

# Burton Agnes Church of England Voluntary Controlled Primary School

Address: Rudston Road, Burton Agnes, Driffield, YO25 4NE

Unique reference number (URN): 117973

## Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ● ●
Needs attention	● ●
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Attendance and behaviour

Expected standard 

Leaders make regular checks on pupils' attendance. Leaders use this information to inform the support they and staff provide to families. When pupils' attendance declines, the school works with external partners and charities to help remove the barriers to attendance that families may face. Pupils' attendance is close to average. The rates of persistent absenteeism are slowly reducing and are close to average. The school communicates its high expectations of attendance to parents and carers. Leaders follow the advice and guidance from the local authority to ensure that unauthorised absences are followed up promptly.

The relationships between staff and pupils are respectful. Pupils' behaviour reflects the school's values of care, trust and friendship. Staff apply the school's behavioural expectations consistently well. Pupils are rewarded for their high standards of behaviour and kindness, such as through 'Values in Practice' certificates. Typically, learning in classrooms takes place without interruption. Pupils who need extra support in managing their emotions are supported well by caring staff. As a result, the school is a calm and purposeful place for pupils to learn. Pupils are generally happy at school and bullying is rare. Well-trained staff take the time to speak with pupils about their difficulties and help them to resolve disagreements.

### Early years

Expected standard 

The early years offers a warm and engaging environment, where children can learn and play. The motto, 'small but best of all', encapsulates the aspirations of leaders for the children. Leaders have designed a curriculum that is well ordered. It prioritises children's language and fosters their love of reading. Children show an interest in stories, songs and rhymes. Staff use every opportunity they can to carefully model the language they expect children to use. For example, during snack time staff take the time to talk to pupils about their interests and celebrate their achievements. The impact of this support is reflected in the quality of children's writing and their confidence to speak and listen. Phonics teaching is prioritised. It is taught well. Teaching offers plenty of opportunities for children to practise their newly learned sounds and words.

Leaders communicate effectively with parents and carers. Electronic communication provides ongoing updates for parents on their child's learning. 'Stay and play' sessions are offered to Nursery parents so that they can see more of what their child is learning. The 'tiddlers group' supports children and parents to get to know the school and staff before they start. This innovative approach helps children to quickly become confident learners. Children thrive in the early years. Most children start Year 1 with the knowledge they need to be successful.

### Inclusion

Expected standard 

Leaders and staff make effective checks on pupils' progress. This information is used to quickly identify pupils who may be falling behind in their learning and need additional help. A

suite of extra help is in place to support pupils with their reading, writing and mathematics. This support helps pupils to quickly catch up in their learning of the curriculum. The impact of these actions on pupils' progress is reviewed with parents and carers so that they understand the support their child receives.

All staff have high expectations of what pupils can achieve. Leaders provide the advice and support that teachers need to meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers recently received training on how to adapt their teaching so that pupils with SEND are generally well supported to learn in lessons. Pupils' needs are typically well met and barriers to their learning are overcome. For disadvantaged pupils, the schools' approach prioritises support for their academic achievements. Leaders work closely with the virtual school to provide the resources and support that looked-after children need.

## **Leadership and governance**

**Expected standard** ●

Leaders are tenacious and committed to realising the potential of all pupils. Leaders know their school's strengths well. They are realistic in their evaluation of the school's position. Through accurate reviews, leaders have appropriately prioritised their areas for improvement. Where this work has been completed, for example, in reading and writing it has been timely and impactful. However, it has not yet impacted on pupils' attainment at the end of key stage 2. Most parents and carers are positive about the support that the school gives their children.

Those with responsibility for governance are kept well informed about the school's performance. They make regular checks to determine the impact of leaders' work. The needs of disadvantaged pupils and those with special educational needs and/or disabilities are prioritised. Governors meet their statutory obligations effectively. They have ensured that the school provided effective pastoral support to staff during periods of change. Governors' scrutiny of the school's pupil premium funding ensures that resources are well allocated.

All staff are proud to work at the school. They benefit from a wide range of professional learning opportunities, which ensure they can implement the school's improvement priorities. All staff are universally positive about the way in which leaders help them to manage their workload and wellbeing. Staff feel that their individual efforts are recognised as part of this small team.

## **Personal development and wellbeing**

**Expected standard** ●

The school's personal development programme is well established and carefully thought out. Through annual events, such as celebrating Black History Month, pupils learn about the importance of equality and diversity. Pupils develop a secure understanding of right and wrong. Opportunities for pupils to consider wider world events and ethical issues beyond their local area are carefully woven into the school's curriculum. Pupils debate topical issues, such as children's use of technology and artificial intelligence.

The relationships and sex education and health education programme ensure that older pupils develop an age-appropriate understanding of healthy relationships. Pupils speak knowledgeably on some more mature topics, such as consent. Pupils know how to keep

themselves safe online. They recognise the dangers that are associated with posting content on the internet and the longevity of their digital footprint.

The school encourages pupils to be agents of positive change. Pupils' participation in different initiatives encourages them to improve the quality of their local area. Most recently, pupils were empowered to make improvements to a learning space in school. Trips to the theatre, museums and music performances help to broaden pupils' cultural understanding of the world. Leaders ensure that this is an entitlement that enriches the experiences of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Generally, pupils understand the importance of fundamental British values. They demonstrate respect for one another and enact democratic processes when they vote for their school councillors.

Pupils value the roles and responsibilities they are given. They take pride in supporting the special mentions assemblies or when acting as 'courageous advocates' to raise money for charities that are close to their hearts.

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## Needs attention ●

### Achievement

Needs attention ●

Over time, the proportion of pupils attaining the higher standards in reading and writing in Year 6 is below average. Some disadvantaged pupils' attainment is below average. The curriculum improvements that the school has made have not had time to make enough difference to some of the knowledge and quality of work of the oldest pupils. Some remaining weaknesses in teaching affect the learning of some pupils, including pupils with special educational needs and/or disabilities (SEND). Over time, most pupils leave the school attaining the expected standard in reading, writing and mathematics.

Younger pupils, including those with SEND, at the school achieve well across the curriculum. This is because leaders have prioritised and strengthened the teaching of important knowledge and skills, such as in reading, writing and mathematics. Particularly in the early years, children quickly secure their knowledge in writing and phonics. By the time pupils leave key stage 1, most are well prepared for the next stage of their education. Pupils start key stage 2 as competent learners, such as in reading.

### Curriculum and teaching

Needs attention ●

In some areas of the curriculum, teachers do not consistently use assessment accurately to decide on what information to teach pupils next. Sometimes, this results in pupils completing work that is too easy or being introduced to too much new learning at once. When this happens, pupils' progress through the curriculum is hindered. Some pupils with special educational needs and/or disabilities find this particularly difficult because of the large amount of new information presented to them.

Leaders have created an aspirational curriculum that prioritises pupils' learning of important vocabulary and language. Typically, the key knowledge and skills that pupils must learn in

each subject are clearly set out. Staff have the subject knowledge they need to teach the curriculum. In some subjects, such as mathematics, learning is clearly modelled to pupils by staff and resources are chosen to support pupils as they learn. Leaders check the quality of teaching that the school provides. As a result, aspects of the writing curriculum have been changed. These recent developments are helping pupils to secure their essential knowledge, such as in spelling and handwriting. Staff have received the training they need to teach phonics well. Consequently, pupils quickly develop confidence with their reading.

## **What it's like to be a pupil at this school**

Pupils enjoy coming to this small, rural school. They feel that they belong to a large family. The positive relationships that pupils have with their teachers help them to feel safe and cared for. When pupils have concerns or worries, they share these openly and confidently with their teachers. All staff care deeply for the wellbeing of their pupils. At the start of the school day, staff greet pupils with a smile to ensure that the day starts positively.

Burton Agnes is an inclusive school, where all pupils are welcomed and valued. The school ensures that the needs of pupils with special educational needs and/or disabilities are prioritised. Teachers have high expectations of what all pupils can achieve. However, in some subjects, teachers do not use assessments sharply enough to understand what pupils already know and to decide on what to teach. As a result, pupils are sometimes overwhelmed with the amount of new information presented to them. This leads to gaps in their knowledge.

Typically, pupils' behaviour is calm and settled. Bullying is rare but when it happens teachers deal with it. Pupils have positive attitudes to their learning and take pride in their work. Pupils' work shows that they are beginning to achieve well. However, by the time pupils leave the school, the attainment of pupils in some areas is generally not as high as other pupils nationally.

Pupils are keen to learn about the world beyond Burton Agnes. Annual multi-faith events help to broaden pupils' appreciation of different faiths. Educational visits in the locality and beyond ensure that pupils appreciate the wider world. Visits to the pantomime and the end of year picnic unite the school community. Older pupils speak eagerly of their recent visit to a museum and of their excitement about the upcoming residential trip. Pupils enjoy their many leadership roles, such as being house captains or school councillors. They recognise the important contributions they make to the life of the school.

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## **Next steps**

- Leaders should ensure that all teachers use assessment information effectively to inform teaching so that pupils are appropriately challenged in their work and not overwhelmed with the quantity of new learning that staff introduce.

- Leaders should ensure that in Year 6 pupils attain well at both the expected standard and higher standard in reading, writing and mathematics.
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## About this inspection

The chair of the board of governors in this school is Andrea Lister.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders, the local authority school improvement advisor, the director of education for the Diocese of York, a selection of governors, including the chair of governors, parents and carers, staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school was last inspected under Section 48 in April 2024.

The school does not currently use alternative provision.

Headteacher : Helen Jameson

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### Lead inspector:

Chris Pearce, His Majesty's Inspector

### Team inspector:

Trudi Bartle, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

## School and pupil context

### Total pupils

**93**

Well below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**105**

Well below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**19.54%**

Close to average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

**3.23%**

Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## Pupils with special educational needs (SEN) support

**6.45%**

Well below average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

**Above average**

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Close to average
2024/25 (revised)	36%	62%	Below
2023/24 (final)	71%	61%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2022/23 (final)</b>	50%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	74%	Below
<b>2024/25 (revised)</b>	64%	75%	Below
<b>2023/24 (final)</b>	71%	74%	Close to average
<b>2022/23 (final)</b>	50%	73%	Below

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	69%	72%	Close to average
<b>2024/25 (revised)</b>	64%	72%	Below
<b>2023/24 (final)</b>	71%	72%	Close to average
<b>2022/23 (final)</b>	70%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	69%	73%	Close to average
<b>2024/25 (revised)</b>	45%	74%	Below
<b>2023/24 (final)</b>	79%	73%	Close to average
<b>2022/23 (final)</b>	80%	73%	Close to average

## **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	20%	46%	Below
<b>2024/25 (revised)</b>	S	47%	S
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	40%	62%	Below
<b>2024/25 (revised)</b>	S	63%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	40%	59%	Below
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	40%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	20%	68%	-48 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	S	66%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	40%	80%	-40 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	S	78%	S

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	40%	78%	-38 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	40%	80%	-40 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23 (final)</b>	S	79%	S

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## **Absence**

### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.3%	13.3%	Close to average
2023/24 (3 term)	20.0%	14.6%	Above
2022/23 (3 term)	18.9%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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