

# Burton Road Primary School

## Inspection report

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 106557          |
| <b>Local Authority</b>         | Barnsley        |
| <b>Inspection number</b>       | 324424          |
| <b>Inspection dates</b>        | 2–3 March 2009  |
| <b>Reporting inspector</b>     | Derek Pattinson |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

|  |  |
|--|--|
| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Community  |
| <b>Age range of pupils</b>   | 3–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 356  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                                 |
| <b>Chair</b>   | Mr Gordon Woodbridge                               |
| <b>Headteacher</b>   | Mr Matthew Harris                                  |
| <b>Date of previous school inspection</b>  | 30 November 2005                                   |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                           |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                           |
| <b>School address</b>  | Old Mill<br>Barnsley<br>South Yorkshire<br>S71 2AA |
| <b>Telephone number</b>  | 01226 288679                                       |
| <b>Fax number</b>  | 01226 289764                                       |

---

|                          |                |
|--------------------------|----------------|
| <b>Age group</b>         | 3–11           |
| <b>Inspection dates</b>  | 2–3 March 2009 |
| <b>Inspection number</b> | 324424         |

---

© Crown copyright 2009

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 larger than average primary school serving an area of broadly average economic circumstances situated on the north side of Barnsley. Almost all pupils are White British. A little over half live in the immediate area. The proportion of pupils eligible for free school meals is much lower than found nationally. The proportions of pupils from minority ethnic groups and who are learning English as an additional language are well below average. The proportion of pupils with learning difficulties and/or disabilities is slowly rising, but is still below average. Children start school in the Early Years Foundation Stage in the term following their third birthday. The school has achieved the Activemark and a Healthy Schools Silver Award. A new headteacher has been appointed since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'Follow the Road to Success', a clear statement on the cover of the school's new prospectus, aptly describes the journey this good school is making. Its successes and steady improvement since the last inspection owe much to strengths in leadership and management, personal development of the pupils and teaching. Parents think highly of the school, rightly consider it 'welcoming with professional and approachable staff' and appreciate the high-quality care the school provides for their children. The headteacher's skilled leadership ensures that systems, arrangements and procedures to help drive up standards are constantly being researched, implemented and evaluated. As a result, the school has a strong capacity for continued improvement.

Children make good progress in the Early Years Foundation Stage from starting points often below what is typical for their age, because of the good teaching and provision. Pupils achieve well overall as they move through the school, including those with learning difficulties and/or disabilities. They make best progress in Key Stage 2 because of the consistently good teaching. As a result, standards in English, mathematics and science are above national averages by the end of Year 6. Progress in Key Stage 1 is more uneven because teaching is less consistent and reading is a comparatively weaker area in Key Stage 1. Where teaching and learning are at their best, pupils learn through enjoyment and first-hand experience, the pace is brisk and work is matched carefully to pupils' needs. Pupils sometimes have too little time for independent work, however, which slows progress.

As a result of the high quality of pastoral care, guidance and support, pupils' personal development, including their spiritual, moral, social and cultural development, is good, although the multicultural dimension is less well developed.

Most pupils enjoy school and demonstrate good behaviour and mature attitudes. The good curriculum is currently undergoing changes to link subjects together in meaningful ways to add relevance and excitement. It is diverse and varied, with literacy and numeracy skills given a strong emphasis and clear strengths in information and communication technology (ICT) and French, which prepare pupils well for their future lives. Links with different organisations help pupils develop important skills and enhance learning. Assessment procedures are good because the school is constantly checking on what pupils know and understand, however, all teachers do not yet use learning targets and marking effectively to aid pupils' learning and guide their academic performance. As a result, pupils do not always have a good understanding of what they need to do to improve.

The headteacher has succeeded in establishing an effective climate for sustained improvement. Arrangements for raising standards further, including reversing declining standards in reading at Key Stage 1, are rigorous and increasingly embedded in the school's work. There is no complacency among senior managers who strive to give pupils a good education. The school is successful in promoting the importance for pupils of keeping fit, healthy and safe. It provides good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with skills and knowledge that are mostly below the levels expected for their age. They achieve well during the Early Years Foundation Stage, mostly meeting

expectations by the end of the Reception Year. Learning experiences are carefully planned to give children a good start to their school life. As a result, children's progress steadily accelerates as they grow more confident and develop language skills. This is because adults model play routines well and links between letters and sounds are taught effectively. For example, after hearing the story 'Going on a Bear Hunt', children enthusiastically identify all the resources beginning with a 'b' packed into a rucksack for the hunt. Good use is made of visitors to help bring learning to life. For example, after tasting a variety of different foods from Indian recipes, a child talked about her own visit to India and offered to bring a sari to school. From an early picture of the child's first steps in learning, gained with the help of parents, adults assess and record children's progress thoroughly, contributing to a record of each child's 'learning journey'. Children feel safe and secure in school because their welfare is promoted well. They confidently make choices in the snack area and know that they have to wash their hands before they go to eat. They especially enjoy recording their progress up the 'Jobs Ladder', where they record a range of tasks and responsibilities they have completed. Leadership and management are good with teamwork a strong element. Staff work together to plan actions that need to be taken to overcome gaps in children's learning, such as to give children a better understanding of the world around them.

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

- Raise standards in reading, especially in Key Stage 1.
- Improve the quality of teaching to that of the best, providing opportunities for all pupils to work independently.
- Ensure that pupils know what they must do to improve.
- Improve pupils' understanding of different cultures and lifestyles.

### **Achievement and standards**

#### **Grade: 2**

Pupils' progress and achievement are good overall, however, progress is better in Key Stage 2 because of more consistently good teaching. In Key Stage 1, the greater amount of teaching is satisfactory rather than good and results in pupils making uneven progress, such as in reading, where standards have declined over time. Despite this, standards overall are close to national averages by the end of the key stage and progress is satisfactory. A more positive picture is evident in Key Stage 2. The standards pupils reach are above the national average by the end of Year 6 and pupils make consistently good progress, especially from Years 4 to 6. Provisional test results in 2008 show an improving trend, especially in English, with more Year 6 pupils reaching and exceeding national averages in English, mathematics and science. The improved results in English can be attributed to the success of particular initiatives. Challenging targets, the result of rigorous procedures to measure all pupils' progress, contribute to the good achievement. Pupils with learning difficulties and/or disabilities make similarly good progress to other pupils because of the good quality help they receive.

### **Personal development and well-being**

#### **Grade: 2**

Pupils' attitudes and behaviour are consistently good in lessons and around the school. Relationships are excellent and pupils demonstrate a keenness and enthusiasm to learn. Pupils have a good understanding of how to live a healthy life and make the most of the opportunities provided to extend their physical abilities. They enjoy their time in school because they feel

safe, secure and valued. They particularly enjoy taking part in drama, learning to play instruments and singing and are actively involved in different sports. Pupils enjoy being monitors and play leaders where they develop the skills of working with others. The contribution of the school council is good. Members of the school council have learnt to consider initiatives, be realistic about what can and cannot be achieved and are committed to their role to represent others. 'It's about helping and staying positive' is a typical comment from pupils. Pupils make a good contribution to the school community, the locality and further afield as they raise money for different people in need. Attendance is satisfactory and the school works closely with parents to improve it. The present enterprise projects tackled by pupils in Key Stage 2 demonstrate outstanding use of English, mathematics and ICT. These real-life profit-making ventures contribute to pupils' economic well-being and prepare them well for their future lives. In contrast, their knowledge and understanding of different faiths and cultures at home and abroad is limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most teaching is good, especially in Key Stage 2. Teachers manage pupils' behaviour very well. As a result, there is a clear focus on extending pupils' learning and no time is wasted. Where teaching is good there are high expectations of pupils and well planned opportunities for pupils to extend their skills and knowledge through tasks closely linked to their abilities. Good use is made of strategies such as drama, singing, games and competitions to improve learning and this is particularly effective in the engagement of boys. Teachers confidently use ICT to extend learning, for example, through the effective use of interactive whiteboards. In the best lessons, teachers use questions effectively to promote pupils' thinking. This encourages deliberation and discussion, however, more usually, teachers do not always probe pupils' ideas fully to extend their learning. In lessons which are otherwise satisfactory, there is a tendency for teachers to talk too much and this restricts opportunities for pupils to complete tasks and therefore limits pupils' progress. Worksheets are overused in Key Stage 1, which limits pupils' independence in writing.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a wide range of exciting opportunities for pupils to develop knowledge, skills and understanding. The curriculum is challenging for most pupils, contains all that it should and provides enjoyment through its variety. Literacy and numeracy are taught well and French and ICT are strong features. The curriculum has successfully begun to break down barriers between subjects and focus on important skills to add relevance and interest to pupils' learning. For example, there is increasing evidence of the development of writing through subjects such as science and history. A wide range of enrichment opportunities including after-school clubs, visitors and educational visits support the curriculum and help to extend and enhance pupils' skills and understanding. For example, the residential visits for pupils in Years 5 and 6 give them wonderful opportunities to become more independent and confident and add greatly to their enjoyment.

## Care, guidance and support

### Grade: 2

This is a caring school. Pupils know that if they are unhappy there is always someone to turn to. Parents are overwhelmingly supportive and typically comment that they consider their children are happy, safe and secure in school. Pastoral support is good. Clear, detailed and well organised systems are in place and are carefully followed. For example, the headteacher's professional qualification in occupational health and safety drives the school's rigorous approach to assessing risks and ensuring pupils' well-being. As a result, child protection, health and safety arrangements and systems for safeguarding pupils and recruiting staff all meet current government requirements. Good procedures are in place to promote attendance, such as through class awards. Academic guidance is developing as pupils are increasingly involved in assessing their own work to help them understand how to improve. They have targets in English and mathematics to help steer their learning, although some do not know well enough what these are. Teachers' marking increasingly indicates what pupils should do next, as well as acknowledging what they have achieved, although this practice is not yet consistent. In the best practice, pupils discuss their work with each other and with their teachers and act upon the advice they receive.

## Leadership and management

### Grade: 2

Leadership and management are good and are key factors in the school's improvement since the last inspection. The headteacher is reflective, analytical, knows the school well and is steadily developing shared responsibility and accountability, ably supported by his senior leaders. The school has an accurate view of its own performance. There is clear direction to the school's work and all the staff have ownership of the school's vision. Priorities for development are pursued with vigour to help drive forward school improvement. Rigorous tracking systems enable staff immediately to identify and support pupils who are falling behind. Information obtained from data analysis is used to set challenging targets to help raise achievement further. The school has demonstrated how it tackles areas of weakness such as pupils' writing rigorously and effectively, indicating a strong capacity to improve further. Leaders ensure that equal opportunities are promoted well, for example by making sure that all pupils get the help they need. As a result, the school is a cohesive community, although provision for community cohesion requires auditing to ensure that national and global perspectives are promoted fully. Leadership is enhanced further by the governing body, which meets its responsibilities well. Governors are increasingly well informed so that they play a full part in holding the school to account for what it achieves.

**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? | 2   |
| 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?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress                           | 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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| 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 | 2 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Burton Road Primary School, Barnsley, S71 2AA

Thank you for being so friendly and talking to the inspectors when we inspected your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school and believe that you go to a good school. We are pleased to say that we agree with you! There are lots of things that are good about your school.

- We especially like the friendly atmosphere and the way in which adults take good care of you so that you feel safe and happy.
- The staff organise visits, visitors, different clubs, exciting events and residential trips to help make learning more interesting for you.
- We saw that almost all of you work hard and behave well.
- You know about the importance of staying healthy and keeping safe.
- Most of you make better progress as you move through the school in English, mathematics and science than pupils in most other schools do.

We have found just a few things that your headteacher and teachers could do to make your school even better than it is now.

- We have asked your teachers to help pupils in Key Stage 1 make better progress with reading.
- Your teachers should make sure that you learn well in every lesson.
- We have asked them to make sure that you know what you need to do to improve your work.
- Your teachers should make sure that you learn more about the many different groups of people who live in our country.

We were pleased by the way your headteacher and all school staff work hard to give you a good education. They check carefully and often on how you are doing so that they can give you extra help if you begin to fall behind. Thank you for being so helpful when we inspected your school. It was really good to find that you are happy and doing well.