

Burneston Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121619
Local authority	North Yorkshire
Inspection number	327532
Inspection dates	10–11 June 2009
Reporting inspector	Tom Grieveson HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	97
Appropriate authority	The governing body
Chair	Mrs J Dyer
Headteacher	Mrs C Woodward
Date of previous school inspection	February 2006
School address	Burneston Bedale DL8 2HX
Telephone number	01677 423183
Fax number	01677 425276
Email address	admin@burneston.n-yorks.sch.uk

Age group	5–11
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Introduction

This pilot inspection was carried out at no notice by one of Her Majesty's Inspectors. All teachers were seen teaching, most of these were joint observations with the headteacher. Meetings were held with the headteacher, the Chair of Governors, other staff members and groups of pupils. A range of documentation was scrutinised and a sample of pupils' work was examined. Forty two parental questionnaires were received and the content was considered.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- The progress made by the school in addressing the areas for improvement identified at the previous inspection.
- The progress made by all pupils given their starting points and capabilities.
- The accuracy of the school's assessment and tracking evidence in identifying under-achievement and the impact of intervention strategies to help pupils to improve.
- The contribution which the school is making to promote community cohesion.

Information about the school

The school serves a rural community including the villages of Burneston, Kirklington and Wath to the west side of the A1 in North Yorkshire. Approximately one fifth of the pupils live outside the school's catchment area. This is a relatively small school with few pupils entitled to a free school meal. A small number of pupils are from minority ethnic communities, but all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is about average, but this varies between year groups and has increased significantly in recent years reflecting parents' confidence in the school's provision for these pupils, several who come from neighbouring areas. A relatively high number of pupils enter the school within a key stage so that the make up of some year groups changes markedly. During the inspection, the school was under-going significant building works to extend the available accommodation. Before the start of day two of the inspection, the pupils' bus was involved in a road accident. No child was physically injured but their arrival at school was delayed and caused upset for some pupils. School procedures were very effective in responding, supporting pupils and informing parents.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Burneston Church of England Voluntary Aided Primary School continues to provide its pupils with a good education. Aspects of pupils' personal development and the care, guidance and support the school offers are exemplary.

Pupils demonstrate excellent attitudes towards their work and each other. Relationships are strong and older pupils in particular show a keen responsibility for the welfare of their younger peers. Consequently, the school is a harmonious place where very positive behaviour is evident in all lessons and the playground. Pupils feel safe and well supported by staff. These factors combine well to provide an excellent platform from which pupils can enjoy their learning and make progress.

Pupils' learning needs are well catered for and the majority make good progress throughout the school. Standards at Key Stages 1 and 2 are mainly above average and particularly so for those pupils who remain at Burneston throughout their primary school years, although too few of the more able pupils achieve higher levels in national assessments. Most pupils with learning difficulties and/or disabilities also make good progress, indeed some make excellent progress. The school meets the needs of these pupils particularly well because of the high quality of intervention work to support their learning. The number of pupils joining the school during Key Stage 1 and 2 is relatively high, the 2008 Year 6 cohort for example doubled in size during Key Stage 2.

Improved arrangements for assessing pupils' progress are having an increasingly effective impact on how teachers plan learning and this is contributing strongly to the mainly good teaching and learning seen during the inspection. Some teachers use assessments from each lesson well to evaluate how much progress pupils have made. They then use this information well to modify their subsequent lesson planning to take account of pupils' ongoing learning needs, although this practice is not yet consistent in all classes. Significant remodelling of the curriculum to embrace National Strategy changes has been effective in raising standards. In addition, the school has developed a theme based approach to curriculum delivery so that constructive links between subjects has been established. This has enhanced pupils' enjoyment and interest in their work and successfully promotes good improvement.

The school offers excellent care, guidance and support to pupils. Safeguarding and risk assessments are robust and routinely monitored. Particularly careful attention is being paid to pupils' safety through a period of significant building works on the

school site. Pupils demonstrate confidence and security in their surroundings because staff offer exemplary concern for their welfare.

Senior leaders, staff and governors have maintained a robust and collective determination to raise standards and to tackle those areas requiring improvement. The headteacher demonstrates an insightful understanding of the school's strengths, and where further progress is required, ensuring that areas identified for improvements from the last inspection are being tackled successfully. The school provides good value for money and has good capacity to improve.

What does the school need to do to improve further

To continue to improve pupils' achievement and raise standards the school should:

- ensure that the more able pupils consistently attain in line with their capabilities and starting points
- ensure the consistent use of ongoing assessment information so that all teachers make best use of this information when planning lessons so that all pupils achieve as well as they can.

Outcomes for individuals and groups of pupils

2

Learning is good in all classes. Pupils enjoy the planned activities, work at a good rate and take pride in their efforts. Showing enthusiasm and interest they persevere with tasks. Pupils work well together, sharing tasks and finding solutions to problems set by the teacher. Compelling assessment information provided by the school confirms that good progress continues to be made by pupils in all classes. Standards at Key Stages 1 and 2 are above average in most years and reflect the good progress made by pupils, including those with learning difficulties and/or disabilities. At Key Stage 1 pupils have traditionally performed better in reading and writing than mathematics relative to the national average. In both 2006 and 2007 standards were consistently above average in English, mathematics and science at Key Stage 2. In 2008 standards were, however, lower, because too few of the more able pupils reached the higher Level 5 in the national assessment tests, particularly in English, and a high proportion of those pupils who entered the school during Key Stage 2 had lower starting points, although they made good progress.

Pupils' spiritual, moral, social and cultural development is excellent, reflecting the school's ambitions for each child embodied in its core principles. Their behaviour and attitudes towards school and each other are outstanding. Pupils' behaviour in the outside areas is equally good. They play together well with older pupils accepting responsibility for the care of their younger peers by mending friendships and resolving difficulties, should they arise. Pupils express confidence that staff will support them if they encounter difficulties. Pupils are knowledgeable about how to lead healthy lifestyles and articulate well what is required to look after themselves by eating healthily and taking regular exercise. They are well represented through the work of school council representatives who point to a range of matters where the school has

listened to their views and acted upon them. Pupils have extensive opportunities to engage with the community and are keen to be actively involved with local people and organisations.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

How effective is the provision?

Good teaching and learning is underpinned by detailed and well planned lessons with activities, in most cases, matched accurately to pupils' learning needs. Teachers demonstrate good subject knowledge and use effective, robust questioning techniques to challenge pupils and to deepen their thinking. Most pupils are keen to rise to this challenge with many willing to offer responses and give their views. Pupils' attitudes within lessons are excellent, with the majority showing sustained commitment and enthusiasm. They are keen to talk about their work and most can articulate an understanding of what they have achieved. Detailed records are kept of pupils' progress in relation to their targets. Where under-achievement is identified interventions take place so that pupils' progress is accelerated, with particularly effective work being done in the Key Stage 2 nurture group. Marking is detailed, providing pupils with an accurate assessment of how well they have done and how they can improve further.

The school's good curriculum meets all statutory requirements and the school works hard to ensure that it is fully inclusive. An increasing proportion of work is cross curricular, with overt links made between subjects where possible. Effective use is made of themed weeks when pupils have an opportunity to work with pupils from other year groups on joint projects. They clearly enjoy these experiences and evidence of work produced is of a high standard. Additional activities provided after the teaching day enrich pupils' experiences of school and are popular with those who attend. A good range of visits, including to residential establishments, takes place to extend opportunities for pupils' learning and enable them to practise their skills and acquire new knowledge in unfamiliar environments. The school also makes good use of external expertise, including sports coaches, to extend curricular provision further.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The quality of care, guidance and support provided for pupils is outstanding and is thoroughly endorsed by those parents who made their views known to the inspection team. Pupils are exceptionally well cared for. The school's approach to meeting the needs of more vulnerable pupils is excellent, ensuring they make good progress and are confident in their surroundings. Rigorous monitoring promotes above average attendance with effective work evident for specific families needing additional help. Excellent induction arrangements make certain that pupils who enter the Early Years Foundation Stage and the relatively high proportion entering during a key stage settle well and make good progress.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is clearly focused on raising standards and ensuring that all pupils receive their entitlement to an education suited to their needs and abilities. The school's self-evaluation demonstrates an accurate understanding of where improvement is required. Accountability to the governing body for the school's performance is evident in clear routines and procedures. The governing body has a secure understanding of the school's strengths and weaknesses. There is an appropriate balance of challenge and support to the headteacher and staff to foster improvement. The extensive additions to the school buildings have been well considered to enhance the quality of provision for staff and pupils.

The school has a secure focus on valuing every child with excellent arrangements to ensure equality of access for all pupils to the curriculum and all that the school offers. Safeguarding procedures and all risk assessment matters are similarly excellent with extensive arrangements in place to ensure the safety and welfare of pupils at all times.

Parents are overwhelmingly supportive of the school's work with many commendations offered to the inspection team. There is extensive consultation with parents at various points during the school year with active encouragement to support their child's education. This extends to well considered engagement with other organisations to extend the curriculum offered to pupils and to engage external expertise when required.

The school is making good progress in promoting community cohesion. The headteacher demonstrates a detailed understanding of the needs of the community resulting in extensive engagement with local groups including the faith community. Global links have been established with schools in India and pupils' understanding of other cultures and faiths is being extended through the use of visitors such as those from the Refugee Council, Christian Aid and other faith groups.

The school continues to provide good value for money and has good capacity for further improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Attainment on entry to the Early Years Foundation Stage varies each year, not least because of the relatively small number of pupils admitted and the differing make up of abilities in each cohort. In the current year group, children's attainment on entry was in line with the expectations for their age but in the three previous years it was below this level.

Reception age children and those in Year 1 are taught within the same classroom areas. Good quality provision ensures that the large majority make good progress in their learning and in most years children's attainment is in line with the nationally expected learning goals by the time they transfer into Year 1.

Staff make an extensive commitment to constantly evaluating children's progress so that assessment is regular and ongoing and this information is used effectively to ensure that activities take full account of prior learning and children's future needs.

Children are well managed and successfully supported in their work. They listen attentively, respond appropriately and work well with others. They demonstrate an infectious enthusiasm to take part in activities, deriving great enjoyment from their work. Staff provide a good balance of activities and offer well considered opportunities from which children can choose for themselves. Reception and Year 1 children often begin sessions together before undertaking different activities which are well suited to their needs.

The Early Years Foundation Stage leader provides good leadership, demonstrating a secure knowledge of the children's needs and a clear strategic understanding of future priorities within the context of the remodelled accommodation.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Overall effectiveness of the Early Years Foundation Stage	2
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Views of parents and carers

Ofsted invited all the registered parents and carers of pupils at Burneston Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 42 completed questionnaires. In total, there are 72 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	39	3	0	0

Parents' inspection returns reflect an overwhelmingly positive response with good support for the school. Parents commented most strongly on the support and attention given to individual pupils and the high quality of pastoral care. A high number also praised the leadership of the headteacher. Parents consider that the school consults with them well providing good quality information. A particularly notable feature was the supportive comments about the way the school prepares children for entry to the Early Years Foundation Stage and engages with their families.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



12 June 2009

Dear Pupils

Inspection of Burneston Church of England Voluntary Aided Primary School, Bedale, DL8 2HX

Thank you for making me so welcome when I inspected your school recently. It was a pleasure to meet with you all and to talk about your work and how much you enjoy being a pupil at Burneston. My thanks also go to the school council representatives for giving up their lunch break to speak with me. They were very helpful and have a good understanding of how the school works and the way in which they represent your views.

The report is now complete and I would like to tell you what it contains. Firstly, Burneston is a good school and it does some things exceptionally well. For example, the way in which the school supports your personal development is excellent. This includes your exemplary behaviour and first rate attitudes towards your work and each other. This helps to make Burneston a happy community in which everyone feels valued. The way the school cares for your welfare is also excellent. Your safety is the staff's number one priority and they do this work exceptionally well. In addition, the school ensures that you all have excellent opportunities to take part in all that the school has to offer.

I found all other aspects of the school's work to be at least good. Mrs Woodward, the staff and governors work very hard on your behalf to ensure that your needs are met and that you make good progress. They are being successful and are constantly seeking ways to improve your school further. I was particularly impressed by the way teachers are using the information they have about how well you are doing to plan lessons so that they are both enjoyable and meet your needs increasingly well. You told me that you liked the new curriculum and how subjects are linked together, I agree. This approach is making learning much more enjoyable and is helping you to use your literacy and numeracy skills in other curriculum areas.

Please pass on my thanks to your parents for providing me with their views of the school. They also think that Burneston is a good school and they are right to do so.

Even good schools can improve and I have asked Mrs Woodward, the staff and governors to concentrate on making two areas better still. Firstly, more pupils should be reaching the higher levels in their tests at the end of Key Stage 2. Secondly, although teachers are making better use of the information which they collect about

how well you are progressing at the end of each topic, they need to make better use of information which they are collecting about your every day progress so that all lesson activities, all of the time, meet your needs. I am sure you can think of ways in which you can help the staff to do these things.

Thank you again for your help, please accept my very best wishes for the future in all that you do.

Yours sincerely

Tom Grieveson HMI
Her Majesty's Inspector

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