

# Inspection of a good school: Burnsall Voluntary Aided Primary School

Burnsall, Skipton, North Yorkshire BD23 6BP

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Inspection date: 18 October 2023

## **Outcome**

Burnsall Voluntary Aided Primary School continues to be a good school.

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

Pupils happily come to school, secure in the knowledge that they will enjoy their day and that friendly staff will look after them. Pupils and staff value the sense of family that there is in school. Parents agree and value the support the school gives them and their child. As a result of the curriculum offered and the wider opportunities, pupils thrive and are ready for their next steps.

Pupils know and understand the core Christian values of 'love, kindness, forgiveness, thankfulness and trust'. These values thread through every aspect of the school's work. They contribute to the high standards of pupils' behaviour and conduct that are consistently seen, both in lessons and at other times. Pupils help one another to meet these standards. Bullying is rare. Pupils know the importance of talking to a trusted adult if they have any concerns. They are confident that adults would act quickly to help them.

Pupils benefit from the opportunity to learn and socialise with pupils from other schools within the federation each week. The school arranges other experiences such as trips, workshops, and visits from authors and illustrators. These help pupils to gain a deeper understanding of life 'beyond the drystone wall'.

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

Pupils enjoy their lessons and listen carefully to what their teaching staff are telling them. Teachers skilfully highlight the links between what pupils have been taught before and the new information they are learning. These connections help pupils to make sense of new learning and to remember what they have been taught before.

In many subjects, the important knowledge that the school wants pupils to learn has been clearly identified. Teachers highlight this information and check that pupils have understood it. Where there are regular opportunities for pupils to revisit important concepts, they are able to remember what they have been taught before and to quickly make sense of new learning. However, in a few subjects, some important knowledge and

skills are not regularly revisited. As a result, pupils struggle to recall what they have been taught before.

The school knows how important it is that pupils quickly learn to read with confidence and accuracy, and to develop a love of reading. There is a culture of reading across the school. From the moment that pupils start at school, they are immersed in a language-rich environment. Those who are the early stages of learning to read are supported by well-trained staff, who help them learn their letters and the sounds these represent. The school closely monitors the progress pupils make and ensures that those who need more support get the help that they need. As a result, pupils quickly learn to read. Older pupils talk excitedly about their favourite books. Some sneakily read late at night! Others enjoy writing their own comic books, complete with illustrations.

The school knows that some pupils, especially those with special educational needs and/or disabilities (SEND), need more support. The school has ensured that teaching and pastoral staff have the skills and knowledge needed to help pupils with SEND. Support plans are detailed and accurate. These help teaching staff to ensure that pupils with SEND are able to access the curriculum alongside their peers. All pupils, including those with SEND, are carefully monitored with timely, personalised support to ensure that they succeed.

Pupils know what it means to be a responsible and respectful citizen in modern Britain. They understand the fundamental British values and know the importance of behaving respectfully towards others who may be different to them. This knowledge, together with their understanding of the school values and the shared vision to 'be the light', shapes their character and underpins the high standards of behaviour. Some pupils are members of the school council. They speak proudly of how they have helped their school and the local community, such as by fundraising to raise money for charities.

Staff are well supported and benefit from the training and networks through the federation. They are proud to work here and know that leaders consider their workload and their well-being. Staff say that leaders will always ask, 'How can we help?' This is an ambitious and kind school, where everyone is valued and helped to be the best that they can be.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, pupils do not have the opportunity to regularly revisit important knowledge. As a result, they have gaps in their learning and struggle to recall what has been taught before. The school should ensure that there is a consistent approach taken

to ensuring that all pupils know and remember important knowledge over time, so that they learn well in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121622
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10290103
<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>	50
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne Vetch (Co-chair) Kester Horn (Co-chair)
<b>Headteacher</b>	Claire Greenwood (Co-executive headteacher) Chris Parkhouse (Co-executive headteacher)
<b>Website</b>	<a href="http://www.burnsallprimaryschool.co.uk">www.burnsallprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	9 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a member of the Upper Wharfedale Primary Federation of four schools. There are two co-executive headteachers across the federation.
- The school is a voluntary aided school with a religious character. The most recent section 48 inspection of the school was in February 2023. The next section 48 inspection is due by February 2028.
- Since the last inspection, a co-chair of governors has recently been appointed.
- The federation runs an after-school club at Grassington Church of England Voluntary Controlled Primary School. Some pupils attend this club.
- The school does not use an alternative provider.

## Information about this inspection

The inspectors carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the co-executive headteachers and other senior leaders. Meetings were held with the two co-chairs of the governing body and with a representative from the local authority. A telephone conversation was held with a representative of the Diocese of Leeds.
- Inspectors carried out deep dives in mathematics, geography and early reading. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to some pupils read. Inspectors also reviewed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents through the responses to Ofsted Parent View and through discussions with some parents as they brought their child to school. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and informal discussions, and through their responses to Ofsted's online survey for staff.

## Inspection team

Eleanor Belfield, lead inspector

His Majesty's Inspector

David Harrison

Ofsted Inspector

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