

# Burton Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	121287
<b>Local Authority</b>	York
<b>Inspection number</b>	339911
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Amraz Ali HMI

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Linda Whitehead
<b>Headteacher</b>	Mrs Sally Taylor
<b>Date of previous school inspection</b>	0 January 2007
<b>School address</b>	Burton Green Clifton York YO30 6JE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils, and some parents and carers. They observed the school's work, looked at pupils' records and test results and scrutinised pupils' work from the current and previous academic year. They analysed 48 questionnaires returned from parents and carers, 18 questionnaires from staff and 81 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils and their progress
- the extent to which the recent improvements in assessment and teaching ensure that the needs of all pupils are being met in lessons
- the impact of recent modifications to the curriculum to practise reading, writing and mathematics in other subjects
- the capacity of leaders at the school to bring about sustained improvement.

## Information about the school

This average-sized school serves an area to the north of York city centre which experiences some significant social and economic disadvantage. Most pupils are White British and very few are from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is more than double the national average. There is a slightly larger proportion of boys in the school than girls and there is a small number of pupils who are looked after by the local authority. Although the proportion of pupils with special educational needs and/or disabilities is double the national average, the percentage with a statement of special educational needs is below the national average. The Early Years Foundation Stage comprises a Nursery and Reception class. There have been a significant number of staff changes since the previous inspection.

The school holds the Healthy Schools Award and the ICT Mark for its work in information and communication technology.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to standards attained by pupils and the progress they are making over time, the quality of teaching and the arrangements to safeguard pupils.

The headteacher and the whole staff have established a happy, friendly and welcoming school. Parents and carers appreciate this and the approachability of the whole staff. Pupils have a good understanding of how to lead healthy lifestyles and enjoy the many sports clubs. However, attainment at the school is very low and achievement over time is inadequate for all groups of pupils, including those with special educational needs and/or disabilities. Therefore the school does not provide satisfactory value for money.

Pupils enter the school with skills and abilities that are well below levels typical for their age. Although they make satisfactory progress in the Early Years Foundation Stage, pupils fail to make sufficient progress over time through Key Stage 1 and Key Stage 2. Since the previous inspection, where the school was judged to be satisfactory, attainment at both Year 2 and Year 6 has declined and is now exceptionally low in English and mathematics. Most aspects of provision are satisfactory because of recent improvements to teaching and the curriculum. However, the quality of learning and the progress pupils make over time is inadequate because there are still too many gaps in pupils' learning and attainment is not rising sufficiently fast enough.

The quality of teaching is satisfactory overall, and some is good. However, it is not consistently strong enough to enable all pupils to make the good progress needed to close the gap between their present low standards and those they should be attaining. There have been a number of staffing changes since the last inspection and this has slowed the pace of improvement. Senior leaders at the school have identified the need for pupils to make better progress and have suitable plans for improvement in place. A focus has been on improving the quality of teaching and in some classes pupils are beginning to make faster progress because the teaching they receive is more effective. Where this is happening lessons include well-thought out learning activities that meet the full range of ability needs and, consequently, pupils have just the right amount of challenge and learning proceeds at a faster pace. However, in too many lessons assessment information is not used sufficiently well to ensure that tasks are finely tailored to meet the full range of ability needs. Consequently, the pace of learning and progress is good too infrequently. Although improving, some assessments lack rigour

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and are inaccurate, which has made it more difficult for teachers to use assessment information effectively to match work to pupils' needs.

The satisfactory curriculum meets statutory requirements and is suitably broad and balanced. There have been recent improvements to provide more time for the basic skills of English and mathematics by, for example, more careful planning of opportunities for pupils to practise reading, writing and mathematics skills in other subjects. Although inspection evidence showed this to be having a positive impact on pupils' learning and progress, it is not yet having an impact on pupils' attainment in tests. A renewed focus on developing pupils' reading through more direct daily teaching of letters and sounds is beginning to pay dividends across the whole school and is helping to fill the gaps in some pupils' learning.

The day-to-day management of the school ensures a calm and orderly learning environment. Leaders and managers know the school's relative strengths and weaknesses well and, although they have been somewhat slow to act to stem the decline in attainment, their recent actions are beginning to have impact on the quality of teaching and on pupils' learning and progress. This demonstrates the school's satisfactory capacity to secure improvement. Plans for improvement are sound and arrangements for checking their impact are appropriate. However, senior leaders' evaluations of teaching do not focus sufficiently on the impact that teachers are having on the learning and progress of all pupils in each class. Although governors are supportive and are beginning to offer some challenge to the work of the school, they have not undertaken the necessary reviews to ensure that all of the school's procedures for safeguarding pupils meet government requirements.

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

- Raise attainment in English and mathematics and improve the progress made by all pupils.
- By July 2010 increase the proportion of consistently good teaching across the school by:
  - making sure that the assessments of pupils' work are accurate
  - using assessment information more effectively to plan lessons which meet the needs of all pupils in the class.
- Improve procedures for monitoring and evaluating the work of teachers to better identify the link between teaching, learning and progress in classrooms.
- Improve safeguarding procedures by:
  - ensuring that policies are reviewed regularly to meet the most up-to-date regulations
  - ensuring that all staff receive training in child protection.

**Outcomes for individuals and groups of pupils****4**

Inspection evidence shows that pupils' learning and progress in the majority of lessons

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is improving and is largely satisfactory. In a small core of lessons, learning is more consistently good. However, pupils do not make the rapid progress required to counter their past underachievement and plug the gaps in their learning. Therefore their achievement relative to their starting points is inadequate.

Most pupils are well behaved and are keen to learn and do well. They say that they enjoy their time at the school. Children begin in the Nursery with skills that are generally well below levels typical for their age. They get off to a sound start with their education and make satisfactory progress in their first two years. However, as pupils move through the school their progress is inconsistent and over time is inadequate. Consequently, by the time they leave Year 6 standards are too low.

Pupils with special educational needs and/or disabilities are identified early. Although support is planned satisfactorily their progress over time is inconsistent and inadequate overall. Recent improvements to the deployment of experienced teaching assistants and the work of a speech and language therapist are beginning to have some impact on pupils' learning in speaking, listening and reading. Pupils from minority ethnic groups make the same progress as their peers. Support for looked after children is generally good and this group makes at least satisfactory and sometimes good progress.

Pupils' good understanding of the importance of leading healthy lifestyles is reflected in the enthusiasm with which they participate in many physical activities and even some of the youngest pupils talk about the importance of eating fruit and vegetables, referring to having 'five a day'. Pupils' spiritual, moral, social and cultural development is satisfactory, as is their behaviour. Pupils are well behaved around the school and show some good care for one another. However, in a small number of lessons, although not behaving badly, a minority of pupils do not always show consistently good attitudes to their work, particularly boys. Pupils speak confidently and sensibly about how to stay safe and say they know who to talk to if they have a problem. Pupils are keen to take on extra responsibilities such as representing their class on the school council. Pupils enjoy school and this is reflected in their average attendance. However, low standards at the end of Year 6 mean that pupils are not adequately prepared for their secondary education and their future economic well-being.

*These are the grades for pupils' outcomes*

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<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The underdeveloped use of assessment in lessons is the most significant barrier to improving the satisfactory teaching to good. In the lessons observed, pupils were given opportunities to work in groups or independently and opportunities for discussing work with partners were often used well. However, in some lessons the use of talk partners was less productive, particularly where teachers were less clear about why they were using it. Good relationships and clear expectations ensured that classrooms were calm and well ordered. Teachers, routinely sharing learning objectives with pupils, were seen to be helping pupils to understand what was expected of them. The use of teaching assistants made a positive contribution to pupils' learning by providing extra help to those pupils in need of extra support. Teaching is most effective where teachers have a clear understanding of what they expect pupils to learn, but in some lessons the objectives relate to what pupils will do rather than what they are to learn. Sometimes expectations are too low. Although improving, some past assessments are inaccurate. Where assessment information is used well tasks are planned well to meet the full range of pupils' needs. However, this is inconsistent and on too many occasions, although work is planned for different abilities in the class, it fails to challenge all abilities. When this occurs the pace of learning slows and some pupils lose interest.

The curriculum provides an appropriate balance of learning activities and has recently been modified to provide more time for pupils to review their work after it has been marked by the teacher. This is beginning to help pupils to identify what they need to do to improve their work. The curriculum is enhanced by a range of enrichment activities, including a residential visit for the oldest pupils and after-school sports clubs. The

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curriculum for pupils with special educational needs and/or disabilities is satisfactory overall and has some strengths. The regular work on speech and language therapy for some of the youngest pupils is tailored well to their needs and, as a consequence, they are progressing well.

All staff are very caring and on a day-to-day basis the school provides a safe and secure learning environment. The school works effectively with other agencies to help pupils and families who experience social and emotional difficulties. Some parents and carers comment on the good support their children are given. This is particularly the case where the children have recently joined the school or have special educational needs and/or disabilities. Although the school responded quickly to correct a security issue that was identified by the inspection team, the shortcomings in safeguarding procedures mean that care, guidance and support overall are inadequate.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

The headteacher and senior leaders know the school well and all are keen to do their best for pupils. They know the relative strengths and areas in need of improvement and recent action to improve teaching is beginning to pay dividends. Improvement plans are sensible and there is a new programme to improve the way that leaders check that the plans are having an impact on teaching, learning and progress. Although there is a positive culture of observing teaching in order to identify strengths and areas for improvement, observations do not focus sufficiently on the impact that teaching is having on all pupils in each class.

Governors are committed to supporting the work of the school and are very keen for pupils to achieve the best that they can. They generally know the school's strengths and weaknesses. Although policies are regularly reviewed, the safeguarding policy has not been updated to reflect the most recent government regulations. Although the designated teacher for child protection and most staff have had training related to child protection, not all staff have had appropriate training. The school's engagement with parents and carers is satisfactory overall. Parents and carers are supportive of the school and value the approachability of the headteacher and staff. Partnerships are developing. Of note is the way that the school has begun to work with the local authority to tackle underachievement. The school's policies and procedures for ensuring equality of opportunity are satisfactory; consequently, all pupils are fully included in the



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life of the school and feel safe. Effective steps are taken to ensure that the school is a safe and healthy environment and regular checks are made to minimise risks. Appropriate procedures are followed and well documented for all educational visits. The school's leaders know the local community very well and have plans in place to provide a greater range of information about world faiths and other countries. This work, and its formal evaluation, are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children often start in the Nursery with understanding and skills that are well below age-related expectations, particularly in communication and language and their knowledge of the world around them. By the time they leave Reception, although children have made satisfactory progress, they are still at well below average levels. Children are provided with a range of appropriate activities both indoors and outdoors, which stimulate their interest, encourage their involvement and help them to enjoy working and playing alongside others. However, while teachers monitor children's involvement carefully, what they expect them to learn is not always identified clearly enough. Consequently, opportunities to promote children's knowledge and skills and accelerate their progress are missed. Teaching is satisfactory but more purposeful in Reception where teaching about letter sounds provides children with a solid start to reading and writing. Children's welfare is promoted satisfactorily. Staff form good relationships with children and watch over them carefully. Children's development is monitored and assessed regularly but judgements of how well they are attaining have lacked consistency. The school lacks a reliable picture of the progress different groups of

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children have made. Leadership and management are satisfactory and plans for improvement recognise the changes that are needed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### **Views of parents and carers**

The inspectors received 48 questionnaires from parents and carers and around a quarter of these contained additional comments. Several parents and carers collecting children from school spoke to inspectors during the inspection. A large majority of parents and carers who responded to the questionnaires are positive about the school. They regard the school as caring and supportive and the staff as approachable. Parents and carers may wish to know that there were no significant trends in the small number of criticisms offered in the questionnaires but that inspectors did consider all of these as part of the process of evaluating the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	73	13	27	0	0	0	0
The school keeps my child safe	35	73	12	25	1	2	0	0
The school informs me about my child's progress	29	60	18	38	0	0	0	0
My child is making enough progress at this school	31	65	15	31	1	2	0	0
The teaching is good at this school	37	77	11	23	0	0	0	0
The school helps me to support my child's learning	32	67	15	31	0	0	0	0
The school helps my child to have a healthy lifestyle	25	52	23	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	56	21	44	0	0	0	0
The school meets my child's particular needs	29	60	19	40	0	0	0	0
The school deals effectively with unacceptable behaviour	25	52	21	44	2	4	0	0
The school takes account of my suggestions and concerns	23	48	24	50	1	2	0	0
The school is led and managed effectively	31	65	16	33	0	0	0	0
Overall, I am happy with my child's experience at this school	37	77	10	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



08 October 2009

Dear Pupils

Inspection of Burton Green Primary School, York, YO30 6JE

Thank you all very much for welcoming my colleagues and myself to your school when we came to inspect it. Thank you for taking the time to talk to us about your school and your work. We listened carefully to what you said and to the views of your parents and carers. I want to tell you what we found out.

We judged that although your school is getting better, too many of you are not doing as well as you can, so we have given it a notice to improve. Too many of you leave Year 6 with far lower attainment in English and mathematics than you are capable of, so we have asked the school to improve this. Your school does some things well. It encourages your good behaviour around the school and we were impressed by how friendly and polite you all are. You know how to keep fit and healthy. Members of your school council are keen to work hard to make the school better. Your headteacher and all the staff care for you and the youngest children get a sound start to their education.

To improve your school, we have asked your headteacher and governors to:

- raise your attainment in English and mathematics and help more of you to make good progress
- make more of your lessons good by making sure that the teachers use what they know about how well you are doing to plan lessons so that you are always given work with just the right level of difficulty and challenge
- make sure that the things they write down about how they keep you safe is up to date and meets regulations, and that all of the staff are trained in how to keep you safe
- check carefully the work of teachers to make sure that everything they ask you to do is really helping you to learn and make progress.

I am sure that you would like to play your part too and you can help your teachers by letting them know if you find the work too easy or too hard. Inspectors will visit the school again soon to check how well you are doing. Thank you for welcoming me to your school and I wish you all the best for the future.

Yours sincerely

Amraz Ali

Her Majesty's Inspector

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