

Burton Salmon Community Primary School
Ledgate Lane
Burton Salmon
LEEDS
LS25 5JY

Telephone: 01977 672405
Email: admin@burtonsalmon.n-yorks.sch.uk

Headteacher: Mrs. D. Andrews

Chair of Governors: Mrs. V. Bate

The school is a community primary co-educational day school administered by the North Yorkshire County Council Education Department. Most of the routine administration is dealt with by the Harrogate Area Education Offices, Ainsty Road, Harrogate HG1 4XU under the Area Education Officer.

Admissions to the school are dealt with by:
Selby Area Education Office, 2nd Floor, 2 Abbey Road, Selby,
North Yorkshire YO8 0PS

County Education Officer: Miss C Welbourn M.A.
Telephone: 01609 780780

We learned it all from teacher...

All I really need to know about how to live and what to do and how to be I learned at nursery school. Wisdom was not at the top of the university mountain, but there in the sand pit. These are the things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn a bit and think a bit, and draw and sing and dance and play and work every day.

Take a nap in the afternoon. When you go out into the world, watch out for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.

And then remember one of the first words you learned to read, the biggest word of all: *LOOK*. Look at your family and friends and look after them. Look at the world and enjoy its wonder and then look to see how you can make it a better place.

Think what a better world it would be if we all had biscuits and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we all had a basic policy to always put things back where we found them and to clean up our own messes.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Robert Fulghum 1986

	<u>Contents</u>	<u>Page</u>
1.	Contact details and staffing	5
2.	School Governors	6
3.	School Mission Statement and Aims	7
4.	Facilities	8
5.	Admissions Policy	8
6.	The School Day	8
7.	The First Few Days	9
8.	School Meals	9
9.	Visits	9
10.	Extra Curricula Activities	9
11.	Uniform	9
12.	Illness	10
13.	Medicines	10
14.	Absence	11
15.	Valuables	11
16.	Insurance	11
17.	Homework	11
18.	Parent Partnership with School	11
19.	Home School Agreement	12
20.	Friends of Burton Salmon CP School	12
21.	Curriculum Statement	12
22.	National Curriculum Assessment	13
23.	Acts of Worship	14
24.	Religious Education	14
25.	Sex Education	15
26.	Active Mark Award	15
27.	Gifted and Talented	15
28.	Special Education Needs	15
29.	Discipline	16
30.	Positive Behaviour and Anti Bullying Policy	16
31.	Complaints Procedure	16
32.	Looked After Children	17
33.	Equalities Scheme	17
34.	Child Protection Policy	17
35.	And finally	17
	<u>Appendices</u>	
i.	Ofsted Inspection Report (December 2008)	18
ii.	Home/School Agreement	23

1. Contact details and staffing

School Address - Burton Salmon Community Primary School
Ledgate Lane
Burton Salmon
Leeds
LS25 5JY

Telephone number - 01977 672405

Email - admin@burtonsalmon.n-yorks.sch.uk

Chair of Governors - Mrs V Bate
C/o Burton Salmon Community Primary
School, Ledgate Lane, Burton Salmon,
Leeds LS25 5JY

Staff

Headteacher - Mrs D Andrews

Reception, Years 1-2 - Mrs D Andrews, Mrs K Newton

Years 3 – 6 - Mrs H Ingham

Teaching Assistants - Mrs J Rylah
Mrs S. Tonks

School Administrator - Mrs K Wilkinson

Cook - Mrs L Jones

2. School Governors

The governing body has representatives from North Yorkshire County Council, parents, teachers and the community. They meet at least once a term and are responsible for making many of the major policy decisions which affect the school including admissions, curriculum, finance, staffing and discipline.

The school has a delegated budget and this is one of the governors' responsibilities. The day to day running of the school is delegated to the headteacher. Parent and teacher governors are elected for a period of four years.

The members of the governing body are:

Chair	Mrs. V. Bate (Parent)
Community Governors	Mrs. A. Mitchell
Parent Governors	Mrs. H. Hicks Mrs. C. Huntington
Local Authority Governors	Mr. E. Beechey Mr. P. Cressey
Teacher Governors	Mrs D Andrews Mrs K Newton

3. Mission Statement

Our mission statement is:

“The aim of our school is to create a happy, secure and stimulating learning environment in which all people feel valued. We aim to encourage each individual to work hard and make a positive contribution to the life of the school and community and to develop to their full potential. We believe this will give the children an excellent foundation for future life.”

Our aims are:

to help young people...

- to enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are personally capable
- develop lively, enquiring, imaginative and creative minds, the confidence to question and the ability to debate rationally
- acquire knowledge, skills and training relevant to their own lives and to adult life and employment
- develop and act on a personal set of well-founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong and to understand the society in which they live and recognise their obligation towards it
- develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work and the interdependence of individuals, groups and nations
- Gain an understanding and respect for religious and moral values and an appreciation and tolerance of other groups , races, religions, ways of life and points of view

4. Facilities

Burton Salmon School is the perfect village school, looking out over wheat and barley fields, sitting in its own grounds, with fruit trees and its own conker tree. The atmosphere is one of peace and tranquillity. The small number of pupils and rural location create a wonderful family atmosphere. The original school building is over 100 years old, and has been comprehensively modernised while still retaining its charm. New additions to the original building include the conservatory, library, dining room and office. Surrounding the buildings are hard and soft play areas and then the playing fields and larger play areas with modern playground equipment.

Inside the school is very well equipped, reflecting all areas of the curriculum. Both the classrooms have up to date computers and interactive white-boards, copious art and technology materials, books and abundant classroom displays. Above all the classrooms have the space to let children's minds breathe, and to allow activities that stretch the children both physically and mentally. The library is well-stocked with a wide range of reading materials for all of the children. All children may borrow books to take home and are actively encouraged to do so.

There are currently two classes in our school, with a ratio of one teacher to 15 pupils. We also have two Teaching Assistants; this allows children to receive an outstanding level of personal attention.

You are invited to come and look around the school and experience the atmosphere at first hand. Please call to let us know you are coming.

5. Admissions Policy

The maximum number of children to be admitted in any year group is 7. This number may, however, be adjusted by the Local Authority (LA).

Parents who would like their children to attend Burton Salmon Community Primary School must:

- i. Complete the LA's Admission request Form (available from school) and return it to Selby Area Education Office, 2nd Floor, 2 Abbey Yard, Selby, North Yorkshire
- ii. Complete the schools admission/registration form and return it to the school

Children are admitted at the beginning of the academic year (September) during which they celebrate their fifth birthday. The academic year begins 1st September and finishes 31st August of the following year. There is one admission date per year. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year. Parents can request that their child attends part-time until the child reaches compulsory school age.

Parents of children living outside the catchment area may express a preference for their children to attend this school.

6. The School Day

The school day begins at 9.00am. Children may be brought to school from 8.50am onwards. The school cannot provide supervision for children before this time. The school day finishes at 3.15pm. If you are unavoidably delayed, your child will stay in school with a member of staff. If you have made alternative arrangements for collecting your child, please let the school know.

7. The First Few Days

Most children settle into the school routine with the minimum of fuss. However, there are those who find the first few days daunting. You know your child best; and may wish to stay with your child until they are settled to begin with. We have an open door policy and we encourage parents/carers with any concerns about their child to discuss them as soon as possible with the class teacher or Head Teacher. We have a comprehensive induction programme of visits to the school. This helps familiarize children with school and its routines. In addition, parents are invited to an informal meeting where information about school is passed on to them.

8. School Meals

Lunch is at 12.15pm and is freshly prepared on the premises every day. It is much enjoyed by staff and pupils alike reflecting the excellent quality. The school has achieved the “Healthy Schools Award” and all children are offered a piece of fresh fruit at morning break and are encouraged to drink water at every opportunity. Children are welcome to bring their own packed lunch if they prefer and, in line with the healthy School Award, we ask that you do not provide fizzy drinks or sweets.

9. Visits

During the year visits to places and events of interest will be arranged. Such trips will usually be relevant to the current themes being taught and enrich the curriculum and educational experiences of the children. Parents will be informed about such visits and are invited to contribute to the cost. All contributions are voluntary. Parents and carers who are in receipt of state benefit may receive financial support with regard to residential visits. All educational visits are planned and organised following North Yorkshire’s guidelines. Safety on visits is of paramount importance to all staff and will determine the activities undertaken.

10. Extra Curricular Activities

We have a varied after school programme throughout the year including; football, basketball, multi-sports, gardening and cookery. Pupils also take part in competitions against other schools and friendly matches.

11. Uniform

Burton Salmon has a simple and distinctive code of school dress which all pupils are encouraged to wear and is fully supported by governors, staff and parents. Wearing school dress makes an important contribution to the tone and reputation of the school and gives the pupils a sense of belonging and identity. We encourage all pupils to take pride in their appearance and seek the co-operation of parents in this matter.

The desired uniform is:

- Navy blue jumper, sweatshirt or cardigan (in V or round neck)

- White shirt, polo shirt or blouse
- Grey dress, pinafore or skirt (of appropriate knee length)
- Blue summer dress (of appropriate knee length)
- Black, dark grey or grey trousers or shorts
- Footwear – sensible and appropriate
- Indoor shoes

The desired P.E. kit is

- Plain white t-shirt (not football teams)
- Plain dark shorts (not football teams)
- A pair of trainers
- Pupils also need a dark tracksuit or similar warm clothing for outdoor games in cold weather

School sweatshirts, cardigans, polo shirts, PE bags and book bags may be purchased from the school office. Children need a change of shoes for indoor use. These can be plimsolls or other soft soled shoes but should not be the same ones used for P.E. In winter, children may bring Wellington boots. All clothing and shoes should be clearly labelled with your child's name.

Children are not allowed to wear make-up, jewellery, excessive hair styles or other accessories. If a child has pierced ears he/she should wear stud ear-rings which will not easily get caught. These should be left at home on P.E. days or covered by a plaster during the lesson. For Health and Safety reasons, children should not be encouraged to wear ear-rings at school.

12. Illness

If your child is ill please keep them at home and inform school of their absence by 9.00am. Children who are ill do not gain anything from coming to school and might pass their illness onto others. Please make sure we have your telephone number so that we can contact you if your child is taken ill at school. It would also be helpful for us to have any work numbers and a relative's number in case we can't contact you at home. **Please remember to inform us of any changes to contact details.** For diarrhoea or vomiting children should be kept at home for 48 hours after the last episode.

13. Medicines

Children should not be in school if they are ill. However, for health and Safety reasons, staff can only administer prescribed medicines after parents/carers have completed an Authorisation for the Administration of Medication form, except inhalers. Should your child require medication please try and arrange for doses to be taken before or after school, or during lunchtime by a parent or authorised person. If your child requires preventative medicines, such as for asthma or diabetes for example, then these may be brought into school. They should be clearly labelled with your child's name and handed to the class teacher. The school should be informed of any allergies the child may have (eg. nuts, elastoplasts, hay fever etc) with a nut allergy and appropriate information passed on to the school.

County policy allows only plasters, sterile dressings and bandages to be kept in the school First Aid boxes. The majority of staff in our school is First Aid trained.

14. Absence

It is vitally important that you inform school of a child's absence so that we know where they are. Please let us know by 9.00am on the day of absence if your child will not be at school. The headteacher will consider parental requests for term time holidays. The governors have discretionary powers to grant term time leave for up to 10 days during term time in each school year. If you wish to take your child on holiday during term time please discuss this with the headteacher prior to booking your holiday. Parents should complete their holiday request form after discussion with the headteacher. The nationally allowed maximum is 10 school days. Schools are now legally required to distinguish between authorised and unauthorised absences in class registers. The number of unauthorised absences must be stated on the child's annual report.

15. Valuables

Children should not bring toys, jewellery or other valuable items to school because they become very upset if such things are lost or broken. Mobile phones are not allowed in school.

16. Insurance

North Yorkshire County Council carries no personal accident insurance for pupils. If such insurance is required it is the parent's responsibility to make appropriate arrangements. The school has taken out insurance to cover school trips and out of school activities. The school insurance for equipment does not cover the children's personal belongings.

17. Homework

Homework encompasses a whole variety of activities. For example, parents who spend time reading and sharing stories with their children before bedtime are supporting their children's education. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children taking part in activities that play an important part in the lives of our children.

Homework can be reading, spelling, tables, number work, topic research or work on other subjects.

18. Parent Partnership with School

We want your child to be happy at school - to enjoy his/her time here and to work to the best of their ability. If we are to bring this about, home and school need to work together. They need to know and understand each other and build a close, genuine and trusting partnership.

Some things parents can do to build up a sound relationship with school:

- get used to coming into school and feel at ease here
- never hesitate to come to school if the need is felt
- if you can't come in – phone us
- don't take notice of rumours - always ask school directly
- support school events - attend sports days, concerts, fund raising events, parents' evenings whenever you can
- help your child at home with reading, spellings and other homework
- always speak to school if you are unsure or worried about anything

19. Home School Agreement

We want your child to be happy at school, to enjoy their time here, and to work to the best of their ability. The best way to achieve all this is for home and school to work together. At Burton Salmon, we fully appreciate the crucial role that parents and carers play in helping their children to learn. We strongly believe that parents are able to help more effectively if they know what the school is trying to achieve and how they can help. The school, therefore, has a Home/School Agreement that is shared with all the parents. It outlines the vision and ethos of the school and attendance, behaviour as well as homework. An example can be found in the appendix.

20. Friends of Burton Salmon CP School

The school welcomes every opportunity to work and meet with parents and carers. Friends Of organisations can provide a vital link in the forging of the partnership and enhances the line of communication between the home and the school. Friends Of groups can raise funds to provide educational resources, organise and/or participate in enjoyable social events and provide experiences and events which will enrich and enhance the lives of the children.

Everyone is welcome to join Friends of Burton Salmon School (F.O.B.S.S.) which is a very active group that supports the school in many ways. F.O.B.S.S. organizes fund raising events for school, through Christmas and summer fairs and social events. They have raised money for school trips, presents for the children and classroom resources. We are extremely grateful for their support.

21. Curriculum Statement

We ensure that the children receive a broad and balanced curriculum. The children in the Foundation Stage follow a teaching programme based on the Early Learning Goals. The children in KS1 and 2 follow the National Curriculum. All children work towards North Yorkshire Agreed Syllabus for Religious Education.

Children in the Foundation Stage are taught through the six key areas of:

- i. Personal, social and emotional development
- ii. Communication, language and literacy
- iii. Mathematical development
- iv. Knowledge and understanding of the world
- v. Physical development
- vi. Creative development and work towards the achievement of the Early Learning Goals.

CORE SUBJECTS	FOUNDATION SUBJECTS
English Maths Science ICT Religious Education	History, Music, Geography, Art, Physical Education, Personal, Social Health and Citizenship Education (PSHCE) Key skills and thinking skills are developed alongside all curriculum areas.

Some teaching takes place through themed work but certain parts of the curriculum such as PE, and mathematics are taught as individual subjects. The core subjects will take up a larger proportion of your child's timetable than the Foundation subjects.

The children are also taught certain cross-curricular themes which are usually included in topic work or assemblies. These include:

- i. Economic and industrial understanding
- ii. Careers education
- iii. Health education
- iv. Environment education
 - i. Education for citizenship
 - ii. Road safety

Where possible, children will be taught through practical activities and they will learn to apply knowledge and skills to practical situations. We believe children learn best by doing things themselves whether it is dressing themselves, using scissors, working out a mathematical problem or doing a science experiment.

Programmes of Study and Attainment Targets

For each subject and for each Key Stage the National Curriculum sets out Programmes of Study which detail what children should be taught and Attainment Targets which set out the expected standards of children's performance. At the end of Key Stages 1 and 2, for all subjects except art, music and physical education, standards of children's performance are set out in Level Descriptions of increasing difficulty. At the end of each Key Stage (Y2 and Y6) the children are assessed both by their teachers and Standardised Tests (SATs). In years 3-5 teachers make use of optional STA tests to aid Teacher Assessment.

The standard of pupils' work is monitored throughout the year and targets set for each individual.

22. National Curriculum Assessment

The National Curriculum subjects are assessed according to a ten level scale. It is expected that an average child will reach level 2 in each subject by the end of year 2 and level 4 by the end of year 6. Further information on the National Curriculum and Assessment are available from the school.

As our year group numbers are less than 10, the results are not published. This table shows the percentage of eligible children achieving each level at the end of key stage 1 nationally in 2010. Figures may not total 100 per cent because of rounding.

2010 Key Stage 1 National Results

RESULTS OF TEACHER ASSESSMENT 2010									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	2	11	66				21	0	0
Reading	3	12		12	23	24	26	0	0
Writing	4	15		21	28	20	12	0	0
Mathematics	2	9		16	26	26	20	0	0
Science	2	9	68				21	0	

* W represents children who are working towards level 1 but have not yet achieved it

2010 Key Stage 2 National Results

These tables show the percentage of Y6 children achieving each level nationally in 2010

Teacher Assessment	Percentage at each level								
	W	1	2	3	4	5	6	pupils disappplied	pupils absent
English	1	1	3	14	49	32	0	0	0
Mathematics	0	1	3	14	46	35	0	0	0
Science	1	0	2	12	49	37	0	0	0

Tests	Percentage at each level						
	Below level 3*	3	4	5		pupils not entered [#]	pupils absent
Reading	7	13	47	33		0	1
Writing	9	7	33	50		0	1
English	6	23	50	21		0	1
Mathematics	6	14	45	34		0	1

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents children who are not entered for the test because they were working below level 3 in English, mathematics or science; children awarded a compensatory level from the tests; and children entered for but not achieving a level from the tests.

children working at the levels of the tests, but unable to access them, formerly referred to as disappplied

23. Acts of Worship

The Education Reform Act (1988) requires that there must be a collective act of worship for all children each day. This can be organised for different groups of children, or the school as a whole and at any time of the school day. Most acts of worship in any term are broadly Christian and non-denominational.

Religious education must be provided for all children in accordance with a locally agreed syllabus.

Parents/carers are reminded that they may exercise their right to withdraw their children from the corporate act of worship and religious education and are invited to discuss the position with the headteacher.

The school has close links with St Wilfred's Church of England Church in Monk Fryston and The Methodist Chapel in Burton Salmon.

24. Religious Education

Religious education is a compulsory element of the curriculum in England and Wales. North Yorkshire's Education Committee has a syllabus which has been approved by the Standing Advisory Council for Religious Education (SACRE). The Agreed Syllabus is available for parents for inspection.

The two main broad aims are that pupils should:

- i. Understand the teachings and practices of Christianity and other world religions
- ii. Be encouraged to develop their own beliefs and values

It is by maintaining a balance between these two aims and displaying an awareness of others in our daily lives that we endeavour to encourage the development of curiosity, self-confidence and self-esteem, respect for the views and ways of life of others, open-mindedness and consideration of others.

25. Sex Education

It is our policy to integrate sex education in a natural and unforced way as and when the opportunity presents itself i.e.: questions which arise naturally from other topics will be answered at a level appropriate to the pupil's age. The school nurse is invited into school each year to talk to the Y5 and Y6 children about puberty and to show relevant videos. She also spends time answering the children's questions. Parents are always informed of the nurse's visit and will be given the opportunity to withdraw their children from all or part of the sex education offered.

26. Active Mark

We are delighted to announce that we have been awarded Active Mark status which recognises that we have a complete and thorough PE curriculum and that we encourage our children to remain healthy through regular exercise and healthy eating. We are allowed to use the Active Mark logo on our literature in recognition of our achievement.

27. Gifted and Talented

We keep a register of gifted and talented pupils and ensure that differentiated tasks, enrichment or extension materials and visiting specialists all contribute to their learning. Gifted and Talented pupils are identified through observation, detailed knowledge of the child and standardised tasks.

Burton Salmon has been awarded the Inclusion Quality Mark for ensuring all children are participating, contributing and achieving their potential.

28. Special Education Needs

The school has a policy for Special Education Needs based on the Act of Parliament on Special Needs published in 1994.

Many children experience short term learning difficulties sometimes with numeracy, sometimes with reading or writing. If the problem persists the school may decide to put the child on the Special Needs Register and advise parents so that together an individual education plan can be written and the problem addressed with the co-operation of the child, teacher and parents. However, some children will have learning problems that cannot so easily be remedied using the resources available within the school. In these cases, after consultation with parents, specialist agencies may be consulted as to the appropriate course of action suitable to the needs of the school.

A caring and sympathetic attitude is nurtured in the school and parents with any problems concerning their child are encouraged to discuss these with the class teacher or Head Teacher immediately. Similarly, parents will be informed when problems arise in school.

29. Discipline

The school regards the good behaviour of the children as extremely important. The building of good relationships between adults and children is a priority in our school as is the building of good relationships between the children themselves.

We encourage the children to show respect, to be self-disciplined and well mannered. We have a standard of behaviour that all children are expected to follow. There are systems in place to reward good behaviour and sanctions to follow if a child misbehaves. On these occasions we ask parents to support our aims to develop self-discipline in all children. In extreme cases of misbehaviour, when all other sanctions have failed, governors may require a child to be excluded for a limited period of time.

30. Anti Bullying and Positive Behaviour

The school has an anti bullying policy. Bullying either mental or physical will NOT be tolerated and we ask parents to support us by contacting the school immediately should they have any concerns regarding this matter. We promote a positive attitude to good behaviour and have a positive behaviour policy. We celebrate good attitudes and good work and have an awards ceremony each Friday where we give a cup and certificates to members of each class.

31. Complaints Procedure

The school has an open door policy. Please feel free to discuss any aspect of your child's school life with any member of staff. However, we are required under section 23 of the Education Reform Act 1988 to advise parents of the formal complaints procedure that operates in the school.

1. Speak to your child's teacher
2. If it is a matter that you feel would be more appropriately dealt with by the Head Teacher, please arrange an appointment for a meeting
3. In the unlikely event that you are not satisfied with the result of the meetings at stage 1 or 2 above, you have the right to bring the matter to the attention of the governors who have set up a sub-committee to deal with complaints related to the curriculum and management of the school.
4. Having gone through stages 1, 2 and 3 and still not being satisfied with the outcome, parents have the opportunity to involve the Local Authority.
5. Should the result of the consideration by the L. A. be unsatisfactory the matter may be referred to the Secretary of State under section 68 or 99 of the Education Act (1944).
6. Under section 25(2) of the Education Reform Act (1988) the Secretary of State will not accept or consider the complaint unless it has been through all the stages of approved local arrangements

The Head will advise parents of the procedure to be followed together with the names and addresses of the appropriate officers of the authority. A copy of the complaints procedure is available from the school office if required.

32. Looked After Children

The school has a designated teacher (Mrs. Andrews) for Looked After children to promote their educational achievement, monitor attendance and co-ordinate support from other agencies.

33. Equality Scheme.

Our Equality Scheme embraces race, gender and disability equality schemes and the school's equality policy. It is reviewed every three years. We agree and support North Yorkshire County Council's equality policy statement: "We oppose all forms of unlawful or unfair discrimination whether because of race, colour, ethnic background or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified".

34. Child Protection

School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Burton Salmon Community Primary School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request

35. And finally...

We are very proud of Burton Salmon School and feel it has a very welcoming, family atmosphere where children can learn and achieve their full potential. Please make an appointment and come and see us for yourself!

Burton Salmon Community Primary
School
Inspection report

Unique Reference Number 121385

Local Authority North Yorkshire

Inspection number 331416

Inspection dates 27 November 2008

Reporting inspector Gina White HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school Primary

School category Community

Age range of pupils 4–11

Gender of pupils Mixed

Number on roll

School (total) 29

Government funded early education provision for children aged 3 to the end of the EYFS 0

Appropriate authority The governing body

Chair Mrs Valerie Bates

Headteacher Mrs Delia Andrews

Date of previous school inspection March 2006

School address Burton Salmon, Leeds, West Yorkshire, LS25 5JY

Telephone number 01977 672405

Fax number 01977 672405

Email address admin@burtonsalmon.n-yorks.sch.uk

Inspection report: Burton Salmon Community Primary School, 27 November 2008

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors of schools (HMI). The inspector observed two lessons, held meetings with governors, staff and groups of pupils. She observed the school's work, and looked at documentary evidence supporting the school's evaluation, including analysis of school records on the progress and attainment of all the pupils. She read 14 parental questionnaires. The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- ☐ how well pupils make progress from their starting points
- ☐ how effective the teaching is in meeting pupils' individual needs
- ☐ how effectively pupils know how well they are doing and what they need to do to make good progress in subjects
- ☐ how well the school ensures pupils' well-being through its support and care.

Information about the school

Burton Salmon is a small but growing village primary school. Over a third of the children began their education or have joined from other schools in the last five months. There is Early Years Foundation Stage (EYFS) provision for three children in a class which also contains pupils from Years 1, 2 and 3. A new headteacher and Key Stage 2 teacher joined the school two years ago. The school is part of an

Extended Schools Cluster, a local small schools network and School Sports Partnership. It gained the Healthy Schools Award in 2006 and Active Mark in 2007.

Further information about the school School's Figures School's figures compared with other schools

School size 29 - Well below average

Free school meals 10.3% - Below average

Proportions of pupils with learning difficulties and/or disabilities - 10.3% below average

Proportion of pupils from minority ethnic groups - 3.4% below average

Proportion of pupils who speak English as an additional language - 0 below average

Proportion of pupils with a statement of special educational needs - 3.4% Below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness 1

Capacity for sustained improvement 2

Main findings

Burton Salmon is an outstanding school. Its support, guidance and care of pupils are first class and provide an excellent learning environment in which pupils feel safe and enjoy coming to school. The headteacher and staff know pupils very well as a result of excellent relationships with parents and carers. This enables the school to meet the needs of individuals and groups of pupils exceptionally well and aspects of their personal development are outstanding. Since the last inspection, the school has maintained the good quality of many aspects of its work including effective teaching and enrichment of the curriculum and has a good capacity to improve further. The school satisfactorily meets new responsibilities for community cohesion, but further work is needed to plan and embed this aspect more coherently throughout the school.

What does the school need to do to improve further?

☑ Develop the school's contribution to community cohesion. ☑ Promote governors' role and responsibilities in strategically planning community cohesion. ☑ Ensure pupils have regular opportunities to learn about the diversity of society and to work actively with others from different ethnic and socioeconomic backgrounds.

How well does the school meet the needs of individuals and different groups of pupils?

1 Children start school with skills and knowledge which range from below to those typical for their age. Staff use their knowledge of individual children effectively to tailor support to meet their learning and developmental needs. As a result, children make good progress in EYFS and they, together with other pupils who are new to the school, quickly acquire confidence in learning new routines and develop an enthusiasm for learning. Pupils achieve well to make good and often rapid progress in relation to their starting points in English and mathematics. They quickly acquire scientific knowledge and creative and practical skills in art and design and technology. Pupils who are vulnerable or who have learning difficulties and/or disabilities make good progress because the school provides them with well-planned support. By the end of Key Stage 2, school data shows pupils' attainment in English, mathematics and science is broadly in line with national averages. Invalidated results in 2008 show that a significant proportion reaches above average standards. Pupils make significant progress in their personal development. The many opportunities they are given to acquire responsibilities that they enthusiastically accept, together with excellent organisational skills prepare them exceptionally well for the future. Pupils are almost always punctual and they are good advocates for healthy eating. They take regular exercise and readily organise and invent their own games. Pupils' behaviour is exemplary. They feel very safe at school, rarely needing to use the worry box because 'Everyone gets on well together'. School council members understand their role in helping to improve the school and are proud to raise funds for food aid programmes and to support other children.

These are the grades for pupils' outcomes
 How well do pupils achieve and enjoy their learning? 2
 The quality of pupils' learning and their progress 2
 The quality of learning for pupils with learning difficulties and/or disabilities and their progress 2
 Pupils' attainment 1 3
 To what extent do pupils feel safe? 1
 How well do pupils behave? 1
 To what extent do pupils adopt healthy lifestyles? 1
 To what extent do pupils contribute to the school and wider community? 2
 How well do pupils develop workplace and other skills that will contribute to their future economic well-being? 1
 Pupils' attendance and punctuality 1
 What is the extent of pupils' spiritual, moral, social and cultural development? 2

The quality of the school's work

Teachers' subject knowledge is good and lesson planning is effective in meeting the needs of pupils of different abilities in mixed age classes. Teachers make lessons interesting and active and pupils are quick to volunteer answers and to respond to challenges. In a mathematics lesson, pupils watched as another solved the problem of finding coordinates on graphs. This helped to develop their understanding and by the end of the lesson, all pupils confidently applied this new skill in different contexts. Pupils know how well they are doing and discuss what to do to make their work even better. Support staff effectively help pupils enabling them to participate fully in lessons.

1 Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The curriculum is well matched to meet pupils' needs and interests. It provides good opportunities for pupils to learn to dance and sing and develop enterprise and sporting skills; it is enriched by visits and specialists. The school's outstanding care enables all pupils to participate fully in the curriculum; vulnerable pupils and those with learning difficulties receive effective customised support to enable them to make good progress.

These are the grades for the quality of provision

High quality teaching and purposeful learning 2

Effective assessment and academic guidance 2

An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organizations 2

Support, guidance and care 1

How effective are leadership and management?

The school is very well led. All staff, governors and parents share a common purpose to promote pupils' achievement and confidence, and encourage their enjoyment of education in its widest sense. Relevant safeguarding procedures are in place. Procedures and systems throughout the school are effective in helping leaders to check the quality and effectiveness of the school's work. The progress and attainment of all pupils is improving and the school meets its targets. Leaders regularly take stock of how well the school is doing and involve parents' and pupils' views to identify what more needs to be done to achieve their aims. Clear and workable plans are firmly focussed on the steps the school needs to take. Good partnerships with local schools, organisations and support groups enable the school to provide a varied range of opportunities for pupils and to support the professional development of staff. Governors are well informed, supportive and involved in the life of the school. Their expertise is used well. They take an active role in self-evaluation and in finding out pupils' views. Governors provide good challenge on

financial matters and meet their responsibilities, but have yet to develop their role fully in developing community cohesion.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils 2

Promoting equality of opportunity and tackling discrimination 2

Ensuring that safeguarding procedures are effective 2

Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met 2

Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being 1

Developing partnerships with other providers, organisations and services 2

Ensuring the school contributes to community cohesion 3

Deploying resources to achieve value for money 2

Early Years Foundation Stage

The school provides an appropriate curriculum tailored to the individual needs of each child in the EYFS within a class that also contains Key Stage 1 and Year 3 pupils. Children undertake a rich and varied range of activities. Staff monitor and record children's progress well. The detailed observations in their 'I am Special' booklets show that children are making good progress in writing, using strategies to support their reading and in organising numbers and counting to 100. Recent moves to involve parents in recording their observations are beginning to provide a more complete picture of children's development. Children make excellent progress in their personal development and well-being, as a result of the many opportunities they have to play and learn alongside children of different ages. As a result, they develop confidence and enthusiastically participate together in exercise, dance and music activities. Children demonstrate very good independent learning skills, selecting some activities themselves and using computers unaided. They sustain their concentration well and participate in the work of the wider class by undertaking activities on themed projects, such as space. As a result, they are developing early scientific knowledge about planets. Adults encourage children to talk about their experiences and develop communication skills. Children took particular pride in talking about the planets they had constructed with sand, fabric and bricks to their older classmates. The effective management and joint leadership of the EYFS are well demonstrated in the good resources, imaginative outdoor provision and knowledgeable specialist teaching and support children receive.

How effective is the provision in meeting the needs of children in the EYFS?* 2

How well do children in the EYFS achieve? 2

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?* 2

How effectively is the welfare of the children in the EYFS promoted?* 2

How effectively is the provision in the EYFS led and managed?* 2

* Common judgements made across all inspections of the EYFS

Views of parents and carers

Relationships between the school and parents are exceptionally good. Almost all parents and carers responded to the inspection questionnaire and all fully support the school. Parents and carers have confidence in the school's measures to keep their children safe, to care and support them and to promote acceptable behaviour. They agree the school is well led and managed and through their very regular contact with class teachers and support staff, are confident their child's particular needs are met and that any suggestions or concerns they have are dealt with. Parents say their children enjoy school and they are happy with the progress they make.

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. In 2006-7, 14% of schools were judged to be outstanding.

Grade 2 Good - These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.

Grade 3 Satisfactory - These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.

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. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and examination results and in lessons.

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.

Achievement: an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.

Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

**HOME
+
SCHOOL
=
SUCCESS!**



**BURTON SALMON
COMMUNITY
PRIMARY SCHOOL**

**THE
HOME/SCHOOL
AGREEMENT**

Name of Pupil _____

We aim to provide a rich, stimulating and enjoyable curriculum where children are encouraged to work both independently and together in a happy, secure and caring environment. We respect and

The school will aim to:-

- provide a welcoming, caring community in which your child is valued as an individual and all parents are valued as partners
- provide a safe and secure environment in which to learn and play
- provide a balanced curriculum ensuring that your child is given every opportunity to progress and reach his/her potential in all aspects of school life
- keep you informed of your child's progress through regular parent interviews and an 'open door' policy
- let you know about any concerns or difficulties which might affect your child's work or behaviour
- keep you informed about school activities through regular letters home, newsletters and website (www.burtonsalmon.n-yorks.sch.uk)
- set homework, when appropriate, according to your child's needs and in accordance with the school's "Homework Policy".

Signed.....

Date

As a parent/ guardian I will aim to:-

- ensure that my child attends school regularly and on time and I will contact the school on the first day of any unexpected absence
- support and uphold the school's policies and guidelines for behaviour as set out in the Behaviour Policy
- let the school know of any concerns or difficulties which might affect my child's work or behaviour
- equip my child according to requests set out in the School Brochure, including school uniform
- support my child with homework (and other opportunities for home learning)
- attend parent interviews in order to discuss my child's progress
- avoid, where possible, taking my child out of school in term time

Signed.....

Date.....

Name (please print).....