

# Burton Green C of E Primary School

## Inspection report

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Unique Reference Number	125659
Local Authority	Warwickshire
Inspection number	328377
Inspection dates	16–17 June 2009
Reporting inspector	David Driscoll

This 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.

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	100
Appropriate authority	The governing body
Chair	Susan Marshall
Headteacher	Cathy Clarke
Date of previous school inspection	10 July 2006
School address	Hob Lane Burton Green CV8 1QB
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## Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited nine lessons, including four short visits at the start of the day, and held formal or informal meetings with governors, staff, pupils and parents. The inspector observed the school's work, and looked at records of pupils' progress, the outcomes of the school's monitoring of its work, the school's plans for the future, all health and safety documentation, documents relating to the provision for pupils with learning difficulties and/or disabilities and records, and analysed 40 parental questionnaires.

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

- the success of actions taken by the school to secure improvement
- the performance of more able pupils and the very small number of pupils with learning difficulties and/or disabilities who are supported on 'School Action' plans
- the reasons for differences in standards between girls and boys at the end of Year 2
- how well assessment is used to plan lessons and promote effective learning.

## Information about the school

Burton Green is a small village school that serves a rural area of Warwickshire. No pupils are eligible for free school meals. Relatively few pupils have learning difficulties and/or disabilities, but they are not distributed evenly across the school. Some year groups have over a third of the pupils with learning difficulties and/or disabilities, while others have none. The proportion of pupils from a minority ethnic background is above the national average, although almost all speak English as their first language.

## 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

Parents are understandably happy with the good education provided at Burton Green. Children usually join the Reception class with knowledge and skills that are above levels expected for their age. They make good progress in the Early Years Foundation Stage and in most other years, so they usually leave school with standards that are high in English, mathematics and science. Nevertheless, there is variation in the progress they make in different years, which relates directly to the quality of teaching they receive. Pupils forge ahead in the majority of lessons, where the work is challenging and the pace is brisk. Progress slows to satisfactory when pupils continue with an activity long after they have gained all they can from it and are ready to move on to more difficult work. Another reason for the variation lies with the marking, which is frequent and regular, but does not always help pupils to understand what they need to do to improve their work further. Almost all groups of pupils make good progress, including the most able and those with learning difficulties and/or disabilities supported on 'School Action Plus'. The latter have very effective individual education plans that allow support from teaching assistants to be well targeted to their precise needs. The very few pupils supported on 'School Action' are not provided with such plans, so make satisfactory progress.

Pupils are polite and well behaved. They receive great encouragement to lead healthy lifestyles, and their response is outstanding. They are exceptionally active in sports and eat very healthily. They feel safe in school because they are well looked after and know they can always talk to an adult if they have problems. They love the many trips and extra activities provided, but these do not include ones which teach them about how other people live in areas of Britain different from their own. This limits their cultural development to satisfactory, while their spiritual, moral and social development is good.

The school has improved significantly in key areas of its work since it was last inspected, which is proof of the school's leaders' good capacity to take the school further. Checks on what the school provides are particularly thorough, so leaders, including governors, are clear on where to target their actions to provide the greatest benefit to pupils.

## What does the school need to do to improve further?

- Ensure that all classes make the same good progress as others by:
  - making greater use of short, focused activities so pupils are moved on when they have achieved an objective
  - consistently challenging pupils with appropriately demanding work
  - providing better guidance through marking about what pupils need to do to improve their work.
- Ensure that pupils supported on 'School Action' make equally good progress as others with learning difficulties and/or disabilities by drawing up individual education plans that are of the same high quality as others and ensuring these are used to better target support from teaching assistants.
- Improve pupils' knowledge and understanding of how others live in Britain today by:
  - providing more opportunities for pupils to experience areas different from those where they live
  - developing links with schools in contexts different to Burton Green.

## Outcomes for individuals and groups of pupils

2
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Children are now making good progress in the Reception class, and usually join Year 1 with standards that are well above average. Overall, their progress is good over the rest of their time in school, and standards in most years, including those seen in lessons during the inspection, are high by the end of Year 6. Such high standards, coupled with pupils' good progress, lead to outstanding levels of achievement and enjoyment. In 2008, boys' standards were much better than girls' by the end of Year 2. However, the difference arose because the boys were much more able when they started school, and both groups had made equally good progress. By the time they leave Year 6, pupils are well equipped with the skills and attributes they will need in later life, such as being highly competent with information and communication technology (ICT) and appreciating the importance of good punctuality. They possess a sound understanding of business and enterprise.

Progress is at least good in all subjects in Year 6, but this is not the case in all other years and subjects. Pupils in Year 3 for example, make good progress in writing and satisfactory progress in mathematics and reading, while the situation is reversed in Year 4. Standards too vary from class to class, as small changes in the proportions of more or less able pupils can have a big impact on overall standards. Pupils currently in Year 1, for example, are very able and are already reaching standards in their writing that are very high for their age. Other more able pupils make equally good progress as they move through the school, and the work they were given was pitched at an appropriately demanding level in most lessons observed. The very few pupils supported on 'School Action' make satisfactory progress, and so tend to remain on the register of pupils with statements of special educational needs rather than making the good progress that would ensure they no longer required extra support.

Pupils love coming to school, where they get on very well with one another. The

older pupils have developed mature attitudes and play a strong role in the school by taking responsibility in many areas. Fewer opportunities exist for younger pupils.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	1
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	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?	2

## How effective is the provision?

Teachers have a good knowledge of the subjects they teach, so pupils' knowledge and understanding is accurate. Lessons are planned using the results of accurate assessments, so that work is well matched to the needs of different groups. In practice, however, this does not always work. In Year 6, where progress is often rapid, pupils are given short, focused tasks that ensure that they learn a particular skill, and then quickly go on to apply the skill to a new situation. Such an approach is not used consistently in other years, so progress is not consistently good. Younger pupils may spend too long on the carpet listening to the teacher, for example, while older ones may get through their work and have to wait for the teacher to give them another task. Older pupils wait patiently, but younger ones start to lose concentration. Pupils love solving problems and tackling really demanding work. Sometimes, however, they do too many examples which they find progressively easier as they work their way through them. As a whole, though, the curriculum is planned well to ensure that the work overall becomes more challenging as pupils move through the school, especially in literacy, numeracy and ICT. The work builds well on the many trips and visits available to provide contexts that the pupils find interesting. Teaching assistants provide good guidance for those pupils supported on 'School Action Plus'. Their individual education plans are highly effective because they are written in language that is easily understood by the pupils, and which tells them what they need to learn to do, how they will learn it and who will help them. Support for these pupils is considerably enhanced by the good links maintained with specialist support services. Other guidance is not always so effective. Marking, for

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

example, does not consistently point out what pupils need to do to improve their work in classes other than Year 6. Pastoral care is well organised and effective, especially in raising self-confidence among some pupils who are not sure of their own abilities. Pupils receive good advice on their futures and are well prepared for their move to secondary school.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

Improvement has been driven well since the school was last inspected, especially in the Early Years Foundation Stage and in ensuring better systems for monitoring and evaluating the school's work. Pupils' progress is tracked more accurately and the results are analysed more thoroughly, especially in writing and mathematics. This has allowed the school's managers to quickly spot those pupils who are falling behind in their work and target support to where it is most needed. Such actions have boosted the progress in writing of the most able girls in Year 3, for example, so they now do as well as others. This has helped the school in its efforts to ensure equality. The school is currently planning to extend such analysis to reading and science to further help iron out inconsistencies in its work. Although there are very few racist incidents, staff are very quick to pick up the slightest concerns, which are dealt with in a particularly effective manner. Child protection and safeguarding procedures fully meet requirements, with excellent attention being paid to the safe use of electronic communications that is much appreciated by parents. Good attention is paid to health and safety, with thorough documentation and recording, although there are odd instances of fire doors being wedged open. The school has audited what it provides in terms of community cohesion and drawn up plans to improve. Currently, pupils learn a lot about the locality and international aspects, but do not learn enough about how people from other faiths, cultures and socio-economic backgrounds live their lives. Governors are fully involved in checking what the school provides. Visits to lessons clearly identify how individual teachers can improve their teaching and are leading to better quality provision.

*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	2
The effectiveness of safeguarding procedures	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Children get off to a good start in the Reception class. They make good progress in all areas of learning and usually start Year 1 with standards that are well above average. The current class is a very able one, however, and their standards are already high. Provision has improved considerably from the satisfactory situation at the time of the previous inspection. Provision and outcomes are now good because:

- the most able children benefit from working alongside those from Year 1 and doing the same work as them
- activities led by the teacher are very demanding, but presented in a way that the children find fun
- effective use is made of ICT to both engage pupils and to extend their learning
- children play well on their own and with others, making good use of the resources with which they are provided
- behaviour is managed well, so children quickly learn what is and is not an acceptable way to act with others
- policies for health and safety and children's welfare are comprehensive and implemented consistently
- leadership and management are firmly focused on identifying and tackling any areas for improvement.

The most important areas for improvement are:

- making better use of adults other than the teacher to assess children's progress, so that work can be even more accurately matched to their needs on a daily basis
- improving the size and condition of the outdoor area to provide an environment more conducive to play and learning
- providing better toilet facilities so children do not have to go outside in inclement weather.

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

## Views of parents and carers

The majority of parents are very happy with what the school provides. The responses to the school's own questionnaire showed a very high level of satisfaction. Several



commented on how approachable staff are and how well the school works with parents. This was also found to be the case by the inspector. A few parents are concerned by disruption caused by younger pupils in mixed-age classes. The inspector found that this was not the case, but that any minor disruption was caused by pupils, regardless of their age, losing interest when activities went on for too long.

Ofsted invited all the registered parents and carers of pupils registered at Burton Green C of E 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 40 completed questionnaires. In total, there are 77 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	25	11	3	0

(This question was not answered on one questionnaire)

## 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.



18 June 2009

Dear Pupils

Inspection of Burton Green C of E Primary School, Kenilworth CV8 1QB

Thank you for all the help you gave me when I visited your school. You were very sensible when you spoke to me, and I was very impressed with your good manners and behaviour. You go to a good school where you make good progress in all the subjects you learn. The youngest ones do well in the Reception class and are soon working and playing happily with each other. Those of you in Years 5 and 6 play a big part in helping them settle in, by keeping an eye on them, and others, at playtime. Those of you in Year 6 do well all the time, because you are given difficult problems and just enough time to do them in. For others, progress is sometimes fast, and sometimes slow. This is because you sometimes spend too long on a piece of work or do too many examples that do not get more difficult as you work through them. So, I have asked the teachers to give you shorter tasks and to check that you never find the work too easy. I have also asked them to give you tips on how to do better next time when they mark your work. You can help, too, by concentrating all the time so your teacher does not have to stop to remind you to work as hard as you can. Some of you who find learning a bit more difficult than others do not make as much progress as you could. So I have asked your teachers to write some special plans that tell them what they need to do and who will help them do it.

You are an exceptionally healthy bunch! I was really impressed with all the sport you do both in and out of school, and by how many of you eat as healthily as possible. Come on, you last few, get rid of those crisps from your packed lunches and eat as healthily as the others! You know a lot about other countries and the area around Burton Green, but not as much about how people live in different parts of Britain. So I have asked the people who run the school to take you to see how people live in areas that are not like Burton Green.

The people who run the school are making it a better place in which to learn. They are good at finding out what can be improved, and then doing something about it. They take good care of you, and make sure that you are kept safe. You told me that you always have someone in school that you can turn to if you have any problems.

With all best wishes for your futures.

Yours faithfully

David Driscoll  
Lead inspector

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