



Burton-on-the-Wolds Primary School

Inspection Report - Amended

Unique Reference Number 119912
Local Authority Leicestershire
Inspection number 291569
Inspection date 26 September 2006
Reporting inspector Barbara Crane

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

Type of school	Primary	School address	Barrow Road
School category	Community		Burton-on-the-Wolds
Age range of pupils	4-11		LE12 5TB
Gender of pupils	Mixed	Telephone number	01509 880298
Number on roll (school)	119	Fax number	01509 880298
Appropriate authority	The governing body	Chair	A Coombs
		Headteacher	D Mullan
Date of previous school inspection	1 September 2002		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller-than-average primary school in a village just outside Loughborough. No families claim free school meals. The proportion of pupils with learning difficulties is similar to that in most schools. A few children come from Show People's families. Children's attainment when they start school is above average. Presently, children start school either in the September or January of the year in which they are five years old.

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 and parents are pleased with the quality of education provided for their children. It is a welcoming school in which pupils feel valued by the staff and by each other. As one parent put it, 'The school is a lovely environment and children are happy.' Parents and pupils see improvements in recent years, for example, in relationships between children, their behaviour and in the range of clubs and activities provided out of lessons. Pupils' personal development is good and they are well looked after. Their behaviour is exemplary and pupils show a high level of care and consideration for others. The older pupils willingly take on responsibilities around the school and say that they feel proud that 'Everyone relies on us to be the best'. The good curriculum keeps pupils interested and they relish chances to use their initiative when using computers or in science lessons. Opportunities are missed, however, to broaden pupils' understanding of different cultures through subjects such as music, dance and art.

Good teaching means that pupils do well and enjoy school. Relationships between the staff and pupils are excellent. The good provision for the Reception children fosters their skills and promotes their confidence and keenness to learn. Pupils' progress is good and standards are exceptionally high by the time pupils leave the school. Teachers make good use of assessments to group together pupils of different abilities. Planning shows clearly what pupils will learn in each session but there are times when the activities are not sufficiently challenging for the more able pupils. This results in more able pupils' progress being inconsistent and not as good as it should be. In addition, pupils of all abilities sometimes lack the necessary guidance to help them understand what they need to do to reach their targets.

The school has an accurate view of its effectiveness. Leaders have a realistic view of strengths and weaknesses through firmly based checks on teaching and learning and pupils' achievement. Good leadership and management have successfully raised standards at Key Stage 1 and this shows the school's capacity to improve. There is an enthusiasm and capability to drive the school forward. The headteacher has the respect of parents and pupils, who are fulsome in their praise of the difference he has made in the last two years. He ensures a close focus on finding out what needs to improve and on what key priorities should be set. Governors work well with the school and provide good support for its work.

What the school should do to improve further

- Ensure that teaching consistently challenges more able pupils to do their best.
- Ensure that pupils know what to do to reach their targets.
- Provide more opportunities that extend pupils' learning about different cultures.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children start school with above-average attainment and most exceed the goals set for their age by the start of Year 1. The progress of pupils in Key Stage 1 in recent years had been slower than expected, given their starting points. The school's strategies to quicken progress are having a positive impact. Standards achieved by Year 2 pupils were well above average in 2006 because of the action taken. Pupils reach exceptionally high standards by the time that they leave the school in Year 6. Few Year 6 pupils do not reach the standards expected for their age and a high proportion exceed the expected level. Pupils with learning difficulties make good progress. There are occasions when the progress of some more able pupils, of all ages, is not at a consistently good rate. This is because the work set for them occasionally lacks the challenge that they need to do their best. Pupils from Show People's families make good progress because of effective support.

Personal development and well-being

Grade: 2

Pupils are well prepared for the future. Their spiritual, moral and social development is good and so they develop a strong sense of responsibility and community. Newcomers quickly make friends and pupils relate very well to each other. During lunchtime, groups of pupils set up imaginative games and invite others to join in. A few Year 3 pupils announced, for example, 'Does anyone want to join in our play?' and were rewarded by extra performers and a large audience of all ages. Pupils' behaviour is excellent. They reconcile differences by using their sense of justice and fair play. They lead active lives and eat healthily. Pupils know how to keep themselves and others safe. They play a good part in shaping the school's future by offering ideas about how it can improve and pupils say that they feel much more involved in what is going on in recent years. Pupils' cultural development is satisfactory. Their understanding of their own culture and of different faiths is good. However, their awareness of how different cultures contribute to society in other ways, such as through music, dance and art, is less well developed.

Quality of provision

Teaching and learning

Grade: 2

Good teaching assures a good rate of learning for most pupils. Throughout the school, pupils want to please their teachers because of the warm and supportive relationships. Enthusiasm for learning is firmly established in Reception and continues in later years. Teachers value pupils' ideas and let them put these into practice, for example, in science lessons or in presenting work on computers. Pupils enjoy taking responsibility for directing their learning in these situations and share ideas extremely well to benefit

others. Teachers' assessments are well used to group together pupils of different abilities so that teaching can be more precise. The school's work on improving teachers' planning to show how work will be adapted for different ability groups has been successful for most groups of pupils. There is more work to do to ensure that there is a consistent level of challenge for more able pupils. Teachers make clear to pupils at the start of lessons what will be learned over the session, but there is less consistency about helping pupils to understand what they need to do to reach longer-term targets.

Curriculum and other activities

Grade: 2

The good curriculum means that pupils are interested in their work. It is well planned to ensure that it mostly meets pupils' aptitudes but does not consistently allow more able pupils to achieve their personal best. Pupils are very keen to join in the extra activities and some come in well before the school day begins to take part in activities such as badminton. The wide range of extra-curricular activities on offer boosts pupils' self-esteem and they are proud of their achievements. Parents appreciate the opportunities pupils have to engage in competitive sport and in music. Pupils are well prepared to lead healthy lives in the future because of the school's good planning for learning about the benefits of exercise and healthy eating.

Care, guidance and support

Grade: 2

A good level of care, guidance and support is provided for pupils. They know that adults will help them if they need extra help with their work or face problems in their daily lives. Procedures for safeguarding pupils are good. The identification of particular learning needs is good and support for pupils is effective. Good support for pupils from Show People's families promotes their progress well. Pupils mainly know what their targets are, but the guidance for pupils in what to do to reach them is not as consistent as it should be. Pupils relish the quality of hot meals provided at lunchtime and nearly all take advantage of the system for rewarding themselves with stickers if they have finished their meal.

Leadership and management

Grade: 2

Good leadership and management mean that the school identifies and tackles the right areas to bring about improvement. The professional development of staff ties in neatly with the school's priorities. The headteacher's leadership is recognised by pupils and parents as bringing about change for the better on several fronts since the last inspection. The school's aim to 'take the school from good to great' is underpinned by planning that is carefully carried out and checks along the way give the school an objective view of how well it is doing. There is good capacity to improve, reflected in improved standards for pupils in Key Stage 1. The newly formed leadership team is gaining experience so that it can provide support in monitoring provision. Governors

are well informed and check for themselves how well the school is pursuing its aims. Parents feel welcome in the school and get involved in activities such as regenerating the nature area. Their views are frequently sought and have been used, for example, to provide extra information about pupils' progress and attainment on reports.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the 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

¹ 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.

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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Text from letter to pupils explaining the findings of the inspection

Thank you for giving me such a warm welcome when I visited your school. I enjoyed meeting you and looking at your work. Your school is certainly a happy and friendly place in which you do well in your work. These are the things that make your school such a good place for you:

- You make good progress in your work and reach very high standards.
- You told me that you like your teachers, enjoy being with your friends and take part in lots of exciting activities.
- You are confident, very well-behaved young people who get on together and enjoy helping around school.
- You know where to turn if you have problems and get extra help with your work if you need it.
- The staff know what they need to do to make the school even better.

The people in charge want the best for you. I have asked them to make sure that those of you who can do really well in your work get more chances to do so. Teachers have been asked to give you more help to understand what you need to do to reach your targets. Lastly, I'm sure that you will enjoy learning about different cultures when you do work in lessons such as music, dance and art and so I've asked the staff to plan for you to do this.

You can do your bit to make your school great by carrying on working hard. Thank you again for helping me with my work and good luck in the future.