

Burton Manor Primary School

Inspection report

Unique Reference Number	124202
Local Authority	Staffordshire
Inspection number	340516
Inspection dates	28–29 January 2010
Reporting inspector	Angela Kirk

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Geoff Rowlands
Headteacher	Roger Siddall
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors reviewed many aspects of the school's work. Around half of the inspectors' time was spent looking at pupils' learning. Inspectors visited 12 lessons and observed 10 teachers. They held meetings with the chair of governors, staff and groups of pupils. They reviewed the school's analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work. They also analysed 37 questionnaires returned from parents and carers as well as responses from pupils and staff.

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

- the degree to which pupils are given work at a suitably challenging level, given the evidence of some below average attainment and progress in recent years
- the effectiveness of the school's monitoring and its subsequent impact on improving outcomes for pupils
- the knowledge the governors have about the school and how well they challenge and support it
- the provision for outdoor learning in the Early Years Foundation Stage.

Information about the school

This is an average-sized school. The majority of pupils are of White British heritage, with a few pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average, with most pupils' needs relating to specific learning difficulties. Fewer than average pupils are eligible for free school meals. The Early Years Foundation Stage includes a part-time Nursery, a Reception class and a mixed-age Reception and Year 1 class. The school operates its own breakfast- and after-school club, which was also inspected.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, where pupils enjoy their education and every child really does matter. Fundamental to the school's ethos are its core values on which it is based and the individual care to ensure all pupils feel happy and safe, and achieve well. The school has improved considerably since its previous inspection, when standards in mathematics and science were significantly below average. The headteacher, working in partnership with staff and governors, has led the school through many improvements in its provision, pupils' progress and leadership and management. The capacity to improve further is good.

Children get off to a good start in the Early Years Foundation Stage, where good teaching and assessment, a fun curriculum and caring staff ensure that they make good progress towards the early learning goals. The outdoor curriculum has yet to be embedded in all areas of learning, particularly with regard to encouraging a free flow of indoor and outdoor activities that children can choose for themselves. This limits the outcomes for children in the Nursery in particular. Continued good teaching and a well-planned, enjoyable skills-based curriculum are significant factors in ensuring pupils make good progress in the older key stages. By the time pupils leave the school their attainment is average, but improving. A key factor in this improvement is the very effective feedback staff give to pupils about their work, and their individual targets play an essential role in this feedback. A drive from all staff to ensure that they take on new initiatives with the same high commitment to school improvement, along with careful monitoring by senior staff, has meant that pupils' progress has accelerated and any previous weaknesses in their learning addressed. Work has begun on improving the progression of key skills in mathematics, but this has not yet had a significant impact on end-of-key-stage assessment results. The timing of different sections in lessons is not always successfully managed by teachers to ensure that pupils finish planned work. This particularly limits pupils' progress in writing.

Assessment procedures and detailed tracking of individuals and all groups of pupils now provide a much more accurate picture of pupils' attainment and progress as they move through the school. Vulnerable pupils are supported well and any barriers to learning are dealt with effectively. Behaviour is good, being characterised by courtesy, good manners and pupils' friendly and caring attitudes to one another. Pupils say that they feel safe and are confident to talk to the adults in school about any problems. Pupils get on well with each other and have a clear understanding of right and wrong. The school offers a wide range of cultural experiences for pupils and they talk enthusiastically about their knowledge of different cultures they have studied in lessons, through visitors and on school trips.

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The school has a very accurate picture of its strengths and weaknesses, but graded itself too harshly in its self-evaluation in most areas, believing itself to be only satisfactory. The school's leadership and management are distributed well, and all staff take on their responsibilities enthusiastically and systematically. Governors work in close partnership with the headteacher and senior leadership team, providing good support.

What does the school need to do to improve further?

- Build on current improvements to raise standards in writing and mathematics by December 2010 by:
 - focusing on the progression of key skills in mathematics that will ensure that all pupils reach their expected targets
 - ensuring that all parts of lessons are well paced so pupils have adequate time to complete set tasks in order to maximise their progress.
- Embed outdoor learning into all areas of the Early Years Foundation Stage curriculum by July 2010 and ensure that children can move between the indoors and outdoors when choosing activities.

Outcomes for individuals and groups of pupils**2**

During the inspection, pupils were seen to be learning successfully in all year groups. Standards in lessons and pupils' books were broadly average, but improving in all subjects. Lessons are well planned and enjoyable, and pupils are keen to talk about their work. They are given good guidance on how to improve it. All groups of pupils, including the most able and those with special educational needs and/or disabilities, make good progress because of the well-targeted support they receive from teachers and assistants. The setting in some year groups for specific subjects has resulted in particularly good progress and high standards for some pupils. For example, in the top mathematics set in an observed Year 6 lesson, pupils found three possible methods for solving a challenging number series, problem resulting in outstanding progress. First-hand experiences are used well to help pupils to understand feelings such as empathy. For example, in a Year 4 literacy lesson linked to a story written about apartheid in South Africa, pupils were split into two groups during a role play session. Afterwards they discussed their feelings as a result of the differing treatment they received.

Achievement and progress are improving because of the successful whole-school focus on all pupils making good progress. Tracking of pupils is good and as a result teachers are now very aware of any pupils who are in danger of slipping behind.

However, there are still some areas of inconsistency. For example, in some lessons, teachers do not time each section of the lesson sufficiently well and therefore pupils can have insufficient time to complete set tasks, for example in writing, which impacts adversely on their progress.

Pupils listen attentively and work well independently. Improvements in the teaching of

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reading in Reception and in Years 1 and 2 have resulted in a strong foundation for learning on which to build. The recent introduction of mathematics 'passports' has supported whole-school teaching and assessment of pupils' key skills. This means that pupils are highly motivated to achieve their next mathematics target and know exactly what they need to do.

Pupils have a good understanding of healthy lifestyles and they say that the work they have undertaken in school has supported their healthy food and exercise choices. Incidences of bullying are rare, but any issues are swiftly dealt with by adults. Pupils value the democratic process in their school and like the impact that the school council has had. For example, blinds were put in classrooms as a result of concerns raised by pupils. Attendance is satisfactory.

These are the grades for pupils' outcomes

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

How effective is the provision?

There has been a marked improvement in provision. The school's five core values of respect, responsibility, rights, resilience and reflection are reflected in the good relationships between adults and pupils, and between pupils in the school.

¹ 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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Teachers' dedication to ensuring that they follow the agreed policies and practice has meant a consistency of approach throughout the school, maximising impact. A strength of the school is the continuous feedback given to pupils on their attainment and progress. Pupils' individual targets are integrated well into teachers' marking and good use is made of peer and self-assessment to reinforce what pupils need to do to improve their work. Regular assessments are used effectively to identify any potential underachievement by individuals or groups. This enables the school to swiftly put in place any necessary support. Teachers have good subject knowledge and work is usually carefully matched to pupils' abilities. Occasionally during the inspection, work was either too challenging or insufficiently challenging and as a result only satisfactory progress was made in these lessons. The good curriculum has been carefully planned to make sure that the skills pupils learn build progressively on their prior knowledge. It is enriched by relevant cross-curricular links, including those for information and communication technology, and a wide range of school visits, visitors and events. Recent improvements in the science curriculum have introduced more practical work, which pupils say they enjoy, and good quality 'mind maps' support assessments made by pupils and teachers.

The school's breakfast and after-school club provides good opportunities for a range of physical, creative and social activities, which are well organised. Care of pupils is good and healthy choices for snacks and breakfast are offered.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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	2

How effective are leadership and management?

The headteacher's vision has been instrumental in creating an ambitious and hard-working team, all driving school improvement. The senior leadership team have ensured that the learning environment is stimulating and that all staff have high expectations of their pupils. Staff morale is high and there is a strong sense of shared commitment from staff and governors. Although the views of parents and carers are sought annually by the school, its leaders and governors have not yet fully utilised relationships to best effect. Governors have a good understanding of the strengths and weaknesses of the school and there is effective dialogue between governors with specific roles and subject leaders, although the way they challenge the school on specific issues of performance is not always sufficiently well recorded. Safeguarding procedures are secure. Community cohesion is promoted well in the local community

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and through, for example, visits by children and staff to other countries. Great care is taken to ensure that pupils of all backgrounds, abilities and gender achieve equally well and that no pupil is subject to any form of discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

Children are encouraged to develop self-confidence and to become independent through a good balance of adult-led and child-initiated activities. The new Early Years Foundation Stage leader has worked hard to improve the learning environment and the quality of provision, and to improve relationships with parents and carers. Secure assessment procedures are in place in the nursery and reception classes. Children usually join with skills that are below those expected for their age, except in personal and social development, where their skills are broadly as expected. As a result of good teaching, an interesting curriculum and supportive pastoral care, children make good progress in all six areas of learning. The progress made by children in reception is usually better than in nursery due to challenging tasks, teaching methods which capture children's imagination and better access to the outdoor area. For example, in a mathematics lesson the teacher linked 'add' 'subtract' and 'equals' to physical movements, which the children loved.

Children are beginning to adopt healthy habits, such as making healthy choices about what they eat and drink. They feel safe and confident with the adults in school. The learning environment is attractive and activities are fun and carefully structured to enable good progress. The outdoor learning area is not yet sufficiently well used

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throughout the curriculum and children have limited access to it, especially when choosing their own activities. Due to the layout of the building, this is particularly limiting the challenging experiences for children in the Nursery, where children make less progress than in the Reception classes. This is why overall effectiveness has been judged as satisfactory. A very small minority of children from the Early Years Foundation Stage attend the school's breakfast and after-school provision. They enjoy the activities and are well cared for.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are supportive of the school, but the rate of response to the Ofsted parental questionnaire was particularly low. Parents praised the school for how well it keeps children safe and for the good teaching. A few parents were critical of the leadership and management of the school and of behaviour. Inspectors found both of these to be of a good standard overall, but felt that the school does not always do enough to engage parents and carers by taking their views into account.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton Manor 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	65	13	35	0	0	0	0
The school keeps my child safe	23	62	14	38	0	0	0	0
The school informs me about my child's progress	17	46	18	49	1	3	1	3
My child is making enough progress at this school	16	43	19	51	1	3	0	0
The teaching is good at this school	19	51	17	46	0	0	0	0
The school helps me to support my child's learning	16	43	19	51	2	5	0	0
The school helps my child to have a healthy lifestyle	15	41	19	51	3	8	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)	11	30	20	54	3	8	0	0
The school meets my child's particular needs	19	51	17	46	0	0	0	0
The school deals effectively with unacceptable behaviour	17	46	13	35	6	16	1	3
The school takes account of my suggestions and concerns	13	35	16	43	5	14	0	0
The school is led and managed effectively	11	30	19	51	2	5	3	8
Overall, I am happy with my child's experience at this school	22	59	14	38	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



1 February 2010

Dear Pupils

Inspection of Burton Manor Primary School, Stafford, ST17 9PS

Thank you for making us welcome during our recent visit to your school. We were very impressed with how much your school has improved since its last inspection. We were pleased with your good behaviour and how well you get on with each other. The photographs of all the recent visits and visitors were very interesting and you told us how much you had enjoyed these. You know your targets in literacy and mathematics well and you also explained to us how you are able to assess your own and each other's work.

Burton Manor is a good school, which enables you to make good progress. You reach average standards in your English, mathematics and science by the time you leave the school and it was clear during our visit that standards are improving. You do well because of good teaching and care from the adults in the school. You told us that you are rightly proud of your school and enjoy your lessons because your teachers make them fun and interesting. You also told us that you feel safe at school.

The staff at your school work very hard and they are committed to making the school even better. We have asked them to:

- raise standards in writing and mathematics by ensuring that you carefully build up your key skills in mathematics to reach your targets, and carefully timing each part of lessons so you can always finish your work
- make sure that outdoor learning is a part of all areas of the Early Years Foundation Stage curriculum and that children can move between the indoors and outdoors when choosing activities.

You can help by continuing to do your best work and remembering to take part in all that your school has to offer.

Yours sincerely

Angela Kirk

Lead inspector

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