



Burton Salmon Community Primary School

Inspection Report

Unique Reference Number 121385
LEA North Yorkshire
Inspection number 281002
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Mrs Brenda McIntoshCfBT Lead Inspector

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

Type of school	Primary	School address	Burton Salmon
School category	Community		Leeds
Age range of pupils	5 to 11		West Yorkshire LS25 5JY
Gender of pupils	Mixed	Telephone number	01977 672405
Number on roll	21	Fax number	01977 675402
Appropriate authority	The governing body	Chair of governors	Mr Paul Drury
Date of previous inspection	20 March 2000	Headteacher	Mrs S Lees

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This very small school serves a socially and economically mixed area. The proportion of pupils eligible for free school meals is well below average. The vast majority of pupils are from white British backgrounds. The proportion of pupils with additional learning difficulties and/or disabilities is about average.

The school lacks a hall for assemblies or indoor physical education. In the last two years there has been a new headteacher and a significant turnover of staff.

Key for inspection grades

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

Overall effectiveness of the school

This is a good school. The inspection judgement agrees with the school's accurate view of its effectiveness. A family atmosphere is evident as pupils work and play together. They show a great deal of tolerance and respect for each other. The school is outward-looking with a strong commitment to continual improvement. Its use of links with other schools, organisations and outside expertise to improve the quality of education is outstanding. Pupils make good progress and achieve well because of the consistently good teaching. However, older pupils have insufficient opportunities to write and organise their work on paper in mathematics and science. Children in the Foundation Stage make good progress owing to the lively, imaginative teaching. Pupils' personal development is good. However, pupils do not fully understand the role of the school council and its contribution to school improvement. Attendance is above average. The school takes good care of its pupils and provides effective support for them. As a result, pupils feel safe, well looked after and are happy in school. The curriculum is good with a strong emphasis on creativity and enjoyment. The school is well led and managed. Over the past two years, rigorous systems for monitoring and evaluating performance have been established. Governors are supportive but their role in monitoring the work of the school is not yet rigorous enough. Improvement since the last inspection is good. The school is well placed to improve further. Despite its high costs the school provides good value for money.

Grade: 2

What the school should do to improve further

- Provide more opportunities for pupils in Key Stage 2 to write down the methods of their calculations in mathematics and to record their scientific experiments in a more organised way.
- Further develop the school council to give pupils a greater understanding of its role and influence on school improvement.

Achievement and standards

Pupils make good progress and achieve well in relation to their prior attainment. It is unrealistic to judge children's overall attainment on entry to the Reception class because there is usually a wide range of ability in the exceptionally small year groups. Nevertheless, throughout the Foundation Stage and Key Stage 1, pupils make good progress. At the end of Year 2 in 2005, pupils attained broadly average standards representing good achievement in relation to their earlier standards when they started school. In Years 3 to 6 pupils continue to make good progress. Pupils are making rapid gains in the development of their writing skills. In the 2005 tests at the end of Year 6, results were broadly average. Most pupils achieved well from

their starting point in Year 3 but test results are often greatly influenced by the wide range of abilities in the exceptionally small year groups. This can lead to a significant variation in the school's results from year to year and, consequently, these should therefore be treated with caution. Since the last inspection there has been an upward trend of improvement in standards. Pupils usually reach and in some cases exceed the challenging targets set for them. Pupils who have learning difficulties and/or disabilities and those with special gifts or talents progress at the same rate as others owing to the effective support they receive. Progress and standards in information and communication technology (ICT), design and technology and art and design are good.

Grade: 2

Personal development and well-being

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils definitely like school; this is reflected in their good attendance. They are proud of the imaginative prompts and displays, many made by themselves, which support their learning well. Behaviour in lessons and around school is good. Bullying is uncommon. Over the past two years there has been a strong focus on raising pupils' self-esteem and improving attitudes to learning. The results of this are reflected in comments such as, 'I can see a difference in myself, I am making more progress in my learning and I listen better'. The development of an 'I Can Do' culture has had a significant impact on the development of skills in practical subjects such as art and design. Pupils take their responsibilities seriously in tasks they are given and contribute well to the smooth running of the school community. Pupils have opportunity to voice their opinions but they do not fully understand the role of the school council and its contribution to school improvement. Pupils understand the need for healthy lifestyles and know how to stay safe. They take part eagerly in a wide range of physical activities. Pupils are gaining good skills which will stand them well in their future life. For example, ICT is commonly used to assist their learning.

Grade: 2

Quality of provision

Teaching and learning

The quality of teaching and learning is consistently good with examples of outstanding practice. Teaching is stimulating, imaginative and challenges pupils of all abilities. The impact of this is seen in the rapid gains in pupils' learning. An outstanding feature is the way teachers plan work thoroughly to match work to pupils' abilities and needs. The school understands its pupils well and the best ways

in which they learn. Teaching assistants make a significant contribution to the good progress of pupils with additional learning difficulties and/or disabilities. The teaching of writing is very effective because teachers fire pupils' imaginations with an outstanding range of stimulating resources, most of which they have made themselves. This is resulting in improved standards and achievement throughout the school. However, in mathematics and science, older pupils have insufficient opportunities to record and organise their work on paper. Teachers are skilful in the use of ICT to ensure the pace of learning never slows as they move the focus of teaching from one group of pupils to another.

Assessment procedures and the tracking of pupils' progress are rigorous. Information gained is used effectively in guiding pupils towards their targets and involving them in the evaluation of their own learning. Marking is good and informs pupils of what they need to do to improve their work.

Grade: 2

Curriculum and other activities

The curriculum is good. There is a good balance between developing pupils' basic skills and nurturing their creative talents. Pupils see a relevance to their learning because of imaginative links between subjects. The development of pupils' ICT skills to support learning in other subjects is good. For example, pupils sent e-mails to various publishers requesting copies of their favourite illustrations from books they had been reading. The planning of individually tailored work and related support for pupils with learning difficulties and/or disabilities is very effective. The school is successful in providing pupils with a full programme of physical education and sporting activities despite the lack of a hall. Whatever the weather these lessons take place outdoors. Good use is made of outside expertise to extend the development of pupils' skills in a range of sports. Educational visits and visitors enrich the curriculum well. There is a good emphasis on promoting safe and healthy lifestyles.

The curriculum in the Foundation Stage is good. Children enjoy learning through practical activities which are invitingly set out to promote instant play and stimulate independent choice.

Grade: 2

Care, guidance and support

Care, guidance and support are good. The school fully exploits the benefits of its very small size and favourable staff to pupil ratio to monitor closely pupils' personal and academic development. Pupils' individual needs are identified early and responded to. Pupils say they feel safe and happy in school and that they can turn to an adult for help if they have any concerns. Links with outside agencies are

effective and ensure that pupils with learning difficulties and/or disabilities receive the support they need. Arrangements for health and safety and child protection are robust. Any risks to pupils' safety are assessed carefully and dealt with. Good links with other schools help to make the transfer to the next phase of pupils' education as smooth as possible.

Assessment systems reflect the good individual attention paid to each child. Pupils are involved well in assessing their progress and have a good knowledge of the next steps of their learning.

Grade: 2

Leadership and management

Leadership and management are good. The headteacher and staff work well together drawing on each others' expertise to meet the needs of all pupils. Parents are very positive about the work of the school. The headteacher has a high teaching commitment and little time in which to lead and manage the school. Time is managed efficiently and well-established systems ensure the school runs smoothly. Self-evaluation is rigorous, accurate and reflective and identifies the key priorities for improvement. Effective, manageable systems for tracking pupils' progress have been established. The school is outward looking and is enterprising in establishing excellent partnerships with other schools, agencies and organisations to broaden the expertise available to the school and enrich pupils' learning. Financial planning is good. The school spends money wisely to minimise the potential disadvantages for a small staff. For example, expertise is bought in to plan the curriculum for science and religious education. The governing body is supportive but its role in monitoring and evaluating performance and contributing to school improvement is not yet rigorous enough. Improvement since the last inspection is good and the school is constantly seeking to improve itself further.

Grade: 2

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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?	1	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	3	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	2	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	3	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 for welcoming me to your school. I enjoyed my visit very much and the opportunity to talk with you. I want to share with you what I thought about your school.

What I liked most about your school

- The lively exiting teaching which captures your interest so well and makes you want to learn.
- The good improvements in the standards of your writing.
- Resources made by yourselves and staff to help you learn are excellent; they are really imaginative.
- Your good behaviour and attitudes to learning.
- How you enjoy physical education outdoors even when the weather is not so good.
- The way the staff care for you and look after you so well.
- The way the school makes use of the many skilled people from outside your school to help you with your learning.

What I have asked your school to do now

- Give older pupils more opportunities to write down the methods of their calculations and record the methods and conclusions of scientific experiments in a more organised way.
- Ensure that the governors check the work of the school closely.
- Help you understand clearly the importance of your school council in helping the school to improve.

With very best wishes to you all for the future.