

# Burnt Yates Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121626
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	373128
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Brenda Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Newell
<b>Headteacher</b>	J Popplewell
<b>Date of previous school inspection</b>	2 November 2006
<b>School address</b>	Burnt Yates Harrogate HG3 3EJ
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## Introduction

This inspection was carried out by one additional inspector, who observed teaching and learning in five lessons, taught by three teachers. Meetings were held with groups of pupils, members of the governing body, staff and friends of the school. The inspector observed the school's work, and looked at documentation including pupils' books, the school's assessment data, plans for future development and safeguarding arrangements. Questionnaires returned by pupils, staff and the 24 returned by parents and carers, were scrutinised.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Are pupils' achievement and standards high enough and what are the reasons why their progress appears to be better in English than in mathematics?
- Is the curriculum effective and how well does it promote pupils' use of their mathematical and literacy skills across other subjects?
- Do teaching and use of assessment promote good quality learning?
- Have leaders and managers the skills to manage change and sustain improvement?

## Information about the school

Almost all the pupils at this very small school are of White British heritage. No pupils are currently known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well below average. Mobility of pupils is higher than normally seen with approximately 25% of pupils transferring from other local schools mainly into the Key Stage 2 class. The school has achieved Healthy School Status and has gained the Inclusion Quality mark and Activemark Sport. Children in the Early Years Foundation Stage are placed within the Key Stage 1 classroom. There is a Key Stage 2 class that divides into two smaller units for literacy and numeracy four afternoons per week.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has some outstanding features. Strong Christian values underpin all aspects of the school's work, enabling pupils to develop outstanding personal and social qualities. Pupils' behaviour is excellent and contributes significantly to their enjoyment of school. Parents and carers particularly appreciate the 'wonderful, caring environment'. In this nurturing ethos pupils feel extremely safe and develop high levels of confidence and enthusiasm for their school. Attendance is above average. Outstanding care, guidance and support ensure that pupils are valued and their individual needs are met effectively. Pupils contribute fully to the life of the school and play a very active part in the local community. Pupils particularly appreciate the recently introduced, good quality creative curriculum. The school has extensive partnerships and strong links with the church and its members. This, together with outstanding links with parents and carers, broadens the scope of learning.

Pupils achieve well. Most children enter Reception with skills broadly in line with those expected for their age, although skills in early writing and number are generally below expectations. Pupils make good progress overall so that standards are above national averages in English by the end of Year 6. Pupils' attainment in mathematics is lower than that of other subjects. The school has begun to put measures in place to improve pupils' confidence when solving mathematical problems but this is at an early stage of development.

Teaching is good. Excellent relationships and behaviour management ensure that pupils work hard and develop very good attitudes to learning. Pupils' weaker writing skills were a key issue at the last inspection. Whole-school development of a letters and sounds programme, together with work on extending pupils' creativity and enjoyment when writing, has given pupils confidence. Insightful planning and good use of assessment enable teachers to plan work that closely matches pupils' differing abilities and interests in English. Consequently, pupils' attainment in writing has risen across the school. Teachers' confidence when teaching mathematics is not as strong. Consequently, planned activities do not always closely match pupils' exact stage of learning, nor consistently challenge higher-attaining pupils.

The school is well led and managed. The development of an effective whole-school approach ensures that all staff are focused on providing good quality learning and raising standards further. The school has an accurate view of itself. Rigorous

monitoring and evaluation of provision and effective interventions have led to systematic and significant improvements, especially in pupils' attainment in writing. The governing body plays an active part in supporting the school and use its extensive expertise to complement leadership and management. These factors indicate a good capacity to improve further. Given pupils' overall outstanding outcomes, the school provides excellent value for money.

## What does the school need to do to improve further?

- Improve pupils' attainment in mathematics by:
  - enhancing teachers' confidence, knowledge and skills when teaching mathematics
  - planning new work into small achievable steps that build carefully on earlier learning
  - ensuring that teachers make consistently good use of assessments to plan activities to challenge pupils of all ages and abilities
  - providing regular opportunities for pupils to solve mathematical problems in whole-class sessions and when working independently
  - providing more opportunities for pupils to practise their skills as part of their work in other subjects.

## Outcomes for individuals and groups of pupils

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Pupils are fully committed to giving of their best in lessons. They persevere, concentrate for good periods of time and work hard. Pupils willingly share their ideas and listen carefully to their teacher and others. Older pupils support younger members of the class and are excellent role models of how to behave and conduct oneself. Pupils are enthusiastic learners and quickly settle to their activities. From Reception onwards pupils use their mature communication skills to good effect. Teachers provide good opportunities for whole-class discussion so that pupils develop further confidence as speakers and explain their answers succinctly.

While starting points are broadly average for their age, a significant minority of children enter school with below-average writing skills and limited knowledge of the sounds that letters make. Pupils achieve well and attainment is above national averages in reading and writing by the end of Year 6. Leaders recognise that, throughout the school, pupils' attainment in mathematics is lower than in reading and writing but school records show that it has begun to rise. Pupils make satisfactory rather than good progress in this subject. This is because many pupils experience difficulties when solving mathematical problems with more than one number operation. Pupils are often reticent to explain their answers, indicating less confidence in mathematics than in English. Whilst pupils achieve satisfactorily in mathematics, their overall achievement is good. Pupils with special educational needs and/or disabilities make progress in line with their peers due to the well-targeted support they receive. Approximately 20% of pupils join the school at a later stage in Key Stage 2. A minority lack confidence on entry and require time to settle and catch up. These pupils make good progress from their differing starting points due to the school's early identification of their needs.

Pupils thoroughly enjoy school. They have a mature understanding of how to stay safe and a good understanding of the importance of a healthy lifestyle. Attendance is above average but is steadily declining year-on-year owing to family holidays taken in term time and longer weekend breaks. The governing body are currently revising guidelines and procedures to address this issue. As members of the enterprise committee or school council, pupils play a full part in decision-making processes. Pupils also have a strong voice in local community initiatives, such as developing a photo trail at the Brimham Rocks National Trust Centre. Pupils have a pronounced understanding of right and wrong. Their excellent behaviour, confidence and mature social skills ensure that they are well prepared for their future education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good. Teachers' very good behaviour management skills ensure that lessons are calm and orderly. Advanced teaching assistants play a full and active part, supporting pupils' learning very effectively. Teachers' planning for English is good and closely aligned to pupils' earlier learning. Teachers ensure good opportunities for pupils to write in depth and for a variety of purposes. Thorough marking of written work and precise targets for improvement inform pupils of their next steps in learning. In mathematics, teachers do not consistently make best use of their assessments to match work to pupils' differing abilities, limiting progress and challenge in some lessons. Planning does not routinely break learning into small enough steps that enable pupils to build carefully on earlier learning.

The good curriculum is broad and has outstanding features. A newly-devised creative curriculum is already leading to high levels of enthusiasm. Each topic has an introductory activity, for example, a woodland visit, that excites pupils, holds their attention and extends their knowledge and understanding. Writing for a variety of purposes is an integral part of each topic. However, pupils have limited planned opportunities to practise their mathematical skills across other subjects and to work individually and in groups to solve problems. Parents and carers give freely of their

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

time and skills to run out-of-school clubs that further enhance provision. The curriculum is enriched by visits to interesting places and the extensive outdoor learning areas.

Parents and carers are extremely appreciative of the outstanding provision for pupils' care, guidance and support. Excellent quality of care within a warm and nurturing environment radiates throughout the school. The good progress of those with special educational needs and/or disabilities reflects the very effective partnerships engendered with parents and carers and other professional agencies. This enables pupils to reach their full potential and achieve well. Transition arrangements are good, enabling pupils to transfer smoothly to the next stage of learning. The school provides good guidance to parents and carers about family holidays in term time. Leaders acknowledge that a more rigorous approach is required to ensure that the currently above-average attendance levels do not decline further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher gives a strong steer to the school and has developed a united staff team firmly focused on improving provision further. Regular monitoring and evaluation of teaching and learning in classrooms has ensured a consistent approach to the introduction of new initiatives. Rigorous tracking of pupils' progress, regularly shared with staff, enables the headteacher to keep a watchful eye on pupils' progress and to provide additional support for those who are falling behind. In this small school, the leadership has focused on raising standards in writing. This has been successful. Leaders are now rightly addressing pupils' attainment in mathematics and have devised realistic plans to address this issue.

Members of the governing body are committed, well organised and fully involved in evaluating most aspects of the school's performance. Members acknowledge that a more rigorous and planned approach is required to the monitoring and evaluation of pupils' attainment. Statutory safeguarding requirements are well met. The school has good procedures in place, and training is regular. Robust risk assessments provide a safe working environment for staff and pupils.

The inclusion of all pupils is central to the school's provision. Relationships are outstanding and each pupil is known, valued and very well supported. Links with parents and carers are outstanding and questionnaires indicate high levels of satisfaction with the school's provision. Extremely well-developed partnerships bring additional expertise and exciting sporting activities that enrich curricular provision. Community cohesion is promoted in an outstanding way. Very effective links with schools from differing cultural and socio-economic backgrounds enable pupils to

understand and appreciate others' differing life stances. This contributes significantly to pupils' outstanding understanding of cultural diversity.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Reception-aged children are part of a mixed Early Years Foundation Stage/Key Stage 1 class. Provision is good. Most children enter the Reception class with skills typical for their age. However, their early understanding of calculations, number and of the sounds that letters make are slightly below expectations. Children achieve well so that by the end of the Reception Year most attain, and a significant minority exceed, the expectations for their age. The consistent approach to the teaching of letters and sounds has paid dividends and is enabling children to achieve more highly in early reading and writing year-on-year. Good opportunities are planned for children to develop early number recognition in interesting ways.

Good teaching and use of assessment ensures that children learn in a consistent way. There is an appropriate mix of indoor and outdoor provision and sound opportunities for pupils to work independently. Very good relationships and excellent behaviour management enable children to achieve highly in their personal and social development. Occasionally, the Reception children sit for too long during whole-class introductions and adult-led activities, limiting the progress they make at these times.

Leadership is good. Staff work cooperatively to ensure a purposeful, happy learning environment. The provision is well resourced and includes a broad range of additional experiences, for example, visits to interesting places, such as a farm or the theatre. Partnerships with parents and carers are outstanding. Good transition arrangements ensure that children settle quickly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## **Views of parents and carers**

Responses from parents and carers were overwhelmingly positive. Particularly positive views were expressed about the extent to which children are kept safe and their needs met, children's attainment and progress, the quality of teaching, healthy lifestyles and preparation for the future. Very few parents and carers expressed concerns. These were examined closely during the inspection but no significant evidence could be found to endorse them. The large number of positive responses indicates high levels of satisfaction with the school's provision.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnt Yates Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	92	2	8	0	0	0	0
The school keeps my child safe	21	88	3	13	0	0	0	0
The school informs me about my child's progress	18	75	6	25	0	0	0	0
My child is making enough progress at this school	14	58	9	38	1	4	0	0
The teaching is good at this school	18	75	6	25	0	0	0	0
The school helps me to support my child's learning	17	71	6	25	1	4	0	0
The school helps my child to have a healthy lifestyle	17	71	7	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	63	7	29	0	0	0	0
The school meets my child's particular needs	17	71	7	29	0	0	0	0
The school deals effectively with unacceptable behaviour	16	67	6	25	1	4	0	0
The school takes account of my suggestions and concerns	13	54	8	33	2	8	0	0
The school is led and managed effectively	15	63	8	33	1	4	0	0
Overall, I am happy with my child's experience at this school	18	75	5	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### 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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 November 2011

Dear Pupils

**Inspection of Burnt Yates Church of England Primary School, Harrogate, HG3 3EJ**

Thank you for your very warm and friendly welcome and for answering all my questions on my recent inspection of your school. I enjoyed talking with you and finding out about your learning and trips to interesting places such as the *'Jungle Book'* theatre visit. I also enjoyed observing you at playtime and marvelled at the huge amount of space and interesting garden areas you have to add excitement and interest to your learning.

You go to a good school and I understand why you enjoy it so much. Some things are excellent. Your behaviour is super, you are cared for extremely well and you get on very well together and are tolerant of people's differences. The school works in an excellent way with your parents and carers and other organisations to help your learning. From what you told me, you feel extremely safe in school and you have an excellent understanding of how people in different places live. You also make a very strong contribution to the school and to your local community. Your attendance is above average. The older pupils take good care of those who are younger and help them to feel safe and happy in school. Well done! I was really impressed with your planning of the Children in Need cake stalls. This shows how much you care about those children less fortunate than yourselves.

I have asked your headteacher to do one important thing to make your school even better for you.

- Make sure that your attainment and progress in mathematics is as good as that in reading and writing.

You can help by continuing to work hard! Thank you once again for your help and best wishes for the future.

Yours sincerely

Brenda Clarke  
Lead inspector



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