

Burnhope Primary School

Inspection report

Unique Reference Number	114041
Local authority	Durham
Inspection number	378786
Inspection dates	24–25 January 2012
Lead inspector	Frank Cain

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Alan Gibson
Headteacher	David Collingwood
Date of previous school inspection	2 November 2006
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Introduction

Inspection team

Frank Cain

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 10 lessons or parts of lessons taught by five different teachers and he also looked at pupils' work. He listened to pupils read and talked to them about how much reading they do. Discussions took place with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work and looked at documents, including those relating to safeguarding, the school's improvement plan and self-evaluation records, minutes of governing body meetings and the school's own assessment data. The inspector analysed questionnaires from pupils and staff as well as those from 44 parents and carers.

Information about the school

Burnhope is a smaller than average sized primary school, with a slightly lower proportion of girls than found nationally. There are three mixed age classes in the school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is below average. All pupils are White British. More pupils than is usual leave or join the school part way through their primary education. The school meets the current floor standard. The school has been awarded Derwentside's School Sports Award which shows its contribution to sport.

A privately run childcare facility operates on the school site. This did not form part of the inspection but a report of its quality can be found on the Ofsted website

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- Burnhope Primary is a satisfactory school. Children’s skills on entry to the nursery are generally below, or well below, those expected for their age. They make good progress in the Early Years Foundation Stage so that they join Year 1 with broadly average attainment. The very small numbers in each year group mean that overall performance can vary greatly from year to year. For this reason, the progress made by individual pupils is of particular importance when coming to judgements. This indicates that achievement overall is satisfactory. Pupils generally make satisfactory progress from Year 1 to Year 6. Attainment is rising in Key Stage 1 but few pupils reach the higher levels expected for their age. Throughout the school, attainment is weaker in writing than in reading.
- Teaching is of satisfactory quality overall. Planning is consistent across the curriculum and teachers ensure that pupils are clear about the lesson objectives. However, the work is not always adapted well enough to the different needs of all those in the class. In some classes, teaching is lively, but in others it does not allow pupils enough time to develop their thinking or to take an active part in moving their own learning forward.
- Typically, behaviour is good. Encouraged by staff, who have high expectations, pupils are polite and act considerately towards others. The large majority behave well in lessons and move around the school in a sensible, safe manner. Pupils have a good understanding of how to keep themselves safe.
- Leadership and management of the school are satisfactory. There is a strength in the commitment and ambition that staff, at all levels, have for pupils. Leaders have suitably tackled areas that they have identified as weaker. They have improved attendance and the quality of outdoor provision, as well as some aspects of teaching.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the rate of progress for all pupils by:
 - ensuring that all teachers set work that is appropriate to pupils' different abilities
 - providing pupils in Key Stage 1, in particular, with tasks designed to help them achieve the higher levels for their age.
- Increase the effectiveness of teaching by reducing the amount of time teachers spend talking to the whole class, thereby giving pupils more time to develop their understanding and to acquire and reinforce their learning.
- Improve pupils' attainment in writing throughout the school, by giving pupils as many opportunities as possible to develop their writing skills across the curriculum.

Main Report

Achievement of pupils

Pupils' achievement is satisfactory. Progress in the Early Years Foundation Stage, which is a strength of Burnhope, is good. Here children work well together, sharing and helping each other. Children in the nursery confidently name shapes used to cut out play-doh, such as 'circle, square, butterfly'. Progress through the rest of the school is satisfactory, although data and the work in pupils' books indicate that the progress of pupils in Key Stage 1 and the current small Year 6 group is improving. Pupils generally work well and enjoy their lessons, particularly when the work is challenging and well adapted to their ability. Within the small classes little difference was noted in the performance of boys and girls. Pupils known to be eligible for free school meals make satisfactory progress. However, the small number of disabled pupils and those who have special educational needs make good progress. This is largely due to the effective support given by the teaching assistants.

Writing is recognised by the school as an area of weakness and leaders have begun to tackle this with a new writing programme. Attainment in reading in Year 2 is generally below average. Some, but not all, pupils use their knowledge of the links between letters and sounds to break down words and pronounce them. By Year 6, pupils' attainment in reading is broadly average. Pupils read confidently, even when coming across unfamiliar and complex words and names of characters. The school is, rightly, strongly encouraging the habit of reading. Right across the school pupils said they liked to read and the majority were keen to show their reading diary, which confirmed that many read at home with their parents and carers. Questionnaire responses strongly agreed with the view that the school helps children to develop communication skills and that they are well supported to assist their learning. The inspection judgement is that pupils' development of skills is satisfactory.

Quality of teaching

The majority of teaching is satisfactory with some distinct strengths. In the Early Years Foundation Stage adults help children by encouraging them and giving them time to explore activities in depth, rather than doing things for them. Where teaching is best, teachers match the work closely to pupils' abilities, which is particularly important when there are two year groups in a single class. In one class, even the homework is adapted for different

pupils. Teaching is less effective when too much time is devoted to the teacher talking to the whole class, as this allows less time for some, particularly the more able, to develop their ideas. In some, but not all classes, pupils have more extended writing activities. Teachers have high standards and expectations of pupils' effort and behaviour. The impact of this on pupils' social and moral development is clearly evident in pupils' work and in their conduct towards others. In all lessons across all curriculum areas, there is consistency in planning and in making sure that pupils know the learning objectives of the lesson. The best of these challenged pupils of different abilities. In some classes, the marking in pupils' books is related specifically to the lesson objectives, which is particularly effective. There are some examples of pupils assessing their own and each other's work, but this is not consistently evident across the school. Learning support staff are well deployed and are effective in promoting pupils' progress. In one class, pupils were making simple drums filled with different materials and they were asked to find out, not shown, which might make the loudest noise. Teachers are careful to track pupils' progress as they move through the year. The learning journals in the Early Years Foundation Stage are particularly effective in showing parents and carers how well their children are doing. Parents and carers consider that their children are well taught. Inspection evidence suggests there is some effective practice, but that overall the quality of teaching is satisfactory.

Behaviour and safety of pupils

Typically pupils' behaviour is good and they have a good understanding of how to keep themselves safe. In the questionnaires, a few parents, carers and pupils, complained about bullying and a small number of concerns was expressed about classroom behaviour. These were looked at closely during the inspection. The school has an effective behaviour policy. Leaders track all incidents regarding poor behaviour, including relatively minor classroom incidents, and all pupils spoken to about this confirmed that there are very few incidents and they could turn to every adult for support if it was needed. Lessons proceed uninterrupted by any disturbance, with staff successfully dealing with any issues in a non-confrontational way. There have been no recorded exclusions for many years and no racist incidents. The vast majority of pupils conduct themselves well and most parents and carers are of the opinion that behaviour is good in the school.

Pupils are considerate, holding doors open for others without being prompted. Children throughout the Early Years Foundation Stage collaborate well and in Reception they generally make a point of saying 'excuse me, please' when squeezing past other children. Most pupils feel safe and know that the teachers and other adults in school will help with any problems if they arise. They move around the school and the outdoors safely. Pupils understand about different kinds of bullying that they might come across. They are aware of what constitutes a dangerous situation and the older pupils fully understand the possible implications where computers might be used to cause harm. Pupils' attendance is average for all groups and the vast majority are punctual.

Leadership and management

Leadership and management are satisfactory. The headteacher, supported by the deputy headteacher and staff, has a purposeful approach to school improvement. Staff support for the school is strong and management responsibilities are shared. The headteacher monitors teaching and school staff undertake work scrutinies in their areas of responsibilities. All staff value the professional development offered by the school. This has had a good impact in some areas of teaching, such as the development of assessing pupils' progress during

lessons. The school has taken effective action to improve weaknesses identified at the time of the previous inspection. There is improvement in the achievement of pupils by the end of Year 2 and of current Year 6 pupils. Leaders provide the school with satisfactory capacity to improve further.

The school works well with parents and carers and nearly all consider that they are kept well informed by the school. The school is successful in promoting equality of opportunity and tackling discrimination, particularly in the way that it enables pupils with special educational needs and those with disabilities to make good progress. The governing body is committed to this village school, which its members consider to be the 'hub' of the local community. Some members of the governing body are knowledgeable about the strengths and weaknesses of the school. They are supportive and yet suitably challenging of the school. Some individual governors visit lessons. Safeguarding arrangements meet current statutory requirements. Staff have a good understanding of safeguarding practice. Since the last inspection, the curriculum has become more creative in its approach and, as a result, is popular with pupils. In particular, pupils enjoy the visits, which form part of some of their topic work and the wide range of popular after school activities. Pupils' spiritual development is developed through their art work which can be of a high quality. Pupils, for example, collaborated extremely well together to make a splendid house out of sweets and biscuits. Each pupil contributed to the overall finished art work. They have also celebrated the local area's mining heritage as part of their cultural development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 January 2012

Dear Pupils

Inspection of Burnhope Primary School, Durham DH7 0AG

I want to thank all of you for the extremely friendly welcome that you gave me when I inspected your school. I found the time I spent talking to you, your teachers and other adults extremely enjoyable and rewarding. Here are the main things I found.

- You go to a satisfactory school, which helps you to develop and gain confidence.
- The Early Years Foundation Stage is a strength of the school, as it quickly helps children to make good progress. Most of you make satisfactory progress through the rest of the school.
- Most of you feel safe and know who to turn to if you have a problem. Your behaviour is good because you respond well to staff's high standards.
- The teaching in school is satisfactory. Teachers tell you exactly what you need to do but in some lessons you could be given more time to do your work independently.
- The leadership of the school is satisfactory because all staff are trying to help you to do well and there have been some improvements.

In order to help you to do even better and to improve the school further, I have asked the school's leaders, teachers and governors to:

- Improve your work by cutting down on the time teachers take to explain things to the whole class, giving you more time to do your own work, and by making sure that the tasks you are given are well matched to your abilities.
- Give you more opportunities to improve your writing.

Yours sincerely

Frank Cain
Lead inspector

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