

# 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>	380267
<b>Inspection dates</b>	5–6 July 2012
<b>Lead inspector</b>	Derek Pattinson

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>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dee Reid
<b>Headteacher</b>	Stuart Milner
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Burton Leonard Harrogate HG3 3RW
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## Introduction

Inspection team

Derek Pattinson

Additional Inspector

The inspection was carried out with two days notice. The inspector observed teaching and learning in seven lessons, all with the acting headteacher jointly observing, spending four hours observing the teaching of three teachers. He held meetings with members of the governing body, staff and a group of pupils. He looked at school development plans and recent school improvement partner reports and the headteacher's reports to the governing body. He analysed the most recent national and school data on pupils' attainment and progress, safeguarding policies and records, assessment information, the latest attendance information and pupils' work in all classes. The inspector took account of the responses to the on-line Parent View survey in planning the inspection and the 40 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

## Information about the school

This is a much smaller than average sized primary school serving local villages and the surrounding area. The school has three mixed-age classes, one of which contains Reception children as an Early Years Foundation Stage group. Almost all pupils are of White British heritage. The proportion of pupils who are known to be eligible for free school meals is well below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average. The school meets the current floor standards, which are the government's minimum expectations for attainment and progress. The school has Healthy Schools status and an Active School award.

The school's permanent headteacher is currently on long-term leave of absence. A headteacher of a neighbouring school is currently acting as a consultant and is leading and overseeing developments along with an acting headteacher who has recently arrived from another school.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is not yet good because of inconsistencies in the quality of teaching, weaknesses in some aspects of its developing curriculum and a need to sharpen elements of leadership and management. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Most pupils, including Reception children, make satisfactory progress from their broadly average starting points. As a result, attainment is broadly average by the time pupils leave the school, in reading, writing and mathematics. However, progress varies from year to year with little sign until recently of progress accelerating to help drive up standards.
- Teaching is satisfactory. There are examples of good practice. Most lessons are typified by warm, caring relationships, with much use of encouragement and praise, which provide a successful platform for learning. However, some weaknesses hold pupils back. For example, pupils do not always have enough time to work independently and work is not always at the right level for them. The school's developing curriculum does not yet give enough emphasis to the systematic development of important skills to ensure pupils are always fully motivated. Activities sometimes lack excitement and challenge.
- Behaviour and attitudes to learning are good. Most pupils show a keen interest in their work and undertake assigned tasks with enthusiasm, especially when lessons are fun. Their enjoyment of school is shown by their above average attendance. Pupils feel secure in school and know how to keep themselves safe.
- Current leaders ensure that there is now rigour in the drive to raise attainment, although some developments are at an early stage. Governance is good and the governing body increasingly holds the school to account and has established satisfactory systems for performance management. While teachers are increasingly being held to account they are not yet fully accountable for pupils' attainment and progress. The monitoring of teaching does not focus enough on how pupils learn and

the improved tracking arrangements are not yet used to best effect to accelerate pupils' learning.

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

- Ensure that by December 2013 all teaching is at least good to raise standards further in reading, mathematics and writing by:
  - checking that activities are always at the right level of challenge,
  - injecting greater pace into some lessons and reducing the amount of time teachers spend on explanations so that pupils have enough time to work independently
  - ensuring that pupils are clear about how well they are doing by always giving them 'steps to success' to help them measure the progress they are making
  - ensuring that pupils always have opportunities to share what they have learnt, and how challenging they found their work to help inform teachers' planning for the next lesson
  - making sure that marking is consistent and clear in showing pupils what they need to do to improve, especially in mathematics.
- Strengthen the effectiveness of leadership and management by:
  - building on work already started to make teachers more accountable for pupils' attainment and progress, so that they take a full part in driving school improvement
  - ensuring that the monitoring of pupils' work and of teaching is regular, rigorous and focuses sharply on pupils' learning
  - embedding improved tracking arrangements to ensure that support for pupils falling behind, especially pupils with special educational needs, can be carefully targeted to help accelerate progress.
- Build on work already started to improve the quality and relevance of the school's curriculum by:
  - providing more opportunities for pupils to develop important skills, such as their writing, problem solving, investigative, and information and communication technology (ICT) skills and that planning ensures their systematic development
  - ensuring that all activities promote challenge and generate interest and excitement to help accelerate learning.

## Main Report

### Achievement of pupils

Children enter school with skills that are broadly in line with those expected, although their language skills are often a little above those typically expected. They make a sound start in the Reception class because of the satisfactory, and sometimes good, teaching and provision. For example, in mathematics, they made satisfactory progress when enjoying a game in which one unit is added or subtracted from a number displayed on a dice.

In Key Stages 1 and 2, achievement is satisfactory. From average starting points when pupils enter Year 1, attainment in reading, writing and mathematics improves at a

satisfactory rate and overall is average by the end of Year 6. For example, pupils in Year 2 interpret bar charts and Venn diagrams, while those in Year 6 carry out a complex investigation involving reflective symmetry.

Nevertheless, progress is uneven as pupils move from Year 1 to Year 6. National test results in 2011 provide evidence of slower progress for some pupils across Key Stage 2 and that disabled pupils and those with special educational needs do not always make as much progress as similar groups nationally. However, provisional results for 2012 indicate improved rates of progress for all groups, especially in writing, because of a rigorous focus on driving up standards and improved tracking arrangements.

The teaching of linking letters with the sounds they make (phonics) is satisfactory. Pupils acquire early reading skills at a steady rate. They are given regular opportunities to read for pleasure, information and enjoyment. As a result, attainment in reading is a little above average by the end of Years 2 and 6. While attainment in writing is not as high as in reading, the school has worked successfully to raise standards this year with pupils writing increasingly for a range of purposes.

Parents and carers believe progress is good; inspection evidence confirms that progress is satisfactory overall.

### **Quality of teaching**

Teaching is satisfactory overall. While there is some good teaching, it is not consistently effective enough to secure good progress for all pupils. However, lessons are typified by secure relationships, the effective management of pupils and skilled use of encouragement and praise. As a result, and because teachers know their pupils well, spiritual, moral, social and cultural development is effectively promoted.

Pupils achieve well when work is challenging for all pupils, teachers' subject knowledge is secure, resources are carefully chosen to appeal to pupils' interests, time is used to good effect, questions are used well to provoke thought and presentations are lively. These features were observed in a mathematics lesson in which pupils in Year 4 were interpreting calendars, in Year 5 drawing accurate angles and in Year 6 solving problems about the world's time zones. Good lessons ensure that pupils behave well and have positive attitudes to learning. Support staff are deployed sensitively and ensure that disabled pupils and those with special educational needs are fully included.

In lessons judged satisfactory, explanations go on for too long, which restricts the time pupils have for independent work. Sometimes work is too easy for some and too difficult for others. Sometimes pupils do not have clear 'steps to success' to help them to understand how well they are doing and they do not always have opportunities to show what they have learnt or how challenging they found the work. Teachers' marking is regular and gives praise where it is due. However, it sometimes lacks pointers on how pupils can improve their work, especially in mathematics. As a result of these weaknesses, progress slows.

Most parents and carers believe that their children are taught well, which is sometimes the case, but overall the inspection finding is that teaching is satisfactory.

## Behaviour and safety of pupils

Typical comments from parents and carers about ‘the strong community spirit’ and ‘the caring approach adopted by children towards others’ indicate the strong relationships which underpin pupils’ good behaviour and positive attitudes to learning. Pupils enjoy coming to school, which helps to explain their above average attendance and punctual arrival each day. Some pupils talked freely and spontaneously to the inspector as he moved around the school, engendering a genuine warmth and welcome, illustrating clearly the strong emphasis given to courtesy and politeness. Assemblies with a clear message reinforce the importance of working together, of celebrating effort, of positive, personal qualities and of achievement. They contribute well to pupils’ good spiritual, moral, social and cultural development. As a result, pupils learn to understand the impact their actions have on others. Pupils cooperate and collaborate well in lessons, such as, when pupils in Class 2 used the internet to find out about Olympic mascots. They develop independence and maturity through, for example, the residential visit to East Barnby. Pupils develop as responsible citizens by volunteering for important jobs, such as, ‘buddies’ to help and support younger pupils.

Most pupils behave well in lessons and around the school and know right from wrong, a view supported by almost all parents and carers. On the rare occasions that inappropriate behaviour occurs, this is handled firmly, yet sensitively, following agreed procedures, so that the behaviour does not impinge on the learning of other pupils. Pupils know about different forms of bullying and that procedures for dealing with it are clear. They understand the school’s use of rewards, such as ‘star of the week’ and when sanctions are likely to be applied.

Almost all pupils feel safe in school, a view supported overwhelmingly by parents and carers who completed the questionnaires.

## Leadership and management

The consultant and acting headteachers have dramatically increased the pace of school improvement with a clear focus on the pursuit of improved academic standards. Morale is high, team spirit strong, staff feel re-energised and the effective governing body, which holds the school to account for its performance, is increasingly well supported and directed. Priorities for development are well-judged, rigorously pursued and appropriately supported by professional development. Systems to track pupils’ progress have been improved and are fully understood. However, they are not always used to best effect to help accelerate progress, especially for disabled pupils and those with special educational needs. Progress in addressing issues from the last inspection has been satisfactory.

Teachers welcome the increase in responsibilities for the pupils’ development and to lead subjects. However, some initiatives are at an early stage, such as the regular scrutiny of pupils’ work. As a result, subject leaders are not yet fully accountable for standards and progress. Furthermore, the monitoring of teaching focuses more on how teachers teach rather than on how pupils learn.

The curriculum adequately meets pupils’ needs, and has begun to link subjects together in meaningful ways to help motivate and enthuse pupils. However, work sometimes lacks challenge and excitement, and important skills, such as writing, problem solving, investigating and using ICT are not emphasised strongly enough to ensure their systematic

development. Nevertheless, visits, such as one to a Mandir, a Hindu temple, and the good sports' provision, help to enrich pupils' experiences, extend their learning and contribute to their good spiritual, moral, social and cultural development. Good intentions to ensure equal opportunities for all pupils are not yet fully realised because progress is inconsistent and so provision for equality of opportunity is satisfactory.

Leaders have worked successfully to ensure that the school building and grounds are safe and secure. As a result, safeguarding meets requirements. Policies and procedures are fully in place and understood and practices are consistently implemented. Discrimination in any form is not tolerated and this contributes to the harmonious community.

## Glossary

### 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.
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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



9 July 2012

Dear Pupils

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

Thank you for your friendly welcome and for sharing your views of the school by talking to the inspector and returning the questionnaires. I thoroughly enjoyed my visit and thought that you behaved really well, especially as you were inside most of the time because of the wet weather. You told me that you believe you go to a good school. I found that the school is satisfactory with some things that are good.

- Most of you enjoy school; you like the teachers and try hard with your work
- All adults who work in school take good care of you.
- All leaders and teachers know how to make your school a good school.
- You feel safe in school and get along well with each other and adults.
- Your attendance is better than in most schools.

Here are the most important things we have asked your headteacher, teachers and governors to do to help the school become a good school as quickly as possible.

- Make sure all lessons are at least good by always giving you time to work on your own, that work is not too hard or easy for you and that you always have time to talk about your learning and know how to improve and succeed.
- Make sure that leaders know as much as possible about how well you are doing in your learning so that you can make best possible progress.
- Ensure that you have lots of opportunities to develop important skills, such as, in literacy, numeracy and ICT, solve problems and carry out investigations and that you always find activities interesting and challenging.

I wish you all the best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson  
Lead Inspector

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