage

### Grade: 1

Very good provision in the Foundation Stage provides children with outstanding and well planned activities. Children's skills on entry to Reception are typical of children of their age. Staff work well together to ensure a high level of care and, consequently, children settle into school routines quickly. Excellent teaching enables them to get off to an excellent start in their learning. As a result, achievement is very good and many children frequently do very well when compared to the national expectations set for the end of the Reception year. The leadership and management of the Foundation Stage are very good. Accurate, thorough assessment and detailed planning ensure that the different learning needs of each child are well met through a range of stimulating and challenging activities. Children with learning difficulties and/or disabilities are quickly identified and, as a result, are supported very well.

### What the school should do to improve further

- Ensure that marking consistently pinpoints what pupils need to do to improve and that all pupils clearly understand their learning targets.

## Achievement and standards

### Grade: 1

Standards at the end of Year 6 are significantly above average and pupils achieve very well. The school has rigorous processes to track pupils' progress and these provide a compelling picture of continuing very good achievement and progress between the key stages. Accurate self-evaluation is based on detailed analysis of assessment data, thorough monitoring of the quality of teaching and rigorous tracking of pupils' progress. For example, following a dip in writing at the higher level at the end of Year 6 in 2007 the school has been very quick to act. The 2007 unvalidated data show a significant rise in the proportion of pupils achieving above the national average in English, mathematics and science, identified as the highest level of achievement since the school opened in 2000. Higher-attaining pupils make very good progress because extension work is carefully tailored to their needs. Pupils with learning difficulties and/or disabilities also make exceptionally good progress.

## Personal development and well-being

### Grade: 1

Pupils simply love this school and they demonstrate this through very high levels of attendance and excellent punctuality. They succeed in a positive atmosphere in which they feel valued and encouraged; consequently, pupils' attitudes and behaviour are excellent. The outstanding ethos of the school plays a key role in ensuring that all pupils are highly valued. Pupils say they feel very safe and secure and they appreciate the many opportunities provided for them to have a clear voice. Members of the school council take their responsibilities extremely seriously and they are currently working on a fundraising project, involving all pupils, to support the World Wildlife Fund. Spiritual, moral, social and cultural development is excellent. Pupils clearly benefit from the many opportunities provided to visit the local community or to welcome an extensive range of visitors, such as a Caribbean poet and an African drummer. The school's key focus on the learning of basic skills and in helping pupils to gain confidence in the outside world ensures that they are given excellent preparation towards their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of teaching and learning is excellent ensuring that pupils make outstanding progress. Teachers are passionate about their work, knowledgeable and highly committed towards pupils achieving high standards. The organisation of lessons is good. Pupils respond well to the precise activities pitched at their level of attainment. Teachers are knowledgeable and skilled at promoting very good progress in lessons. As a result, pupils are motivated to learn and remain intensely engaged in a wide range of learning experiences that often require them to solve problems, take decisions or make choices. Teachers use computers very effectively in all lessons to support learning and complement other forms of communication. Teaching assistants are a real strength. They contribute significantly to the quality of pupils' learning, particularly for those who find learning difficult. Pupils' work is regularly assessed to determine how much they have learned.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding and is the driving force behind the school's growing success. The creative elements, which have increased learning opportunities for older pupils, are now being extended to younger pupils. The provision for all core subjects is excellent and there has been good improvement in the use of ICT to support the curriculum since the last inspection. Educational trips, along with visitors to school, provide very good first-hand experiences and add interest to pupils' learning. For example, the visiting Kinetic Theatre Company significantly enhanced the science curriculum through an informative musical play about forces. The excellent school choir was observed practising for a forthcoming competition. Very good use of personal, social, health and citizenship education supports pupils' personal development very well because it enables them to learn about relationships and team working.

### Care, guidance and support

#### Grade: 2

Pastoral care is outstanding. It enables pupils to feel safe, and confident to become successful learners. Numerous parents commented, 'This is a warm, friendly and caring school.' There is a high level of commitment among all staff to promote the health, safety and well-being of learners. Procedures for safeguarding pupils, including risk assessments and child protection, meet current requirements. Good use is made of external agencies, when needed, to support those pupils with more complex needs. For example, early identification and very good support for pupils with learning difficulties and/or disabilities ensure that their needs are met and that they make very good progress. Parents have confidence in the school, and wherever possible become actively engaged in its work, providing a high level of support to staff and their work. Teachers provide pupils with plenty of praise when marking their written work, however, guidance about how to improve further and the next steps in their learning is less evident. Some pupils are also knowledgeable about their learning targets, particularly in writing. However, methods to communicate targets to all pupils lack consistency, leading to some pupils being less clear about them.

## Leadership and management

### Grade: 1

Leadership and management are outstanding and, as a result, the school has increased its effectiveness since its last inspection. The positive and effective leadership provided by the headteacher and deputy headteacher, underpinned by very good self-evaluation at all levels, provides clear direction to the school. In this they are well supported by all staff in the drive to maintain standards, which are significantly above average. Subject leaders demonstrate very good levels of knowledge and expertise and they regularly support colleagues in their work, providing ideas and detailed guidance. They are thorough in their work and monitor pupils' progress through the implementation of a rigorous tracking system. Subject leaders work closely together, moderating pupils' work and evaluating the outcomes from tests and assessments. As a result, work is tailored to meet the needs of pupils at all levels and pupils achieve very well. Governance is active and extremely good. Governors are well informed about school priorities and they contribute well to the school's improvement agenda, providing both support and challenge to the leadership.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	2

<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	1
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 Oaks Community Primary School, Ilkley, LS29 7EJ

Thank you for your help when we inspected your school. We thoroughly enjoyed our two days with you all.

You go to an excellent school. Many of you gave us lots of reasons why you like school but one main reason was that you like your teachers. From watching you in lessons, we know just how hard you work for them and how helpful you can be. Your school is a bright and colourful place and everywhere there are photographs of your achievements and the things that you have been doing, for example your artwork, visits to places of interest and the many awards your school has received for trying hard in sport. We were very impressed with the many clubs and activities you participate in, for example, animation club. Your choir and school samba band are particularly good and we were impressed with how much effort you put into raising money to help other people and animals in the world. Your parents also told us about how much the school and the teachers support you with your work.

By the end of Year 6, pupils have made outstanding progress and a high number reach the higher levels in national tests. This means that the results in English, mathematics and science are significantly above average.

I know that everyone wants to do even better and I have suggested something that will help.

- Your teachers need to mark your work clearly to pinpoint what you need to do to get better in your work and so that you all understand your learning targets.