

Burley and Woodhead CofE Primary School

Sandholme Drive, Burley-in-Wharfedale, Ilkley, West Yorkshire LS29 7RQ

Inspection dates

26–27 September 2017

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher conveys a clear vision for the school. Her strong commitment and drive are shared by the staff. With the support of an effective leadership team and governing body, she has ensured that the school has successfully addressed the areas for improvement since its previous inspection.
- Governors have a good understanding of the school's strengths in teaching and learning. Their strategic plan correctly identifies the need to focus on the quality of teaching and assessment in subjects other than mathematics and English.
- Staff are keen to improve and try out new ideas. They are provided with a comprehensive programme of professional development which contributes to teaching that is good and sometimes outstanding.
- Pupils at all stages achieve well and make good progress in reading, writing and mathematics. Many pupils achieve standards above those expected for their age.
- Pupils enjoy reading. Younger pupils read with confidence, and older readers are willing to tackle challenging texts, some of which they bring from home.
- Leaders frequently monitor reading, writing and mathematics lessons. They have not been as rigorous in monitoring the quality of teaching in subjects such as science, history and geography.
- The curriculum provides pupils with knowledge across a wide range of subjects. Pupils do not develop a deep understanding in subjects other than mathematics and English.
- The pupil premium funding is used effectively to ensure that disadvantaged pupils achieve well. Good-quality teaching, supported by additional group work, means that they make good progress.
- The achievement of the few pupils who have special educational needs and/or disabilities is inconsistent. Provision is not evaluated well enough. Leaders do not use assessment information effectively to measure the progress of these pupils to quickly remedy any slippage.
- Expectations of pupils' behaviour and conduct are high. Pupils behave well and show good attitudes to learning. Their high rates of attendance reflect pupils' positive commitment to their education.
- The school's provision for pupils' welfare is excellent. Procedures for safeguarding pupils are highly effective. As a result, pupils say that they feel safe, and nearly all parents agree.
- Children in the early years quickly adapt to school life, are confident and enjoy school. Although they enter Year 1 at standards above the national average, too little is expected of the most able children.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or outstanding, so that pupils make rapid progress and achieve well, by planning and teaching lessons which deepen pupils' understanding in science and the foundation subjects.
- Improve the quality of leadership and management by:
 - ensuring that the quality of teaching in all curriculum subjects is monitored and evaluated
 - developing the leadership of special educational needs and/or disabilities so that the impact of the support provided is effectively checked.
- Improve the quality of provision in the early years so that:
 - all adults have high expectations of what children can achieve
 - classroom and outside activities chosen by the children have a clear purpose for learning and challenge their thinking.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders have successfully addressed the areas that required improvement and have raised standards in English and mathematics. The headteacher has an accurate view of the school's effectiveness. Most parents are overwhelmingly positive about the changes the new headteacher has made and talk about the school providing 'a nurturing environment encouraging good values and behaviour'.
- The headteacher has created a learning culture where staff are willing to challenge themselves and are keen to improve their teaching. The school actively seeks partners to help improve its practice. It works with other schools and has participated in an action research project with a local university. This has successfully helped to improve pupils' writing across the school.
- Professional development and training with regular monitoring and evaluation of teaching in English and mathematics have ensured that all staff are highly skilled in teaching these subjects. Assessment in these subjects is used effectively to track pupils' progress and ensure that they achieve well.
- Leaders have been less vigilant in ensuring that science, history and geography are monitored and evaluated with the same rigour. Assessment across other curriculum subjects has not been sufficiently thorough to measure pupils' achievement or provide opportunities for pupils to learn some subjects in enough depth.
- The school has a robust approach to performance management. Performance management targets are clearly linked to pupils' progress and attainment. Leaders' support and professional development have had an impact on improving the quality of teaching.
- The school works hard to engage parents. A parent forum has been set up to seek their opinion on issues, and their views are sought through surveys. Leaders are continuing to work with parents to share the school's values and vision to improve the provision for all pupils.
- Leaders use the pupil premium funding effectively. It provides extra teaching and welfare support for disadvantaged pupils. The use of focused support and pre-teaching to ensure that these pupils go into a lesson well prepared has accelerated their progress, improved their attendance and is helping them to achieve well.
- Changes in the leadership of special educational needs have resulted in a lack of continuity and accountability for the impact of funding for this group of pupils. The progress of some pupils is not secure because there has been insufficient analysis of the impact of support given.
- The school has put in place a good structure for teaching a broad range of topics. Topics are enhanced by visits, for example to York and to the coast. The pupils say that these trips have been some of the 'most memorable moments in school'.
- Other than English and mathematics, not all subjects such as science, history and geography are taught in sufficient depth to raise achievement at a higher level.

- The topic 'Global Me' provides pupils with a wider insight into issues and dilemmas outside of their local community, which they thoughtfully consider. Pupils develop a good understanding of spiritual, moral, social and cultural issues.
- Pupils' spirituality is promoted through participation in regular prayers as well as by writing their own prayers. The school's assemblies and visits promote effective reflection on faith, culture and personal choices. Pupils show respect for people from all backgrounds and faiths and have a good understanding of fundamental British values.
- The primary physical education and sports funding has been used effectively and monitored to ensure that teachers are well trained to deliver good-quality physical education lessons. There is a large uptake by pupils of a wide range of extra-curricular activities. Pupils of all ages can participate in sports and represent the school in competitions.

Governance of the school

- Governance is effective.
- The governing body has a sharp focus on holding the senior leaders to account and challenging the headteacher.
- Governors have a good understanding about the quality of teaching across the school and monitor the school's work through regular focused visits. They have restructured the way they work. They have devised a plan of action to which they hold themselves accountable so that all governors are accurately able to judge the school's effectiveness.
- Governors understand that the progress pupils make should be the main driver when awarding pay increases for teachers and the headteacher. They are fully prepared to challenge underperformance where teaching has not been good, as well as providing scope for teachers and leaders to develop professionally.
- Governors scrutinise the use of pupil premium effectively to ensure that disadvantaged pupils achieve well.
- Governors have reviewed the school's curriculum and identified areas for development, particularly pupils' achievement in subjects other than English and mathematics. They are currently focusing on improving the quality of teaching in computing, and this is already making a positive difference.
- Governors are fully conversant with their statutory duties for safeguarding and ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- A public footpath running across the school grounds poses a significant challenge for the school to manage the risk to pupils. The procedures the school has put in place are effective to ensure the safety of pupils.
- Pupils' behaviour is good. There is a comprehensive and rigorous system in school for monitoring pupils' behaviour.

- Leaders and staff follow correct procedures to ensure that pupils are safe. They take appropriate action when necessary, refer to and communicate with outside agencies and follow up concerns.
- Safeguarding training has given staff a good understanding of their obligations. Pupils are made aware of the importance of safeguarding through assemblies and lessons.
- All members of staff are checked before they are employed for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Pupils say that they feel safe because the school looks after them. Nearly all parents who responded to Parent View agree that their child feels safe in school. The school conducts a range of risk assessments to keep both pupils and staff safe.
- Rates of attendance are good. The school has taken effective actions to improve the attendance and reduce persistent absence of the disadvantaged pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Teachers have a high level of expertise in teaching English and mathematics, and this is reflected in the good achievement of pupils and high standards which are above the national average in reading, writing and mathematics.
- Teachers have high expectations for pupils' behaviour and conduct. Teachers establish a productive working atmosphere; there are good relationships between staff and pupils and between pupils. This means that time in lessons is keenly focused on learning, reflected in pupils' good attitudes to learning.
- Pupils are proficient in reviewing their own work in mathematics and English, making amendments before work is presented for teacher feedback. The quality of teachers' feedback to pupils, often during the lesson, means that pupils respond quickly by correcting and improving their work; this helps pupils to make rapid progress.
- Teachers' research to improve the teaching of writing has had a positive impact, particularly engaging boys. Pupils' English books show high standards of presentation, handwriting and spelling. Variation in teachers' expectations when pupils do their topic work and the inconsistency in applying the school's marking and feedback policy in science, history and geography mean that pupils do not always apply these good skills in these subjects.
- The teaching of reading is effective. Pupils have opportunities to practise their reading skills through reading lessons. Pupils enjoy their own reading books which they bring from home. They review what they have read, and this work is monitored closely by the class teacher to ensure that they read a range of genres and make good progress. The teaching of phonics is effective, and young pupils quickly learn to decode words and develop the early skills of reading.
- The quality of the teaching of mathematics has ensured that pupils are proficient in using and applying the basic mathematical skills. Pupils enjoy the different levels of challenge they are presented with in lessons. They are keen to challenge themselves and to solve some 'tricky mathematical problems', as pupils said. Even the youngest pupils can explain their mathematical reasoning, either written in their books or discussed with an adult.

- Teachers' subject knowledge in English and mathematics is good. However, insufficient leadership and expertise in science and some of the foundation subjects such as history and geography mean that teachers are not always well equipped to teach pupils the skills they need in depth. Teachers' use of assessment for these subjects is not sufficiently developed to plan challenging tasks in lessons and provide an accurate view of pupils' achievement.
- The needs of pupils who have a high level of special educational needs and/or disabilities are sometimes supported by a teaching assistant or work with information technology to enable them access to the curriculum. Work in lessons is not sufficiently planned in detail to ensure that they make the small steps of success to achieve well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils talk about the 'joy of education' providing them with life opportunities. They already have well-defined aspirations and a drive to achieve.
- The school puts great store on equipping pupils with effective life skills and providing them with the knowledge to live a healthy life. They have an exceptionally good understanding of how to learn. They talk about 'making marvellous mistakes' as an aid to learning and how to be resilient, overcoming challenges and not being afraid to 'have a go'.
- The school is mindful of the pressures that high-attaining pupils might experience. Staff provide good support for pupils' mental well-being. Pupils explained how they value the 'chill-out room' where they can discuss any worries they may have. Support sessions for the older pupils are effective in providing them with the confidence for the next step in their lives as they approach high school.
- Pupils understand the risks of using the internet and social media and talk with authority about the risks of using mobile phones and the downloading of some apps.
- A weekly theme, for example 'courage', is promoted in lessons and assemblies and is highly effective in making pupils consider what qualities they need in life. Pupils talked about courage, recounting experiences of famous people who stood up for rights in education and opposed apartheid.
- Pupils have a mature understanding of faith, which is reflected in the school's Christian ethos. They could explain how faith had given a tightrope-walker the courage to walk across the Niagara Falls. They talked with authority about different faiths and beliefs as well as other cultures and personal choices. As a result, pupils demonstrate an excellent understanding of fundamental British values, which prepares them well for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Nearly all parents and all pupils who responded to the inspection surveys agreed that pupils' behaviour is good.

- Pupils have positive attitudes to learning and are keen to do well. Teachers have high expectations for pupils to remain focused on their work. Occasionally, some pupils lose concentration and go off task. The school's provision in supporting pupils to manage their own behaviour is effective.
- Pupils take a pride in their school and the high-quality work displayed which provides an attractive environment in which to learn. They play cooperatively in the playground and move around the school in an orderly way.
- They are courteous, well mannered and confident in conversation. They listen well to adults and to their peers, and show respect for the views of others.

Outcomes for pupils

Good

- Throughout the school, rates of pupils' progress in reading, writing and mathematics are good. By the end of each year, many pupils are working at levels beyond the expectations for their age. Attainment at the end of key stage 1 and key stage 2 has been consistently good for the last three years and above the national average in reading, writing and mathematics.
- The teaching of phonics in the early years and Year 1 is good. The number of pupils achieving the expected standard in the Year 1 phonics screening check is well above the national average. Pupils quickly develop secure early reading skills so that they can decode unfamiliar words.
- Pupils clearly enjoy reading, and many of the older pupils bring in books from home. The youngest pupils read confidently, tackling words using their phonics and sharing their opinion about what they have read. The achievement of older pupils in reading is equally good. Pupils can talk about their preferences for different authors and are keen to tackle challenging texts.
- The most able pupils do well in reading, writing and mathematics. Their high achievement at the end of key stage 1 is maintained by the time they reach the end of key stage 2 and they make strong progress in reading.
- Disadvantaged pupils make good progress overall. Like their peers, the most able disadvantaged pupils do well in reading writing and mathematics. Leaders regularly assess how well these pupils are doing and respond swiftly to address any gaps in learning with additional teaching time and extra group sessions.
- Pupils who have special educational needs and/or disabilities are well integrated into the life of the school. However, because work is not precisely tailored to their level of learning need, their achievement is not consistent.
- Pupils' achievement across the full range of subjects other than reading, writing and mathematics is variable. Pupils enjoy the subjects they learn but they do not always develop the skills they need to study subjects such as science, history and geography in any real depth. Some pupils have benefited from a good investment of the sports funding and achieve well in some sports, representing their county as well as the school.

Early years provision

Good

- Children enter the early years with skills and knowledge which are broadly typical for their age. They enter the Reception class happy, motivated and ready to learn. Children have good relationships with adults as well as with each other. By the time they leave the Reception class, a large majority reach a good level of development, above the national average, and are well equipped for key stage 1.
- The teaching of phonics is effective. Children quickly learn the basic skills of reading and apply the sounds they have learned to their spelling. Many children can confidently write their name. They have already developed a secure pencil grip, but their letter formation when writing independently is not always accurate.
- The teaching of mathematics is focused on acquiring early number skills. Children could work at a higher level because teachers do not have sufficiently high expectations of what the most able children could achieve.
- Children's behaviour is good, in both the classroom and the outside area. They show a high degree of independence and confidence for so early in the school year. They sustain interest and focus; they work happily, chatting to each other and adults about what they are doing.
- Adults offer children a variety of activities and choices. When adults guide activities, the quality of learning is good. However, when children work independently, some activities lack a clear purpose for learning and do not fully challenge children's thinking.
- Relationships with parents are good. Parents appreciate the information they receive about what their child has been doing in school. They welcome the opportunity to contribute to their child's learning journey, recording their children's achievements observed at home.
- The leader of the early years ensures that the welfare and safety of children are given high priority. The school works with external agencies and specialists to support children with specific needs so that they are motivated learners and able to participate fully in school life.
- All health and safety requirements are met. The unit is a safe place for children. Transition arrangements are good; staff visit pre-school providers or offer home visits prior to children starting to ensure that they quickly adapt to school life.

School details

Unique reference number	107313
Local authority	Bradford
Inspection number	10024071

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Mark Selby
Headteacher	Joanne Siddall
Telephone number	01943 862739
Website	www.burleywoodhead.com
Email address	office@burleywoodhead.com
Date of previous inspection	18–19 June 2013

Information about this school

- This is a smaller than average-sized primary school. Children are admitted to the Reception class from a range of pre-school providers.
- Nearly all pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. The proportion of pupils who have special educational needs and/or disabilities is below average.
- The school meets the government's floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- This was a section 8 inspection which converted to a section 5 inspection on day two to gain further evidence. On the second day, the lead inspector was joined by a team of two inspectors.
- Inspectors visited all classrooms and made some visits with the headteacher. In addition, inspectors observed small groups of pupils being taught.
- Inspectors scrutinised pupils' work, listened to pupils read and spoke with pupils about their enjoyment of school and their opinions of behaviour and safety.
- Inspectors held discussions with staff and governors.
- Inspectors considered a wide range of school documents. These included the school's self-evaluation, the school development plan, behaviour and attendance records, governing body documents, documents relating to the monitoring of teachers' performance and to safeguarding.
- Ninety-seven parents submitted responses to Ofsted's online questionnaire, Parent View. Inspectors considered the comments of parents who responded during the inspection, as well as speaking informally with parents. Inspectors also considered 17 responses to the staff survey and 36 pupil surveys.

Inspection team

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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.

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