

# Inspection of Burneston Church of England Voluntary Aided Primary School

Burneston, Bedale, North Yorkshire DL8 2HX

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Inspection dates: 3 and 4 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders, staff, pupils and governors are proud of their school. They share the school's vision of 'celebrate, collaborate and pollinate'. Pupils come into school excited to see their friends and ready to learn. Parents and carers are overwhelmingly positive about the education that their children receive.

Pupils at this school learn what it means to be part of a community. They learn the skills that they need to work together and respect each other. This runs throughout each year group from Reception to Year 6. This is a strength of the school.

Leaders have high expectations of pupils' behaviour and what they can achieve. Pupils behave well. They are polite and well mannered. Pupils learn positive learning behaviours from adults and each other. Even the youngest pupils in school become 'learning detectives'. They enjoy the responsibility of 'spotting' good learning behaviours in others. Pupils thrive in this learning environment. They feel cared for and well looked after. Pupils say that if any negative behaviours do happen, teachers quickly sort this out. Pupils say that bullying is rare.

Pupils learn an exciting and carefully planned curriculum. Pupils do not want to miss out on this learning or the wider opportunities that the school offers. Pupils are eager to come to school. Pupils' attendance has improved significantly since the last inspection.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and ambitious curriculum. It is relevant, meaningful and provides opportunities which prepare pupils for secondary school. All subjects are well planned and sequenced. Leaders have identified the key knowledge in each year group that they want pupils to learn. This starts with pupils in the early years. Leaders make deliberate choices about what pupils learn and when. This assures them that pupils learn about important concepts before starting to apply them. For example, pupils learn the necessary knowledge about electrical circuits in science before using this knowledge to make electrical games in their design technology lessons.

In some subjects, such as geography, the curriculum is embedded. Pupils celebrate their local community, before learning about the impact that their community has on the wider world. Learning is purposeful. Pupils remember previous knowledge and use it when debating the answers to questions. In other subjects such as design technology, pupils can talk about their current learning. They recognise the importance of processes. For example, pupils understand why it is important to make a prototype and how they would learn from this. As the curriculum for this subject is still relatively new, pupils do not remember and draw sufficiently upon previous knowledge, and they still have some gaps in their learning.

A love of reading runs through the school. Pupils talk excitedly about the books they are currently reading. Pupils read widely; they are confident readers and experience

success. Pupils enjoy reading and listen to high-quality texts read by adults. Younger pupils learn phonics as soon as they start in Reception. This is carefully planned and sequenced. Staff make regular checks to ensure that pupils are keeping up with their peers. Pupils with gaps in their understanding receive timely support to catch up.

Leaders have introduced a new approach to the teaching of writing. However, it is too soon to measure the impact on pupils' writing in all year groups. In some year groups, some pupils are not applying the spelling patterns and grammar rules that they have learned, and the quality of pupils' handwriting is variable. This impedes the fluency of the recording of learning across the curriculum.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils. Teachers put necessary adaptations in place to ensure that these pupils are supported to be successful in their learning.

Pupils across all year groups get along well with each other. There is a genuine sense of care and nurturing. Year 6 pupils have the responsibility of becoming a buddy to the youngest pupils in school. They are very proud of this role. Pupils in Reception learn to play together cooperatively. They share ideas and negotiate to sort out any different views that they may have. Pupils of all ages play together well at breaktimes. Collaboration is at the heart of the school.

Pupils' wider development has been well thought out by leaders. Pupils in Year 6 take part in a 'taking flight' transition project. They say that this helps them to learn skills in preparation for secondary school. They study themes such as leadership, community, arts and culture, and current affairs.

Pupils learn about fundamental British values and apply these through the Christian ethos of the school. Older pupils, particularly, have a good understanding of discrimination and differences between individuals, faiths and cultures. They are accepting, warm and welcoming to others.

Leaders, including governors, have a strong, shared vision that pupils will receive a high-quality education. They have high aspirations for all pupils, including those with SEND. There have been many improvements undertaken by leaders since the last inspection. They have prioritised staff training and development. As a result, staff feel well supported, trusted and valued by leaders.

Governors ensure that as a group they have the right skills to support and challenge leaders effectively. They have a clear oversight of the school. Along with the school leaders, they make the well-being of staff a priority.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Leaders instil an 'it could happen here' ethos. They are alert to potential safeguarding risks and ensure that

staff are kept fully up to date with training. Leaders work in a timely way with external agencies. They keep detailed records and logs. The governing body remains vigilant in its duty to oversee safeguarding at the school. Safe recruitment practices are in place, and records of vetting checks undertaken on staff, volunteers and contractors meet requirements.

Pupils learn how to keep themselves safe within the community and the wider world. They know how to stay safe online. Pupils say that they feel safe at school. They know who they can talk to if they have any worries or concerns.

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

### **(Information for the school and appropriate authority)**

- Curriculum design is in place in all subject areas. However, the implementation of this design in a small number of subjects, such as design technology, and music are relatively recent. Pupils do not remember crucial knowledge that has been identified by leaders in these subject areas. Leaders should ensure that they implement all curriculum subjects fully so that pupils learn and remember the knowledge that they have identified at each stage and in each subject.
- In some year groups, some pupils are not applying the spelling patterns and grammar rules that they have been taught, and the quality of pupils' handwriting is variable. This impedes the fluency and accuracy of recording of learning across the curriculum. Leaders should ensure that teachers know when, and how, to teach handwriting and that they do so systematically. Leaders should ensure that there are further opportunities in all classes for pupils to apply their knowledge of spelling and grammar to their written work.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121619
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10268202
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louise Carter
<b>Headteacher</b>	Suzanne Smart
<b>Website</b>	<a href="http://www.burnestonceprimaryschool.co.uk">www.burnestonceprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	4 and 5 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary aided Church of England school in the Diocese of Bradford, Ripon and Leeds. The last section 48 inspection took place in January 2019.
- Leaders do not make use of alternative provision for pupils.
- The school runs a breakfast club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, geography and design technology. For each deep dive, they discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with the headteacher and other leaders in the school. An inspector also spoke with a group of governors, a representative of the diocese and a representative of the local authority.
- The inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, minutes of meetings of the governing body and records of pupils' behaviour.
- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central register of staff and visitors, staff training records, records of safeguarding and samples of the records kept on individual pupils.
- The inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's online surveys for pupils and staff.

### **Inspection team**

Sarah Gordon, lead inspector

His Majesty's Inspector

Jenny Parker

Ofsted Inspector

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