

Burton Road Primary School

Burton Road, Barnsley, South Yorkshire, S71 2AA

Inspection dates 23–24 October 2013

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| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The majority of teaching across the school is good. As a result, from below expected starting points pupils achieve well to reach standards that are above average at the end of Year 6.
- The Nursery and Reception classes provide a stimulating environment and firm foundation for all children at this important phase of their education.
- Pupils' books are regularly marked by teachers who provide useful feedback about how to improve their work. Pupils are given time in lessons to reflect on their learning.
- A strong focus is placed on pupils' personal development and their health. The majority of pupils participate in competitive sports.
- Pupils behave well in lessons, on corridors and in the playground. They speak with enthusiasm about both their learning and the range of activities the school provides.
- Pupils say they are well cared for and value the support they get from all staff.
- Leaders and managers, including governors, have accurately focused plans which help to ensure that the quality of teaching and pupils' achievement are continuing to improve.
- The curriculum provides a wide range of opportunities for pupils to apply their knowledge in a variety of contexts and effectively promotes their spiritual, moral, social and cultural development.
- Most parents have positive views about the school and agree it is a safe place in which to learn.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Not all teachers use data about individual pupils' progress to plan activities that challenge them to achieve more.
- In lessons, pupils sometimes have to wait too long for a teacher to check their work before they can move on, which slows their progress.
- Some teaching assistants need additional training to be fully effective in helping pupils.
- Some pupils with special educational needs make slower progress in Years 1 and 2 than they do in other years.
- Middle leaders are not yet fully involved in improving the quality of teaching and learning across the school.

Information about this inspection

- During the inspection, 20 lessons and parts of lessons were observed by inspectors. Teachers were observed at least once and one lesson was observed jointly with the headteacher.
- Meetings were held with groups of staff, pupils, parents, three members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to 13 staff questionnaires. They considered information from previous school surveys carried out with parents and pupils and the responses of 47 parents to the on-line questionnaire (Parent View).
- The inspectors reviewed work in pupils' books and listened to pupils read. They observed pupils moving around inside and outside the school and at different times in the day.
- Inspectors observed the school's work and considered a number of documents, including the school's own evaluation of its performance, the school improvement plan, minutes from governors' meetings, and reviews of the school undertaken by external agencies.

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- This is a larger than the average-sized primary school.
- The proportion of girls is just below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families and those known to be eligible for free school meals) is well below average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is below average while the proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching further so that more is outstanding, in order to raise standards even higher, and accelerate the progress made by pupils with special educational needs in Years 1 and 2, by:
 - ensuring that all teachers use pupil progress data effectively to plan suitably challenging activities that stretch and challenge them to achieve more
 - providing more opportunities for pupils to work independently so that they can move on to the next stage of their learning without waiting to be told to do so by teachers
 - providing further training for teaching assistants so that they are more able to provide effective support to a wider range of pupils.
- Improve leadership and management by increasing the skills of middle leaders in observing the impact of teaching on learning across the school, so that they can be fully involved in developing best practice.

Inspection judgements

The achievement of pupils is good

- Achievement is good. Children join the Nursery and Reception classes with skills that are often below those typical for their age. By the end of Year 6, the standards they have reached are average or above average in English and mathematics. This indicates good progress from their starting points. The school's data and other findings from this inspection show that the progress made by all groups of pupils is continuing to improve.
- In Key Stage 2, the proportions of pupils making and exceeding expected progress in reading, writing and mathematics, over time, are at least in line with the average, and sometimes above.
- In the Nursery and Reception classes there is a good balance between adult-led and children's self-selected activities, which encourages children to work well together and to become confident in their learning. As a result of this, they make particularly good progress in developing personal and social skills.
- Nursery and Reception teachers take every opportunity to promote the development of reading, writing and mathematical skills. By the time they start Year 1 many children are ready for the challenges of the National Curriculum. Despite having made good progress, because of their low starting points there are still some who enter Year 1 with weak literacy skills.
- Over time, standards at the end of Year 2 are in line with those expected for the pupils' age. Attainment was below average in 2012 in reading and writing for a number of specific reasons, including staffing instability. This has been addressed and, in 2013, standards in reading and writing are average.
- The school has undertaken a complete review of how mathematics is taught. They have made a number of changes including to the curriculum, resources and with the provision of additional support for those who need it, and this is having a positive impact on accelerating pupils' progress.
- Reading is promoted well in the school, following a rigorous review of provision and resources, and inspectors witnessed this on several occasions during the inspection. Pupils read regularly and this, together with improving provision for teaching about letters and sounds for younger pupils, is accelerating their progress and enjoyment of reading.
- Inspection evidence indicates that the most-able pupils make progress in line with others.
- Pupil premium funding has been targeted to support the learning and attendance of the small number of pupils for whom it is intended. Consequently, the attainment of these pupils is usually in line with their peers in English and mathematics. All of these pupils are placed on individualised programmes to accelerate their progress, demonstrating the school's commitment to providing equal opportunities.
- The proportion of disabled pupils and those with special educational needs making average progress and good progress is in line with other pupils, except in Years 1 and 2 where the progress made by this group of pupils is slower.
- Primary school sports funding is used effectively. The school works collaboratively with other schools to encourage all pupils' involvement in competitive sport. Specialist trainers and coaches are being used to train all teachers to ensure there is high-quality physical education teaching. The school environment has been developed well to encourage high levels of participation in sport and outdoor play. Pupils of all ages are very positive about these opportunities and the vast majority are already engaged in after-school and lunchtime activities.

The quality of teaching is good

- Teaching is typically good. Some teaching is particularly effective in the way teachers guide pupils to be confident learners in lessons. The very clear steps for success ensure individual pupils know how to produce good work and can check how well they are doing.

- Teachers plan interesting activities that engage and motivate pupils, especially boys in their writing. For example, pupils in Years 5 and 6 were writing, with immense enthusiasm, persuasive statements inviting people to recycle waste paper to construct paper models of Second World War Spitfires. In Year 2, younger pupils were learning how to add numbers in the context of Florence Nightingale's shopping list for medical resources.
- In all lessons, relationships are very strong, creating an outstanding learning environment. Teachers have high expectations of all groups of pupils, particularly in fostering excellent attitudes to their learning so that for the most part it moves on quickly. Teachers question pupils effectively to develop their knowledge and understanding so that they become confident learners.
- Children in the Early Years Foundation Stage are encouraged to choose their own activities and take responsibility for their own learning.
- Marking and advice to pupils across the school are regular and of good quality. Pupils are very clear about how well they are doing and the next steps they need to take to improve further. They have opportunities to respond to teachers' comments and correct their errors.
- Pupil premium funding is used to increase the level of support for eligible pupils. Well-targeted teaching strategies ensure eligible pupils make good progress and that, by the end of Key Stage 2, there are no noticeable differences in the standards reached by them and other pupils.
- Homework is well used to consolidate and extend pupils' learning.
- Support provided for disabled pupils and those with special educational needs helps them to make similar progress to other pupils in Nursery, Reception and throughout Key Stage 2, so that they reach standards in line with others by the end of Year 6.
- Generally, teachers provide tasks, activities and support for a range of abilities within their classes. Sometimes, however, these do not provide enough challenge. Sometimes teaching assistants work with the same groups of pupils from one lesson to the next and, on occasions, pupils have to wait too long for an adult to tell them when to move on to the next stage in their learning. This means that there are times when pupils make slower progress in their learning.

The behaviour and safety of pupils are good

- Pupils are enthusiastic about their learning. They work well together in pairs and small groups, confidently discuss the tasks and are sometimes able to accelerate each other's learning through this cooperative approach.
- Very positive relationships exist between staff and pupils. This gives pupils the confidence to approach adults, both in and out of class, in the knowledge that they will be listened to. They are also confident in responding to questions in lessons, which improves their understanding.
- Procedures for managing behaviour are consistently well managed by all staff. Pupils know exactly what is expected of them. This expectation is nurtured from a very early age. Children start to develop a strong sense of right and wrong from when they start Nursery and Reception.
- Around the school and in the playground pupils behave well. Pupils of all ages can be seen playing games, talking and generally engaging with one another during breaks and lunchtimes. They are extremely supportive of one another.
- Pupils are encouraged to and enjoy taking on responsibilities. The Pupil Council helps to raise funds to buy equipment for the school and contributes to a wide range of charities.
- There is a strong focus on encouraging pupils to eat healthily and to take part in sport outside the normal curriculum.
- Pupils say that bullying very rarely happens, when it does staff take it seriously and that action to deal with it is swift and effective.
- The school's comprehensive records show that behaviour over time is good and pupils, staff and the majority of parents all confirmed this. There are very rarely any serious incidents of misbehaviour leading to exclusion.
- Pupils say they feel safe in school and know where to go for help. They have been well taught to

recognise bullying behaviour and the dangers of the Internet. Older pupils were able to explain about cyber-bullying and again, had strategies for dealing with this.

- Parents are very positive about the school, say their children feel safe and are well cared for. During the inspection a very small number of parents said they were worried about the school's lack of response to their concerns. Inspectors talked to many parents, looked at parental feedback to the school's own questionnaires and other school documentation, and took into account the responses to Parent View, but found no evidence to support these concerns.
- Attendance is average overall and has remained average for the past three years.

The leadership and management are good

- The headteacher, senior leaders and governors are quick to identify issues when they arise, produce detailed plans and take swift action. They then measure the effect of this action on the progress pupils are making. These are key reasons for the continued improvements the school has made, and demonstrate the positive impact of senior leaders on achievement and the quality of teaching.
- The staff's strong commitment to the school was clear in the responses to the questionnaire. Staff morale is high and all staff are committed to the vision to move the school to outstanding.
- Parents are overwhelmingly supportive. The school has worked hard to engage parents, for example delivering workshops to help them support their child's learning in mathematics and to understand the issues associated with safe use of the Internet. Parents are very positive about these opportunities.
- The school has also developed good partnerships with other local schools to enhance opportunities for staff development and for pupils' learning.
- There are strengths in leadership throughout the school. Staff are very positive about the support provided by the deputy headteacher in helping them to develop their practice in the classroom. The leader responsible for the Early Years Foundation Stage has worked to ensure that teaching is securely good. However, recently appointed middle leaders have not yet been fully trained in monitoring and improving the quality of teaching in their areas.
- All teachers receive appropriate training and benefit from well-established systems to share expertise among themselves.
- The school has made sure that the curriculum engages and inspires pupils in their learning. Pupils' experiences of school are enriched by a wide variety of clubs and activities beyond lessons. There are also school trips, and visitors come into the school. This broadens the pupils' horizons, raising their aspirations and helping them to understand the cultural and religious diversity of modern Britain.
- Safeguarding systems meet all national requirements, are reviewed regularly and help to protect the most vulnerable children.
- The local authority categorises this as a low risk school and undertakes termly monitoring visits.
- **The governance of the school:**
 - The governing body keeps a close eye on the school's performance. They have helped the headteacher to develop a more effective leadership structure. Governors are provided with a wealth of information by school leaders and have a clear understanding of the quality of teaching and the strengths and areas for improvement. They undertake appropriate training to keep themselves up to date. Governors contribute to the school's own evaluation of its performance and the production of the school development plan. They use their knowledge to hold leaders to account for the performance of teachers and ensure that pay is linked to performance. The governing body fulfils its statutory duties, including ensuring that safeguarding procedures comply with national requirements. Governors receive information about how the pupil premium funding is spent and how effectively spending is impacting on raising the achievement of eligible pupils.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 106557 |
| Local authority | Barnsley |
| Inspection number | 429493 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 333 |
| Appropriate authority | The governing body |
| Chair | Andrew Shone |
| Headteacher | Matthew Harris |
| Date of previous school inspection | 2 March 2009 |
| Telephone number | 01226 288679 |
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