

# Burton Salmon Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121385
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	331416
<b>Inspection dates</b>	27 November 2008
<b>Reporting inspector</b>	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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	29
Government funded early education provision for children aged 3 to the end of the EYFS	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Valerie Bates
<b>Headteacher</b>	Mrs Delia Andrews
<b>Date of previous school inspection</b>	March 2006
<b>School address</b>	Burton Salmon Leeds West Yorkshire LS25 5JY
<b>Telephone number</b>	01977 672405
<b>Fax number</b>	01977 672405
<b>Email address</b>	admin@burtonsalmon.n-yorks.sch.uk

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## 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

	<b>School's Figures</b>	<b>School's figures compared with other schools</b>
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 ethnic minorities	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 socio-economic 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. Unvalidated 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 <sup>1</sup>	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.

<sup>1</sup> 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 organisations	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
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## 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.

28 November 2008



Dear Pupils

### **Inspection of Burton Salmon Primary school, North Yorkshire**

Thank you for your welcome when I visited your school recently and for your help in answering my questions, showing me your work and telling me about all the things you are learning. This helped me to make my judgements.

Your school is outstanding. The staff take good care of you and support you all exceptionally well. You told me this helps you feel safe and helps you to do your best. You make good progress in reading, writing and in mathematics. The curriculum is good and I agree with you that there is lots to do at your school. Your singing in assembly was superb and I was very impressed by the harmonies you had learnt and how you remembered all the words. Class 1's dancing was wonderful: you clearly worked hard to match the actions to music to tell the story of your journey through space. It was good to see how well everyone plays and learns together and to hear how inventive you are in making your own games based on TV programmes. You behave extremely well and make a fantastic effort to stay safe and to keep fit and healthy. Members of the school council take their jobs very seriously and are proud of the work you all do to raise funds for charities. Your parents and carers fully support the school and staff because they are pleased with how well you are making progress, developing confidence and enjoying school. No wonder you are so keen to arrive on time and attend school regularly! Teaching and learning is good. Teachers make lessons interesting and you are quick to answer their questions. The headteacher, staff and governors do a good job in leading and managing the school and have good plans to make it better.

They are meeting all their responsibilities but could do more to support and plan for community cohesion. I have asked them to:

- make sure you have regular opportunities to learn about different cultures and to work with children from different backgrounds.

You can help by contributing your ideas for things you would like to find out about other cultures and for projects, challenges and activities that you could work on with children from other schools in the UK and around the world.

Best wishes for the future.

Gina White, HMI

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