

Burton Leonard Church of England Primary School

Burton Leonard, Harrogate, North Yorkshire HG3 3RW

Inspection dates

25–26 June 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders have an exceptionally strong vision and are extremely ambitious for the school. They are very reflective of their practice and are constantly searching for ways to improve.
- Governance is extremely strong. Governors know the school exceptionally well and are skilled in proving the right balance of support and challenge.
- The curriculum is very well developed. Pupils have opportunities to study a wide range of subjects in depth and to make meaningful links between different areas of learning.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are exceptionally well supported. Their needs are quickly identified and quality, bespoke support is provided.
- Spiritual, moral, social and cultural development is a strength of the school. Recent developments of the curriculum are ensuring that pupils are developing a deeper knowledge of cultural influences on heritage.
- Teachers and teaching assistants have strong subject knowledge, have high expectations and provide very effective support and challenge to all learners.
- Work to support well-being and mental health is exceptionally effective.
- There is a strong culture of safeguarding across the school.
- Pupils have excellent attitudes to learning. They work hard and are very keen to know how they can improve.
- Pupils are proud to play their part in their school community and enthusiastically take on additional responsibilities.
- Pupils' behaviour is impeccable. They are adamant that there is no bullying in their school.
- Children get off to a flying start in the early years. They make excellent progress from their starting points.
- Parents and carers praise the school for its work to support all pupils and to provide them with a well-rounded education.
- Subject leaders have a good knowledge of the strengths and areas for development. However, they do not all have opportunities to have a direct influence on teaching.

Full report

What does the school need to do to improve further?

- Ensure that all foundation subject leaders have more opportunities to influence practice across the school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have an exceptionally strong vision which is shared by all stakeholders. They are extremely ambitious for the school. They are determined to provide the best possible education for every pupil in their care. Their mantra is: 'Is it outstanding enough for Burton Leonard?'
- Leaders' self-evaluation of the school is thorough and accurate. They have used their findings to identify priorities for school improvement. These priorities are being addressed effectively through a detailed development plan. The impact of actions is carefully checked.
- Leaders are very reflective and are constantly searching for ways to enhance their practice and that of others. They regularly monitor the quality of teaching, learning and assessment. They use their findings to provide an effective balance of support and challenge which is valued by staff. Teachers were able to give examples of how professional development has had a positive impact on their lessons.
- Since the last inspection, leaders have reviewed the curriculum to ensure that it deepens pupils' knowledge and appreciation of the cultural influences that have shaped their own heritage and that of others. The impact of this work can be seen through the depth of understanding and respect that pupils show in their work on family heritage and the centenary of the First World War.
- The curriculum is broad and balanced. Pupils are able to study a wide range of subjects in depth. Work is carefully planned to make sure that pupils build on their skills, knowledge and understanding, year on year. Pupils are encouraged to make useful links between different aspects of their learning. They have lots of opportunities to practise and apply English and mathematics skills in a range of different contexts.
- Subject leaders have some opportunities to review work and have a good understanding of standards. However, some have little opportunity to observe or influence practice across the school.
- Leaders use pupil premium funding well to provide high-quality support for disadvantaged pupils. Barriers to learning have been identified and overcome effectively.
- Leaders ensure that pupils with SEND are very well supported. Pupils' needs are quickly identified, and effective, bespoke support is provided. Many parents praise the school for their work in this area, saying that their children are thriving at this school.
- The primary school physical education (PE) and sport premium is used well to provide pupils with a wide range of experiences and sporting opportunities. For example, funding has been used to train staff to teach archery, provide additional swimming lessons and enhance outdoor learning. Pupils are able to access a wide range of competitive sport through the Harrogate Sports Partnership.
- Spiritual, moral, social and cultural development is exceptionally well promoted through the wide range of experiences pupils are given. They gain from lots of educational visits, welcome many visitors to school and given wide-ranging, interesting tasks. They

are also asked thought-provoking questions, such as, 'If you could take a pill that meant you would never fail, would you?'

- Fundamental British values are woven throughout daily school life. For example, pupils experience democracy through taking part in elections for school council representatives. Their growing knowledge of other cultures is supporting work on tolerance and respect.

Governance of the school

- The work of governors is extremely effective. They have gained a thorough knowledge and understanding of the school from reports by school leaders, published data and visits to school. They know what the school does well and are keen to ensure that it continues to improve.
- Governors support and challenge school leaders in many ways. They provide links with the community, champion staff well-being and have an input into development planning. They regularly ask challenging questions and make sure that leaders are held to account for their actions.
- Governors carry out their statutory duties diligently.

Safeguarding

- The arrangements for safeguarding are effective.
- All policies and procedures are fit for purpose. Staff are well trained and are given regular updates. They know the signs to look out for and are vigilant. All concerns are reported and recorded. When necessary, appropriate actions are taken immediately.
- Pupils say they feel safe in school and that there are adults they can talk to if something is worrying them. Every one of the parents who made their views known during the inspection say that their children feel safe at school.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment is consistent across the school. Teachers and teaching assistants have extremely sound subject knowledge, and without exception, they are keen to learn more so that they can improve their practice further.
- All teachers and teaching assistants have very high expectations of what all pupils can achieve. Pupils respond well to these expectations and have exceptionally positive attitudes to learning. They work hard and produce high-quality, well-presented work across the curriculum.
- Pupils are given effective support and challenge. They say that their work is always 'a bit tricky'. They are encouraged to use the resources in the classroom and support from their peers before they seek help from adults. This is helping pupils of all ages to become independent learners.
- Questioning is used extremely well by teachers and teaching assistants to check

understanding. This means that errors and misconceptions are picked up quickly and resolved. Questioning is also used effectively to challenge thinking and to extend learning. Ongoing assessment is used very well to make sure that future lessons are well planned to match the needs of groups and individuals.

- Teachers and teaching assistants provide bespoke support to some pupils. This is effective in making sure that these pupils are secure in their development of skills in reading, writing and mathematics.
- In mathematics, pupils are supported and challenged to develop fluency, reasoning and problem-solving skills. Apparatus and pictures are used effectively to support understanding before pupils are moved on to work in more abstract ways. They have lots of opportunities to practise and apply their skills in different contexts.
- English lessons are well structured and sequenced to ensure that pupils develop a wide range of skills in reading and writing. Pupils are given lots of different experiences, are exposed to lots of quality literature and are encouraged to read widely and regularly. As a result, pupils are able to write with flair for a range of different purposes.
- Teachers make sure that work in school is extended by carefully designed homework tasks. Parents are unanimous in the view that their children receive appropriate homework for their age.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are self-confident and are very keen to talk about every aspect of school life. They are proud to be able to play their part in this school community.
- They have excellent attitudes to learning. They listen attentively and focus well on the tasks they are given. They are keen to know how they can improve their work and respond well to challenge, showing perseverance and resilience. Work is always well presented.
- Pupils were keen to describe the work they have done about keeping safe in different situations such as when crossing the road or riding their bikes. They have an exceptionally thorough understanding of online safety.
- Pupils understand the importance of reporting any form of abuse. They are confident that there are adults in school who will support them if they have any worries. They are knowledgeable about different types of bullying and are adamant that there is none in their school.
- Pupils have age-appropriate understandings of how to stay healthy. For example, pupils in Year 2 could explain that they eat fruit because it contains vitamin C and that they run their daily mile because it is good to be active. Work on well-being is very effective. The school has the Gold Mental Health Award which was given in recognition of its work to support pupils.
- Pupils are very keen to take on a wide range of additional responsibilities. These include: acting as a representative on the school council or children's collective worship

committee, being a librarian, digital leader or member of the sports crew and looking after the school's guinea pigs. Pupils in upper key stage 2 have an opportunity to take part in an enterprise project. They are able to use the profit they make to fund an end-of-year trip.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils display extremely good manners. They are polite and friendly and show respect for everyone they meet. They treat everyone in the way that they themselves would like to be treated.
- Pupils respond well to the school promise and behave exceptionally well in lessons, around school and at breaktimes. This is because they have developed self-discipline and know that it is the right thing to do.
- Attendance is consistently above the national averages for all groups of pupils. This is because leaders have high expectations and pupils want to come to school every day.

Outcomes for pupils

Outstanding

- In-school assessment information and work in pupils' books show that current pupils, in all year groups, are making at least good progress in reading, writing and mathematics. Most pupils are making progress better than this.
- The needs of pupils with SEND are precisely identified when they enter the school. They are exceptionally well supported and are therefore making very good progress overall. Pupils with complex needs are making small but significant steps forward across the curriculum.
- Disadvantaged pupils, though small in number, are also extremely well supported. This means that they too are making very good progress.
- The most able pupils are making outstanding progress from their starting points. This is as a result of high expectations and the challenging tasks that they are expected to complete.
- All pupils develop skills, knowledge and understanding in a wide range of subjects. Exceptionally strong progress across the wider curriculum is evident in pupils' work and in school records, in all year groups.
- The small number of pupils in each year group means that each pupil's performance has a marked effect on the school's overall attainment figures. This means that the proportions reaching the expected and greater depth or higher standards at the end of key stages 1 and 2 vary considerably from year to year. However, the proportions reaching the expected and higher standards in reading, writing and mathematics combined at the end of key stage 2 have been above the national averages for three years.
- Pupils of all ages have a love of reading and listening to stories, poems and non-fiction. They are able to talk enthusiastically about their favourite books and give carefully thought-out reasons for their choices of favourite authors. This passion for reading is

fostered through the regular use of the school library, links with a local bookshop and the after-school 'Books and Buns' club.

- The teaching of phonics is extremely effective. Pupils in the early stages of learning to read are given lots of opportunities to practise their skills using books that are well matched to their developing phonics knowledge.

Early years provision

Outstanding

- Leaders and other staff have a thorough knowledge of the needs of the children in their care. They are constantly checking what each individual can do so that they can provide the right level of support and challenge to help children with their next steps in learning.
- The quality of teaching, learning and assessment is very high. Teachers and teaching assistants give especially clear explanations of tasks and skilfully explain the meaning of new words. They have high expectations of what each child can achieve. They use questioning very effectively to extend learning and to provide additional challenge.
- Induction procedures are very well thought out. Children are warmly welcomed into school. They settle quickly and soon develop strong relationships with adults and their peers.
- The classroom and outdoor area are well resourced and organised. Both areas are number and language rich. Children are encouraged to be independent and quickly learn to be able to select and tidy away the equipment they use.
- The curriculum is designed to respond to children's interests. Children take part in adult-led activities each day. These include phonics and mathematics sessions and also activities to develop fine and gross motor skills. Children also have lots of opportunities to initiate their own learning.
- Children are encouraged to explore and experiment with a wide range of resources. For example, a group of children decided to find out what happens if you mix different colours of play dough together. They enjoyed describing the initial pretty patterns and correctly predicted that eventually the three colours would blend together to make brown.
- Children's progress is carefully tracked from their starting points which are typically in line with those expected for their age. Most make outstanding progress. The proportion reaching a good level of development is consistently above the national average.
- Children are exceptionally well behaved. They quickly learn the school promise to use kind hands, feet and words. On the induction afternoon for new children during the inspection, a boy was eager to tell new children and their parents that starting school is easy because you just have one job, 'To be the best you can be'.
- Parents are encouraged to make contributions to baseline and ongoing assessments. They make valued contributions to children's learning journals by sending in photographs and examples of things that children have done at home. Parents appreciate the assistance the school offers them to support their children with learning beyond school.
- All legal safeguarding and welfare requirements are met.

School details

Unique reference number	121555
Local authority	North Yorkshire
Inspection number	10087584

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Steven Withy
Headteacher	Amanda Townson
Telephone number	01765 677 412
Website	www.burtonleonard.n-yorks.sch.uk
Email address	admin@burtonleonard.n-yorks.sch.uk
Date of previous inspection	1 May 2018

Information about this school

- Burton Leonard Church of England Voluntary Controlled Primary School is a much smaller than average-sized primary school.
- The proportion of pupils supported by the pupil premium is lower than that found nationally.
- The proportion of pupils who speak English as an additional language is much lower than that found nationally.
- The proportion of pupils with SEND is above average.
- The school runs a breakfast club and after-school club for pupils each day.

Information about this inspection

- The inspector observed teaching and learning in all year groups. Some of the observations were undertaken jointly with the headteacher.
- The inspector looked at work in pupils' books alongside leaders.
- The inspector met with five members of the governing body.
- The inspector held telephone conversations with a representative from the local authority and a representative from the diocese.
- A range of documents were scrutinised, including the school's self-evaluation document, improvement plans, minutes of governing body meetings, records of checks on teaching and learning, and attendance and safeguarding information.
- The inspector met formally with a group of pupils, spoke informally to pupils in lessons and listened to pupils read. The views of pupils were also gathered through the 72 responses to Ofsted's online pupil survey.
- Discussions took place with staff about safeguarding and the support and professional development that they receive. The views of staff were also gathered through the 10 responses to Ofsted's online staff survey.
- The inspector considered the views of parents by meeting some parents informally at the start of the school day and through the 45 responses to Ofsted's online survey, Parent View.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019