

Inspection of a school judged Good for overall effectiveness before September 2024: Burntstump Seely C of E Primary Academy

Burntstump Hill, Arnold, Nottingham, Nottinghamshire NG5 8PQ

Inspection date:

17 December 2024

Outcome

Burntstump Seely C of E Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Sarah Annable. This school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

What is it like to attend this school?

The school's values of 'confidence, hope, understanding, respect, community and honesty' underpin its work. Pupils understand these values well. They help them to know how to treat others, behave and learn. Pupils enjoy learning at this school. They say staff are supportive and help them learn new things. The majority of parents and carers are positive about the school. A typical comment from parents is that the school is 'nurturing and caring'. The school is ambitious for pupils to achieve well, and most do.

The school is calm and orderly. Most pupils behave well. They play happily together during breaktimes and lunchtime. Pupils are polite and respectful to each other and staff. Most pupils have positive attitudes to learning. Staff use praise well to reinforce the school's expectations.

Pupils are able to develop their character through the school's leadership opportunities. Pupils are sports leaders and school councillors. They also enjoy being part of the 'diversity, equity, inclusion and belonging' group, which carries out assemblies on equality. Pupils take part in regular enrichment sessions. They participate in outdoor tasks, team-building activities and learn how to care for the environment.

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

Pupils study a broad and ambitious curriculum. Since the previous inspection, the school has worked hard to ensure that the curriculum is designed well. The school has identified the key knowledge, skills and vocabulary pupils will learn from Nursery to Year 6. This supports teachers to deliver the curriculum effectively. Most pupils progress through the curriculum well.

Staff have good subject knowledge. Most teachers use appropriate activities that support pupils to learn key knowledge and skills over time. However, sometimes the school does not check pupils' understanding well enough. This means, at times, pupils' misconceptions and gaps in learning are not identified and addressed. As a result, some pupils do not learn as well as they could in some subjects.

The school has focused on improving pupils' writing. In the early years, teachers ensure that children develop the foundations they need to write well. For example, teachers help children to have the correct posture and pencil hold. They also show children how to form letters well. In other year groups, pupils develop their understanding of ambitious vocabulary and use this accurately in their writing. As a result, pupils' writing is improving.

The school ensures that pupils receive regular opportunities to develop their mathematical fluency. This helps them to apply their mathematical knowledge confidently to a range of situations. For example, pupils in Years 5 and 6 use their knowledge of times tables to help them with more complex questions on division.

The school prioritises reading. Staff are well trained to deliver phonics. Books are matched to the sounds that pupils are learning. The school provides additional phonics support for pupils who need to catch up with their peers. In early years and key stage 1, pupils use their phonics knowledge to build their writing skills. In older year groups, pupils continue to develop their reading skills through regular reading sessions.

The school quickly identifies any additional needs that pupils may have. Teachers receive clear information about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). In most circumstances, the school uses this information effectively so that these pupils get the support they need to access the curriculum and achieve well.

Children in Nursery and Reception Years learn in a secure and nurturing environment. Staff establish clear routines. Children understand and follow these. Throughout the rest of the school, calm and purposeful classrooms mean that pupils learn without disruption.

The school has a precise understanding of the reasons for pupils not attending as regularly as they should. It has effective systems in place to challenge and support the parents of these pupils. This is helping most of these pupils to improve their attendance.

The school has planned well for pupils' broader development. Pupils learn how to be safe online. They learn about different religions and cultures. Pupils have a secure

understanding of fundamental British values and equality. They know it is wrong to discriminate against others who are different to themselves.

The school is well-led and managed. School and trust leaders have ensured that the school has sustained and, in some areas, improved since the last inspection. Staff are proud to work at the school. They feel well supported with their workload and well-being. Those responsible for governance know the school well and challenge and support the school effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the school does not check pupils' understanding of their learning effectively. This means that, sometimes, pupils' misconceptions and gaps in learning are not identified and addressed. As a result, some pupils do not learn as well as they could in some subjects. The school should ensure that staff have the knowledge and skills to check pupils' understanding in order to address their gaps in learning or any misconceptions they may have.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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 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

Unique reference number	143297
Local authority	Nottinghamshire County Council
Inspection number	10347640
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	Board of trustees
Chair of trust	John Hunter
CEO of the trust	Chris Moodie
Headteacher	Sarah Annable
Website	www.burntstumpchurch.notts.sch.uk
Dates of previous inspection	21 and 22 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The school's last section 48 inspection was in November 2022. The next section 48 inspection is due to take place within five years of the previous inspection.
- The school does not use any alternative provision.
- The headteacher is currently the acting headteacher. She was appointed in June 2024.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors spoke to the acting headteacher, a trust director and the CEO of the trust.
- The lead inspector met with the chair and members of the local academy committee.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered the responses to Ofsted's staff survey and Ofsted Parent View, including the free-text responses.
- The inspector spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Linda Azemia

Ofsted Inspector

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