

Burton Hathow Preparatory School

Saxilby Road, Odder, Lincoln, LN1 2BB

Inspection dates 16–18 October 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This school is good because

- Pupils make good progress in their academic learning. The proportion of pupils making and exceeding expected progress compares favourably with national figures.
- The quality of teaching is good. Most teaching enables pupils to develop at least good knowledge skills and understanding.
- Pupils make good progress in their personal development and behaviour. In lessons, they respond well to teaching and maintain concentration and commitment to learning. They develop a good understanding of their future role in society.
- The school's leaders and managers have ensured that all the regulations are met. Policies and planning provide a good basis for the school's development. The curriculum is extensive and contributes significantly to pupils' good progress.
- Provision for the welfare, health and safety of pupils is outstanding and provides a safe school environment.

It is not yet outstanding because

- Pupils' progress is not yet sustained over a sufficiently long period.
- Self-evaluation is not robust enough.
- A minority of teaching does not challenge pupils to achieve at their full potential.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent Schools Standards) (England) Regulations 2010, as amended by The Education (Independent Schools Standards) (England) (Amendment) Regulations 2012 ('the independent schools standards') and associated requirements.

Information about this inspection

- This inspection was carried out with one day’s notice.
- Inspectors observed 13 lessons and examples of extra-curricular activities. Discussions were held with the headteacher, key teaching staff, pupils, a parent and a governor.
- The inspectors checked the school’s compliance with the standards for independent schools. They viewed a wide range of documentation including policies, schemes of work, performance data, information for parents and pupils’ work.
- There were 30 responses to Ofsted’s Parent View and 22 questionnaires were returned by staff.
- The school’s application for a material change to its registered number of pupils from 70 to 106 was considered as part of the inspection.

Inspection team

Peter McKenzie, Lead inspector

Additional Inspector

Kathleen Yates

Additional Inspector

Full report

Information about this school

- Burton Hathow is a small preparatory school, situated in the Lincolnshire countryside, which is registered for 70 boys and girls between the ages of two and 11 years.
- There are currently 76 pupils on roll, of whom 25 are in the Early Years Foundation Stage. Three pupils have a statement of special educational needs.
- Burton Hathow aims to 'inspire children to achieve their true potential through a vision that learning extends beyond the school's classroom, preparing children for life where education and enrichment go hand in hand; traditional values with a contemporary curriculum'.
- The school opened in January 2013 and is this is its first inspection.

What does the school need to do to improve further?

- Raise the quality of all teaching to be consistently good or better by:
 - ensuring that all pupils have opportunities to make the best possible progress
 - ensuring that pupils with special educational needs develop independence in their learning.
- Increase the rigour of self-assessment so that the school has a greater understanding of its development needs.

Inspection judgements

Pupils' achievement

Good

The quality of pupils' achievement is good. At the end of Key Stage 1, progress in English and mathematics at least meets national expectations and many pupils exceed it in reading and mathematics. Progress in English is slightly stronger than in mathematics. At the end of Year 6 in 2013, after only two terms, all pupils exceeded the national expectation in English and mathematics. Achievement is good across the wider curriculum, and is outstanding in Spanish and music. Higher attainers are making outstanding progress in many subject areas when they are appropriately challenged. All Year 6 pupils have been successful in gaining entry to their chosen secondary schools. A group of pupils from Years 4, 5 and 6 recently gave an exceptional public performance of an abridged version of Macbeth based on the original language.

Pupils with statements of special educational needs make good progress when the clear and focused individual education plans are appropriately implemented. Classroom support for pupils with special educational needs is good but occasionally hinders pupils' progress when staff do too much for them. In the Early Years Foundation Stage, children achieve well from their starting points, which are typical for their age. They are on track to meet, and some exceed, the expected levels by the end of their time in Reception.

Pupils' behaviour and personal development

Good

Pupils' behaviour and personal development are good. Pupils enjoy coming to school; they attend regularly and punctually. They concentrate in lessons and respond well to the tasks set, although they have not yet developed sufficient independence in their learning. Behaviour is excellent in lessons, around the school and at leisure because of good supervision. Parents and staff responses to Parent View and questionnaires suggested that they were less impressed with behaviour than the other aspects of the school, although still agreeing that it was good. In the Early Years Foundation Stage behaviour is good. Children's attitudes to all aspects of learning are good in independent, group and whole-class work. This has a good impact on the progress they make. Children respond quickly to instructions and requests so that lessons run smoothly. Children feel safe and secure in school and outdoors.

Pupils make good progress in their personal development as a result of strong provision for their spiritual, moral, social and cultural development. They respond well to the school chaplain and like to take the lead writing prayers for whole-school community events, such as celebration services and speech days. The school raises pupils' self-esteem by celebrating success both in and out of school, in assembly and in school newsletters. Personal development underpins every aspect of school life and, as a result, pupils are happy and confident. They have a well-developed moral code and use this to make responsible and reasoned judgements on moral and ethical issues raised throughout the curriculum, such as in debates about wind turbines and looking at the plight of refugees through role play. The ecological group took their work to the Young Lincolnshire Environmentalist award and were finalists.

Pupils relish opportunities to take initiatives and lead. This stems from 'butterflies', as they become leaders in Nursery, through to prefects in Years 5 and 6. Year 6 pupils help with the baby and toddler group, and present certificates for good behaviour at lunchtime, and Year 5 pupils are librarians. In sports, each team has a captain who is responsible for the team's motivation and direction and writes a match report. Pupils are incredibly self-motivated in helping others, particularly when it comes to organising charity events from cake bakes to sponsored runs. Pupils understand about different beliefs and cultures, inspired by events like the Diwali celebrations. They are outstanding in the performing arts, appreciating music drama and art at a very mature level for their age. The school has taken appropriate steps to ensure that pupils are always

presented with balanced views.

Quality of teaching

Good

The quality of teaching is good and enables pupils to achieve well. Most teaching is well-planned, lively and engages pupils throughout the lesson. It encourages them to work individually or in groups and is based on good understanding of their prior attainment. In these lessons, students thrive on their independence and are well motivated. Teachers ask open questions, inviting pupils to think deeply. Teachers respond well to new ideas introduced by pupils, extending the learning to the whole class. They encourage pupils to use information and communication technology (ICT) for their own research and follow up their findings, even when they are based on challenging ideas and concepts. Teachers mark pupils' work well, making suggestions for improvement. They talk to pupils about their work as well as using written comments. Pupils develop good literacy and numeracy skills by using them across the curriculum. The school is efficiently tracking the progress of its pupils against its own framework and national norms, which is providing a sound base for planning and delivery of the curriculum. A small minority of teaching fails to inspire appropriate achievement; it is not well planned in that there is no clear objective. Some pupils are left with too little direction and therefore make slower progress.

In an outstanding Spanish lesson with Years 1 and 2, pupils learnt about the colours in an active way through listening, speaking painting and singing. The teacher had very high expectations, engaged pupils with pace and energy, and used time well. The Amate paintings brought to the pupils art from another culture and extended their understanding. In the Early Years Foundation Stage teachers have high expectations. Relationships are very warm. Teachers listen to, carefully observe and skilfully ask questions of children. They take good account of children's interests, and plan and teach lessons that engage children well. Expectations of the setting are clear, and all staff contribute to providing a calm and purposeful learning environment where there is structure and clear routines which are quickly established in the Nursery.

Quality of curriculum

Good

The quality of the curriculum is good and enables pupils to access a wide range of learning and to make good progress. The curriculum covers all the required areas of learning of the independent school standards and fulfils all areas of the National Curriculum and the Early Years curriculum. In addition, there is outstanding provision in the performing arts. The school makes excellent use of its extensive grounds and forested area to extend the curriculum to a wide range of activities including camping, cooking, harvesting apples, bird watching in a hide built by the pupils, and forest trails. In this way pupils develop a range of skills across the curriculum. The curriculum is based on a clear policy statement and detailed schemes of work. There is provision for higher-attaining pupils to extend their learning in the open-ended nature of much of the curriculum, and good support for those with special educational needs. The personal, social and health education lessons prepare pupils for adult life, so that mature understanding and attitudes are already evident at an early age.

The curriculum in the Early Years Foundation Stage is exciting and engaging so that children have a real love of learning. For example, they harvest the apples, bring them up from the forest in bags and wheelbarrows, sort them, and finally sample the apple crumble they have helped to make.

Pupils' welfare, health and safety

Outstanding

Provision for pupils' welfare, health and safety are outstanding. The school meets all the regulations for this standard. Policies are fully implemented to ensure safeguarding, good behaviour and freedom from harassment and bullying. The single central record fully meets requirements and all interview panels have at least one member with current accreditation in safer

recruitment. Risk assessment is fully in place to ensure the welfare, health and safety of pupils in school and on educational visits. Fire safety and first aid provision, including relevant training, are in place and, like all other welfare, health and safety policies and practice, are regularly reviewed. Fire prevention equipment and portable electrical appliances are maintained and tested as required. The governor with specific responsibility for this area provides the school with valuable expertise and leadership. Staff supervision ensures that behaviour is good and this there is always an adult nearby if pupils need help. Students all say that they feel safe and well cared-for in school and say that the school is a happy and inclusive community. Stakeholders responding to questionnaires and on 'Parent View' overwhelmingly agree.

Leadership and management

Good

Leadership and management are good and have brought the school a long way in a short time. The proprietors have ensured that the school meets all the independent schools standards. The leadership of the school comprises the proprietors (known as the directors) a body of advisory governors and the leadership team. All these groups display the highest enthusiasm and ambition for the school. Pupils achieve well because of good teaching, a good curriculum and high standards of welfare provision, and their achievement is constantly improving. The strong ethos of the school is reflected in the energy of staff and pupils, excellent relationships and the recognition that each person has a part to play in the school's success. The school has created excellent working partnerships with its stakeholders. Performance management is developing and the school is beginning to monitor the quality of teaching and other provision. The school's self-evaluation is not yet sufficiently accurate or rigorous enough to provide a secure basis for development.

Parents and carers receive comprehensive reports on pupils' progress twice a year and all the required information is available to them in a combination of the school's brochure and website. The school is housed in excellent premises which provide a stimulating indoor and outdoor learning environment.

The leader of the Early Years Foundation Stage is highly experienced and consistently communicates high expectations and ambition. She has identified the need to enhance the outdoor area to provide greater opportunities to enable children to have access to the full range of opportunities for learning. Relationships with parents and children are excellent. Partnerships are enhanced by frequent drop in sessions, parent workshops, and half termly parents' meetings.

Material change - increase in pupil numbers

The school's application to the Department for Education for an increase in pupil numbers from 70 to 106 is recommended. Since the original registration, a new teaching block with two large classrooms has been added. This, in combination with the extensive outdoor space and generous toilet and washroom provision, will comfortably accommodate the proposed increase.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	139235
Inspection number	422855
DfE registration number	925/6004

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Preparatory
School status	Independent School
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Number of part time pupils	25
Proprietor	Burton Hathow Preparatory School Ltd.
Chair	Simon Robinson
Headteacher	Penny Ford
Annual fees (day pupils)	£7788–£9537
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