

Canon Burrows CofE Primary School

Inspection report

Unique Reference Number	106249
Local Authority	Tameside
Inspection number	309070
Inspection date	22 October 2008
Reporting inspector	Stephen Wall

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	464
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Stenton Withnall
Headteacher	Mrs Elaine Horridge
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Oldham Road Ashton-under-Lyne Lancashire OL7 9ND

Age group	3–11
Inspection date	22 October 2008
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Telephone number
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, teaching and learning, and leadership and management. Evidence was gathered from: the school's self-evaluation; national published assessment data; the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a much larger than average school situated in an urban area of broadly average social and economic circumstances. The proportion of pupils entitled to free school meals is low. About 15% of pupils are from minority ethnic backgrounds and about 10% speak English as an additional language; both figures are below the national average. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is also below average. The school has received many awards including Silver Artsmark, Sports Active, Healthy Schools, Platinum Sing Up, Tameside Inclusion, Eco Flags and a teaching award for sustainable schools.

In summer 2008 the building housing the Early Years Foundation Stage (EYFS) was demolished following the discovery of severe subsidence. Since September the EYFS has been housed in temporary accommodation on the site of a neighbouring school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school giving outstanding value for money. The school undervalues its own effectiveness in several aspects of its work because it believes, mistakenly, that only perfection can be judged as outstanding. Several factors contribute to the school's success, not least of which is the excellent quality of leadership and management provided by the headteacher, who is most ably supported by the deputy headteacher. They ensure that the school is on a continuous quest for improvement and provide it with a crystal clear rationale for its work and development. The levels of teamwork are exceptional. The pride pupils have in their school is almost palpable. Parents are enthusiastic about the quality of education that the school provides for their children. Typical comments were, 'My child enjoys school so much it's often difficult to get him to come home at the end of the day,' and 'My child has enjoyed his time at Canon Burrows so much – he has worked really hard and made good progress because that is what everybody expects.' The school has made outstanding progress since the last inspection. Its unremitting focus on improvement gives it outstanding potential to improve even further.

Pupils' achievement and progress are consistently outstanding as they move up through the school because teaching is never less than good and much is outstanding. Children join the EYFS with skills broadly in line with expectations for their age except in language and number skills, where a significant proportion are below the level expected for their age. By the end of Key Stage 1 standards are above average in reading, writing and mathematics. By the end of Key Stage 2 inspection evidence confirms that standards overall are significantly above average. Standards in English are slightly lower than mathematics and science due to a lower performance in writing, although standards here are improving well. The school is working hard to improve pupils' writing by introducing initiatives such as big writing. This is having the desired effect in raising standards but the full impact has yet to be realised. Pupils with learning difficulties and/or disabilities also make outstanding progress because of the very effective support they receive, especially from the skilled teaching assistants.

Pupils' personal development and well-being are outstanding. So too are the levels of care, guidance and support that the school provides. Policies and procedures for safeguarding are in place. Highly effective procedures for tracking pupils' progress make sure that any underachievement is nipped in the bud. The school's firm belief in inclusion is translated into a harmonious and respectful school community. Pupils' enjoyment of school is evident in their above average levels of attendance. Pupils' are proud and pleased in equal measure of their work for the environment. They speak excitedly about their involvement in planning the school's eco area and how important the school council and eco council are in getting things done, such as erecting the outside stage area. Pupils are health conscious and talk animatedly about the dangers of substance abuse. The school is eminently successful in its aim of helping pupils develop into confident, responsible and caring young people by the time they leave.

Outstanding teaching and an outstanding curriculum combine to help pupils achieve so well and enjoy their learning. Links between subjects are exploited to make learning meaningful and interesting. Frequent trips out and visitors to school provide extra stimulus and enjoyment. Teachers use their very good subject knowledge to plan tasks which really make pupils think for themselves. Behaviour is exemplary because relationships are very strong. The pace and variety of activities in lessons ensure that pupils remain focused on their learning at all times. The use of partner work and small-group work is exemplary in enabling pupils to share ideas

and learn effectively from each other while encouraging them to respect others' ideas. A typical pupil comment summed the situation up succinctly: 'I really enjoy learning. Teachers expect us to work hard but they make lessons fun at the same time. We have a good laugh while we learn.'

Leadership and management at all levels are outstanding. Leaders and managers are highly focused on making sure pupils achieve to their potential. Teachers are encouraged to develop their professional expertise by regularly taking on new responsibilities; this ensures that new approaches and new ideas are encouraged and nurtured. Procedures for monitoring the effectiveness of the school's work are rigorous. They give senior leaders and managers an accurate view of the school's strengths and where it could do even better. Community cohesion is good. Leaders and managers work successfully to include every pupil. The school is highly regarded in the community it serves. Pupils show good understanding of, and respect for, other cultures and religions. A few parents, however, feel the school could do more to seek their views more regularly. The school is aware of this. Plans are already in place to seek parents' views more regularly in the self-evaluation process. Governors' commitment to the school is exceptional. Most governors attend parents' evenings, for example. They are extremely supportive but also rigorous in holding the school to account for its work and standards.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The EYFS is outstanding. The emergency move to temporary accommodation in a neighbouring school has been managed expertly without detriment to the children's enjoyment or progress. Children have settled in quickly because of the good care and strong commitment of the staff. Outstanding teaching enables children to make outstanding progress. As a result children attain standards which are above age-related expectations by the end of the EYFS. This includes both language and number, which represents excellent progress from their relatively low starting points. Children enjoy the warm and welcoming atmosphere in the Nursery and Reception classes. Children's inquisitiveness is developed by an outstanding range of stimulating indoor and outdoor activities. For example, regular walks in the school's eco area raise children's knowledge and understanding of the world around them. Outstanding leadership and management of the EYFS ensure that the progress children make is assessed accurately. The results are used to tailor activities and support to individual children's needs. Resources are used very effectively to support children's learning and provide an exciting and stimulating environment.

What the school should do to improve further

- Improve pupils' writing skills further in Key Stage 2.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome when I came to visit your school. You were very kind to me. I enjoyed talking to lots of you. What you told me helped me judge how good your school is.

You will be thrilled to hear that you go to an outstanding school. I was very impressed with the progress you make in your learning, especially in reading, mathematics and science. However, some of you need to work extra hard at your writing skills to make them better. Your teachers work very hard to make sure you get excellent teaching and interesting lessons. In return, you also work very hard and enjoy your learning. Your commitment to the environment is excellent. You have every right to feel proud of your work in this area – well done! It was very good to see how well you all get on together in lessons and on the playground. You told me how much you enjoy school and I am not surprised. Your headteacher and all the adults working with you really do want every one of you to succeed and do your best. They are giving you an excellent start in life to help you take advantage of the next steps in your education.

You are fortunate to go to such a successful school. I am confident that you will continue to work hard with your teachers to make sure it remains successful and goes from strength to strength in future.