

# Burton Leonard Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121555
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	327513
<b>Inspection dates</b>	10 February 2009
<b>Reporting inspector</b>	Mr Philip Cole

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	69
Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms D Reid
<b>Headteacher</b>	Mr S Milner
<b>Date of previous school inspection</b>	June 2006
<b>School address</b>	Burton Leonard Harrogate HG3 3RW
<b>Telephone number</b>	01765 677412
<b>Fax number</b>	01765 677412

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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	10 February 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the progress of pupils in Key Stage 1, particularly in writing; standards in science by Year 6 and the accuracy of the school's judgements of its effectiveness. Evidence was collected from national published data, the school's own assessment and evaluation records, school documentation, observations of lessons, pupils' completed work and interviews with pupils, staff and three governors. The views of parents were also taken into account through the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This is a small school that serves a rural village and the surrounding area. Almost all pupils are White British and there are no pupils learning English as an additional language. The proportion of pupils entitled to free school meals is very low. The proportion with learning difficulties and/or disabilities is below average. The school's Early Years Foundation Stage consists of Reception age children who are taught in a class with Year 1 pupils. The school has achieved an Inclusion Award and is currently working towards the Healthy School award. The headteacher was appointed in September 2006 and there has been a significant change in the teaching staff in the last two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 2**

This is a good school. 'A very friendly, open school that makes learning fun' sums up the views of many parents. They are pleased with how much their children enjoy school and with how well the school fosters good, caring relationships. Pupils share their parents' enthusiasm. They talk eagerly about the interesting things they do both in and out of class, especially the clubs and the sports competitions they enter. They know that the school listens and acts on their suggestions, for example, making wet playtimes much more interesting and allowing them to organise a coffee morning to raise money for wet playtime games and resources.

Pupils' personal development and well-being are good. This reflects the school's positive and encouraging ethos and the good curricular provision made for this important aspect of their development. Pupils are confident, well behaved and get on very well with each other. Their love of school is reflected in their good attendance. Pupils have a good understanding of what they need to do to keep fit, healthy and safe. They choose to eat healthily and enjoy exercise. Pupils contribute well to the community, for example, through the school council, buddy systems and being play leaders, as well as through their involvement in village events. Their spiritual, moral, social and cultural development is good overall. Pupils' good basic skills and good personal development ensure that they are well prepared for the next phase of education and their future economic independence.

Pupils' achievement is good. They make good progress from starting points in Reception that are mostly in line with those expected for their age. Standards fluctuate from year-to-year because the number of pupils in each year group is small. Standards are generally above average by the end of Year 6. Appropriately challenging targets are met in English and mathematics. In the past, pupils in Key Stage 2 have made better progress than those in Key Stage 1 where progress was sometimes barely satisfactory. In 2008, Year 2 pupils' performance was particularly weak in writing. However, leaders have ensured that a successful focus on improving pupils' writing skills and improvements in teaching are now enabling pupils in Key Stage 1 to make good progress overall. This is evident in their current work and in the assessments that track pupils' progress. The school has recently refocused the curriculum and teaching to address weaknesses in science in Key Stage 2. There are early signs that this work is proving successful. Pupils with learning difficulties and/or disabilities make good progress towards their individual targets so they also achieve well.

The quality of teaching and learning is good. Teachers plan effectively for the range of needs in their mixed age classes. Teaching assistants are skilful and play a full part in supporting learning. Lessons benefit from having clear objectives that teachers carefully explain to pupils and activities are often imaginative and interesting. As a result, pupils work purposefully and with good levels of involvement. Teachers ask probing questions to encourage pupils to think and effectively use resources such as interactive whiteboards to develop their own explanations. Teachers successfully encourage pupils to evaluate their own learning in lessons. They often make helpful comments when marking pupils' work, although the usefulness and regularity of marking varies between classes and subjects. Also teachers do not always check that pupils respond to this guidance.

Since the last inspection the school has developed much more effective links between subjects. For example, information and communication technology skills are developed well in literacy lessons. These links have improved the effectiveness of school's good curriculum. There are well-established programmes that successfully promote pupils' personal development. Interesting visits often initiate learning and together with a good range of well-attended clubs increase pupils' enjoyment of school. The opportunities in religious education and geography, for example, are helping to develop pupils' understanding of religious, ethnic and cultural diversity. Care, guidance and support are good overall with the main strengths being in pastoral care. The school's robust procedures for safeguarding pupils meet current government requirements. There are good induction and transfer arrangements. The school works well with local authority agencies and parents, for example, through the work of home school liaison officer, to promote pupils' well-being. Academic guidance and support are satisfactory. Good arrangements are in place to monitor pupils' progress and to take action to support those who need extra help, including those with learning difficulties and/or disabilities. However, the use of pupils' individual targets in literacy and numeracy lacks rigour and consistency. Pupils are not reminded regularly about them and are often unclear as to what they need to do to take the next steps in their learning.

Leadership and management are good. There is a clear view of where the school is going that is shared by staff and governors. All are involved in evaluating the schools effectiveness and in planning what needs to be done to move it forward. Positive and successful action has been taken by the headteacher and governors to improve the effectiveness of provision in the Early Years Foundation Stage and Key Stage 1 by careful appointments of new staff and effective professional development and support. The school successfully promotes equality and eliminates discrimination, as evidenced by its achievement of the Inclusion Award. It promotes community cohesion satisfactorily. It does this well within school and at the local level and is now working hard to develop pupils' understanding of their place in a diverse Britain and wider world. The school has continued to improve since its last inspection and uses its resources well to provide good value for money. Effective governance and leadership across the staff team ensure it has a good capacity to improve in the future.

## **Effectiveness of the Early Years Foundation Stage** **Grade: 2**

Children start their Reception Year with skills that are mostly in line with the levels expected for their age. They make good progress and sometimes reach the end of the year working at levels that are above those expected. Many of the children currently in Reception are already working at or above the levels expected by the end of the year. Achievement is good. The recently appointed teacher working in the Reception/Year 1 class has developed very good assessment systems that inform planning and discussions with parents. The newly developed outdoor area is used well to extend the good provision provided inside. This consists of an appropriate balance between well-planned class and group sessions led by adults and purposeful and interesting activities that children choose for themselves. The well-qualified and skilful teaching assistant works very effectively with children. Children are well looked after. Induction arrangements are good. Parents particularly appreciate the buddy

system, which involves Year 6 pupils. This is carefully managed with, for example, a photograph of the buddy being sent home before each child's first visit. Leadership of the Early Years Foundation Stage is good and is successfully bringing about the improvements in provision.

### **What the school should do to improve further**

- Improve the marking of pupils' work, so that they receive clear and consistent guidance on how they can improve and ensure that pupils respond to this guidance.
- Extend and improve the use of targets so that pupils have rigorous academic goals to achieve.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>2</b>
How well do children in the EYFS achieve?	<b>2</b>
How good are the overall personal development and well-being of the children in EYFS?	<b>2</b>
How effectively are children in the EYFS helped to learn and develop?	<b>2</b>
How effectively is the welfare of the children in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and/or disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

<sup>1</sup> Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



11 February 2009

Dear Pupils

**Inspection of Burton Leonard Church of England Primary School,  
Harrogate, HG3 3RW**

Thank you for making us so welcome when we inspected your school. We judged it to be good. We enjoyed talking to you about your views of school. You told us how well you thought everyone looks after you. We agree. You also told us how much you enjoyed your interesting lessons, after-school clubs and the sporting competitions you enter. You are pleased that adults in school listen to your suggestions and that these have improved, for example, wet playtimes. We can see why you enjoy school so much.

We found that from Reception onwards you make good progress because you are well taught. We did find though that the comments teachers make on your completed work are sometimes very helpful in helping you to improve what you do, but that this is not always the case. I have therefore asked your teachers to make sure that all of you benefit from consistently helpful comments. You can of course then make your work better by doing what your teachers suggest. I think that it is good you are given targets to help you understand what you need to do to take the next steps in your learning. However, these are not used as well as they could be and many of you are unsure about what you need to do next. I have also asked your teachers to make sure that these targets are used regularly and that you understand them so that you can take the next steps yourselves.

You have a good understanding of what you need to do to keep fit and healthy and safe. You choose healthy things to eat and clearly enjoy exercise. You behave well and get on well together. I was impressed with how you help each other, for example, through older pupils being buddies to the children in Reception.

Your headteacher, the teachers their assistants and the governors are working hard to make this the best school they can. It is no surprise to me that your parents are glad you come to this school.

Best wishes

Philip Cole  
Lead inspector  
(on behalf of the team)