



Burton Leonard Church of England Primary School

Inspection Report

Unique Reference Number 121555
LEA North Yorkshire
Inspection number 281041
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mr Peter Howard CfBT Lead Inspector

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

Type of school	Primary	School address	Burton Leonard
School category	Voluntary controlled		Harrogate
Age range of pupils	5 to 11		North Yorkshire HG3 3RW
Gender of pupils	Mixed	Telephone number	01765 677412
Number on roll	55	Fax number	01765 677412
Appropriate authority	The governing body	Chair of governors	Mr A Wells
Date of previous inspection	17 January 2000	Headteacher	Mrs J Calvert

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Burton Leonard Primary is a Church of England, Voluntary Controlled School, which serves a rural area of economic and social advantage. With 55 pupils, it is much smaller than the average sized primary school. The proportion of pupils eligible for free school meals is very low. The proportion of pupils from minority ethnic groups is very small and there are no pupils in the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is well below average. Pupils enter school with knowledge and skills that are broadly average for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be good, and inspectors agree. Starting with attainment that is broadly average, pupils make good progress throughout school to achieve standards that are above average by the end of Year 6. The school is successful at promoting pupils' personal development and well-being, which are good. Pupils are helped to develop into mature and confident individuals. Quality and standards in the Foundation Stage are good. Teaching is well planned and organised, and makes effective use of a wide range of teaching strategies. However, teachers do not give pupils enough responsibility for their own learning. The curriculum offers pupils a good range of learning opportunities, but does not make sufficient use of links between subjects to enhance learning. This is a caring school which helps pupils towards achieving their potential. School leadership and management have responded well to the issues raised in the last inspection and ensured that standards have improved. This improvement has been based on rigorous self-evaluation, followed by an effective programme of staff and curriculum development. However, procedures for planning improvement lack focus, and do not include sufficiently effective criteria for determining whether objectives have been achieved. Improvement since the last inspection and its capacity to improve further are good. The school gives good value for money.

What the school should do to improve further

- Involve pupils more consistently in evaluating their own work to give them greater responsibility for their own learning.
- Develop the curriculum so that it makes greater use of links between subjects to enhance learning.
- Sharpen the focus of the school's development plan to concentrate on the most important priorities for improvement and set more rigorous criteria to judge the outcomes.

Achievement and standards

Grade: 2

The last inspection judged progress throughout the school to be no better than satisfactory, and recommended that the school undertake a programme of action to raise standards in English, mathematics and science. The school has responded positively to the challenge, instigating and sustaining a focus on raising achievement and standards, by making improvements to teaching and the curriculum. In Reception, teaching is now well grounded in effective early years' practice and children get off to a good start. Teachers have high expectations and, as a result, pupils now meet challenging targets and make good progress throughout school. Given that the group being assessed has ranged in number from as little as five to fourteen pupils, it is to be expected that group performance will vary. However, standards in English, mathematics and science at the end of Year 6 have shown an overall improvement and

are now above average. Within this positive picture, standards in writing are improving more slowly than those in reading. Pupils with learning difficulties and/or disabilities are well supported and make good progress.

Personal development and well-being

Grade: 2

The school has a very strong commitment to this aspect of the curriculum and, as a result, pupils' personal development and well-being are good. Their social, moral, spiritual and cultural development is also good. The school's Christian ethos provides a firm foundation for developing pupils' spiritual awareness and understanding of right and wrong. Good relationships between all members of the school's community are at the heart of pupils' social development. The school offers pupils very positive opportunities to experience other cultures and faiths and, as a result, pupils develop tolerance and respect for those who are different. Although the school offers much encouragement to enjoy a healthy diet and take exercise, pupils are still at the early stages of understanding the importance of practising a healthy lifestyle. Pupils can talk with maturity about the need to keep themselves safe. They are positive about school and enjoy their learning, and this is reflected in above average attendance. The school's positive approach to behaviour management is effective and pupils' behaviour is good. They value the opportunities to exercise responsibility in school and fulfil those responsibilities well. The school council plays a significant role in school life and pupils feel that their voice is heard. They are well prepared for the next steps in learning and the world of work.

Quality of provision

Teaching and learning

Grade: 2

In recent years, the school has engaged in a sustained and effective programme of professional development. Staff have responded positively to the lead given by the headteacher, and played a full part in securing the improvement that has been made. As a result, teaching is good and pupils make good progress. In Reception, children experience a wide range of practical and imaginative activities. Teachers throughout the school manage their mixed-age groups well, providing work that meets the diverse needs of the pupils in their classes. The school has rightly identified the need to involve pupils more effectively in their own learning. Teachers already explain learning objectives to pupils to help them understand what is expected in a lesson, and they have begun to involve pupils in evaluating their own work, but these strategies are not yet consistently implemented across all learning. Significant investment in hardware and training for information and communication technology (ICT), since the previous inspection, has improved the quality of teaching and learning in this subject. Teaching assistants provide effective support to enable pupils with learning difficulties and/or disabilities to make good progress. Teachers make good use of the partnership with parents to extend learning through the use of homework.

Curriculum and other activities

Grade: 2

The Foundation Stage curriculum is well designed to meet the needs of children in their first year of formal education. A rich curriculum is provided throughout the school, underpinned by good provision in English and mathematics, which contributes to the rising standards in these subjects. The curriculum is increasingly well planned and meets all statutory requirements. It is enhanced by a developing focus on key skills. For example, in science, pupils have more opportunities to explore ideas through experimentation. However, the curriculum makes too few connections between subjects and, therefore, misses some opportunities for extended study and learning. The personal, social, health and cultural educational programme is a strength of the school. Enhancements to the building and grounds offer all pupils greater opportunities for learning. A good range of after-school activities, visits out of school, residential trips and visitors who come into school, increases pupils' enjoyment and provides extra opportunities for success in drama, music and sports.

Care, guidance and support

Grade: 2

This is a caring school which effectively ensures the safety and well-being of its pupils. The school is an orderly and safe place where pupils feel secure. They are confident that, if they were in difficulty, the staff would give them the help they need. This feeling of confidence makes a strong contribution to pupils' enjoyment of school. Arrangements to ensure health and safety and child protection are in place. The school makes effective use of data about pupils' progress to plan provision, meeting their individual needs and, as a result, all groups of pupils achieve well. The school has good partnerships with the parents of children with learning difficulties and/or disabilities and the agencies who support their learning. There are effective arrangements for introducing children to school in the Foundation Stage, and transfer to the high school benefits from good links with secondary schools.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher manages her heavy workload effectively, finding an appropriate balance between her leadership role and teaching commitment. Under her leadership, the school has successfully addressed issues raised in the last inspection, including raising standards in English, mathematics and science. At the same time, the school has sustained a strong focus on promoting pupils' personal development and well-being. This has been achieved through a rigorous process of monitoring and evaluation, which successfully identified weaknesses in teaching and the curriculum. Significant investment in hardware and training for ICT, since the previous inspection, has improved the quality of teaching and learning in this subject. The school is taking action to further develop the skills of subject leaders, so that they can play a more effective role in continuing improvement. Governance of the school

is good. Governors are supportive and committed to the school, and are effective in helping the school to move forward. However, better understanding of school performance data on the part of governors is necessary to ensure they can play their part to the full. Current procedures for planning improvement lack focus. They do not include sufficiently effective criteria for determining whether objectives have been achieved. The school has strong support from parents, who are consulted about aspects of school life and feel that their views are listened to and acted upon.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming me to your school and being so polite and friendly. I enjoyed my visit.

What I liked most about your school:

- how hard all the staff in school work, how well they look after you and keep you safe and how much they want you to do well in school
- the conversations I had with you that showed me how grown up you are when you talk about school life
- that you behave so well and work so hard
- the way you get involved in school life and the good school council which helps the school to run well
- the good range of activities the school offers to make the work you do exciting and interesting.

I have asked the governors and all the staff in school to work together to:

- make more regular use of learning objectives and asking you to decide how well you are doing
- set more work that makes links between subjects
- ensure that when they think about how they are going to make your school even better, they do this really carefully, so that their ideas are as good as they could be.