

Burton Leonard Church of England Primary School

Burton Leonard, Harrogate, North Yorkshire, HG3 3RW

Inspection dates 4–5 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's constant drive for excellence has led to major improvements in the school's performance. She has focused relentlessly upon improving the quality and richness of pupils' learning.
- All staff share her high ambitions. Senior leaders are clear about what needs to be done to sustain the numerous improvements made to teaching and achievement.
- Good and sometimes outstanding teaching makes sure that pupils achieve well. In mathematics and reading, progress is rapid and attainment above average for all groups of pupils.
- The behaviour of pupils is outstanding. Pupils thoroughly enjoy the happy, friendly atmosphere. This is reflected in their high attendance. Their keenness to learn makes a strong impact to their quickly rising achievement.
- The school's efforts to keep pupils safe are outstanding.
- The rich and diverse range of learning experiences includes an extensive range of sporting, artistic and musical activities.
- The rigorous systems to check pupils' progress ensure that the abilities and needs of all pupils are very well understood by staff.
- The high quality care and support provided by the school is appreciated and valued by parents.
- The school enjoys excellent relationships with parents and the local community.
- A resolute and knowledgeable governing body is passionate about providing the highest quality of learning for pupils. The governors provide a good balance between challenge and support.

It is not yet an outstanding school because

- Progress in writing is not yet quite as swift as in reading and mathematics.
- The inspiring teaching that exists in the school is not shared widely enough.
- Opportunities are sometimes missed to ensure that pupils write at length and present their work more accurately and neatly.

Information about this inspection

- The inspector observed seven lessons, including three paired observations and carried out paired work scrutiny with the headteacher. In addition, the inspector made a number of short visits to lessons and undertook learning walks around the school to in order to check the quality of what is provided for pupils.
- The inspector spoke with children and had discussions with the headteacher, staff, six governors, including five parents, and the local authority education development adviser.
- The inspector examined a range of documents including those related to safeguarding, self-review, the checks made on of the performance of staff, the school's improvement plan and records relating to pupils' progress and behaviour.
- The inspector took account of 26 responses to the on-line questionnaire (Parent View) and ten staff questionnaire responses.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average sized primary school.
- The proportion of pupils supported through school action and the proportion at school action plus or with a statement of special educational needs is well below average.
- Currently, very few pupils are known to be eligible for the pupil premium funding. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast and after-school club each day.
- After two terms as acting headteacher, the headteacher was appointed in June 2013.

What does the school need to do to improve further?

- Raise pupils' achievement even further, particularly in writing by:
 - sharing the inspirational and stimulating practice that exists in the school to ensure rapid progress in developing pupils' writing
 - fully utilising every opportunity for pupils to apply their skills and to write at length about a wide variety of topics
 - improving the quality and accuracy of the presentation in pupils' written work and enhancing their handwriting.

Inspection judgements

The achievement of pupils

is good

- Children join the Reception class with skills that are broadly typical for their age. They make good progress, because of the good teaching and the effective support that they receive in a happy, nurturing atmosphere. As a result, children's skills exceed those that are typical for their age by the time they enter Year 1.
- Pupils make good and sometimes rapid progress as they move from Year 1 to Year 6. Progress in mathematics and reading is faster than in writing. Concerted action to improve pupils' writing is paying dividends as progress accelerates quickly. Yet, opportunities are occasionally missed to practise their extended writing skills and improve the quality of the presentation of work in all subjects.
- In the 2013 Year 1 check on pupils' knowledge of the sounds that letters make (phonics), almost all pupils reached the expected standard. This is the result of very effective teaching of how to blend sounds and letters together to form words.
- Predictions for the current Year 6 suggest that attainment is high, particularly in mathematics and reading. Almost all pupils are on course to exceed the progress expected of them by a good margin in reading, writing and mathematics.
- Most-able pupils are benefitting from the thought-provoking methods, which have been successfully introduced, to achieve a more consistent pattern of at least good achievement. In mathematics, a much larger than average proportion of pupils is on track to achieve the higher level 5. This is confirmed by inspection evidence.
- Reading skills are better than those found nationally. At age six, pupils' reading skills are above average, as a result of the school's strong focus on fostering a love of reading. Older pupils read widely and talk confidently and revealingly about their favourite authors and themes. Disabled pupils and those with special educational needs make at least good progress. They often make rapid progress, especially in their personal development. This is the result of the accurate pinpointing of their abilities and needs. Programmes of support are very closely matched to their needs. Precise checking and scrutiny of pupils' patterns of progress enables any slips and misunderstandings to be quickly tackled and resolved.
- The very few pupils who are known to be eligible for free school meals make the same rate of progress as their classmates. Currently, at the end of Year 6 there are no gaps in attainment in reading, writing and mathematics between pupils who are known to be eligible for free school meals and those who are not.

The quality of teaching

is good

- Since the previous inspection, the headteacher has worked assiduously to enrich the quality of the learning experiences of all pupils. Consequently, achievement is continuously improving because of interesting, thought-provoking and demanding teaching.
- Teachers have high expectations of what pupils of all ages and starting points can achieve. They work tirelessly to make certain that each pupil achieves their full potential. Relationships are excellent. As a result, classrooms are lively, happy and interesting places in which to learn.
- Methods that inspire pupils to think critically, share explanations of their thinking and provide clear reasons for their decisions, also captivate and engage pupils exceptionally well and extend their learning.
- When pupils' progress is rapid and achievement is high, it is a result of teachers:
 - having precise grasp of each pupils' stage of learning and what they need to do next to deepen their understanding
 - creating that essential spark of interest and ensuring tasks constantly add to pupils' interest
 - setting challenging tasks that inspire pupils to analyse problems and encourage further debate

- systematically questioning to check and test pupils' thinking, knowledge and understanding.
- Occasionally the speed of learning slows, particularly when writing is taught because opportunities that permit pupils to practise their skills are missed. The demands made of pupils are not always consistently high enough in the layout and presentation of their work.
- In the Early Years Foundation Stage, children are constantly encouraged to think, talk, practise and work things out for themselves. For example, a group of children were observed totally engrossed solving how they could make the number three by only having hands and feet touching the ground at three points.
- When pupils' achievement is highest, inspirational teaching together with highly effective support constantly challenges and tests pupils' thinking. For example, a group of pupils were seen absorbed in solving mathematical one and two-step problems with a partner. Teachers make certain that that pupils have thoroughly understood the concepts that are being taught and they quickly correct any potential misunderstandings. Yet, these inspiring methods and practice are not always apparent in all activities.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Corridors, the dining room and the outside areas are happy, friendly places to be. This includes during the early morning breakfast club, which provides a cheerful start to the day for pupils. The high quality relationships pupils enjoy with staff are a direct result of their excellent spiritual, moral, social and cultural development.
- In discussions, pupils report that the school 'does not have any bullying' and if there was, 'we would know what to do!' They are well aware of bullying in all of its forms. Pupils confidently comment that staff are always on hand to provide advice or ease an anxiety or resolve any concerns. School records confirm this picture. Consequently, pupils of all ages feel happy and safe and are keen to come to school. Attendance rates are high.
- Pupils whose needs are complex or whose circumstances make them potentially vulnerable are exceptionally skilfully and sensitively managed. As a result, pupils are fully involved in all activities and events, able to achieve success and make the same rate of progress as their friends.
- The school's work to keep pupils safe and secure is outstanding. Pupils are sensible and safety conscious. They are well informed about the risks and dangers, such as those when using new technology in all of its forms.
- Pupils are polite, kind and considerate. During the annual village pancake race on the village green, they fully enjoyed the excitement and fun of the competition without losing self-control. They thrive on the responsibilities that they are given, such as when older pupils are first to respond to any worries or concerns posted in the worry box by younger pupils. They are adept in passing on to staff any anxieties they are unable to settle. This experience helps to prepare them very well for the next stage in their learning.

The leadership and management are outstanding

- In the rapid and highly successful drive to improve pupils' achievement, the headteacher has galvanised the efforts of a talented and committed staff. As a result, the school is continuously adding to the richness and quality of pupils' learning. Any slips or gaps in the pattern of pupils' progress and achievement are quickly tackled and eradicated.
- The school's systems for checking its performance are rigorous and thorough. Consequently, judgements about performance are accurate. Subject leaders are confident and skilled. They use performance information well in order to focus the push to sustain and strengthen the drive for rapid progress and high achievement.
- Teaching is exceptionally well led and managed. Training programmes are closely matched to school improvement priorities and individual staff needs. Effective use is made of the expertise in

the local authority and the local network of schools to add to the rigour of the checks on the school's performance and staff training. Performance management is effective and closely links the quality of pupils' learning to any salary progression for staff.

- The primary school sport funding is used highly effectively to enhance levels of participation, encourage healthy lifestyles and develop advanced skills. This programme also includes the training older pupils as sport leaders.
- Excellent partnership working with parents is well embedded in the day-to-day school practice. For example, parents regularly contribute to their children's 'learning journey', the individual record of their development in the Early Years Foundation Stage.
- The rich and varied curriculum is continuously evolving to extend the challenge and richness in pupils' learning. For example, the imaginative approaches adopted enabled the pupils to design and construct a range of printed cushions. The provision of art is a strength. There are valuable opportunities for pupils to experience painting, printing, textiles, graphics, using cameras and drawing.
- The local authority has an accurate view of the school's performance and provides challenge and training expertise when required.
- Safeguarding arrangements meet requirements, with much first-class practice supporting the high quality of care and support provided for children.
- **The governance of the school:**
 - The governing body brings much expertise and experience to its role. The governors demonstrate a clear understanding of the school's performance, because they systematically check the quality of pupils' learning. They are extremely well informed about the quality of teaching. Governors are both challenging and supportive. Under the resolute leadership of the Chair of the Governing Body, governors have a clear strategic plan for the future. They manage resources carefully, check on the impact of the spending of the pupil premium funding and ensure that all staff are held to account by robust checking on performance management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121555
Local authority	North Yorkshire
Inspection number	430910

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Steven Withy
Headteacher	Amanda Townson
Date of previous school inspection	5 July 2012
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