

Burton Pidsea Primary School

Inspection report

Unique Reference Number	117839
Local Authority	East Riding of Yorkshire
Inspection number	358206
Inspection dates	2–3 February 2011
Reporting inspector	Linda Murphy

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	71
Appropriate authority	The governing body
Chair	Mr Tony Rookes
Headteacher	Mrs Linda Rimmer
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed the work of three teachers and a nursery nurse during observation of teaching and learning in eight lessons. They examined a variety of pupils' work. Inspectors held meetings with members of the governing body, teachers and groups of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and work, and minutes of the governing body meetings. They analysed 30 questionnaires from parents and carers and 23 from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Why attainment in mathematics is consistently higher than in writing.
- The level of attainment on entry to the Early Years Foundation Stage and Year 1.
- How leaders and managers at all levels contribute to the outcomes in terms of pupils' attainment, progress and personal development.

Information about the school

This is a geographically isolated, smaller than average sized primary school. The majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. A below average proportion of pupils is known to be eligible for free school meals. However, both of these proportions vary greatly between year groups. After the previous inspection and the adverse effect of floods in 2007, the number of pupils on roll at the school fell. It has now increased by 17 pupils, although pupils join and leave the school throughout the year. There has recently been almost a 50% change in staffing including the appointment of a new assistant headteacher in September 2010. The school has gained Healthy School status.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is welcoming and inclusive. Some aspects of its work are outstanding, such as pupils' behaviour and their understanding about how to stay safe and help others remain safe. The school provides well for pupils' care, guidance and support and a typical comment from parents and carers explains the family atmosphere: 'Each child is treated as an individual which enables them to develop to their full potential academically and socially.'

Leaders and managers have high expectations of staff and pupils alike. Lesson monitoring is simple yet effective. Evaluations and consequent action, including training, result in good teaching overall and some that is outstanding despite changes in staffing. This, together with a good curriculum, impacts well on the rate of pupils' learning. Pupils attain broadly average levels by the end of Year 6. They make good progress and achieve well throughout the school from mostly low starting points when they first join the Nursery. Pupils' attainment is better in mathematics than writing. Pupils say they enjoy mathematics and reading better than writing. This is evident from the way they sit and are alert and ready to learn in most subjects which is in contrast to their approach to writing. On the whole, pupils know how to improve their work but in writing lack clarity on what they need to do to improve.

Good quality induction procedures for staff are helping to provide continuity in learning and to maintain pupils' good progress. Due to changes in staffing, individual interests and the needs of the pupils, subject responsibilities have been re-allocated. However, the roles have yet to be fully implemented so that, for example, all staff have the opportunity to fully monitor and evaluate their subjects and to appraise new ideas without relying on senior staff.

Significant improvements since the previous inspection, such as in the provision in the Early Years Foundation Stage, the use of information and communication technology (ICT) and the marking of pupils' work, have led to better provision overall. Setbacks because of the floods have been overcome: careful monitoring and evaluation and extra strategies have been used to bring out the best in each pupil. Such aspects, together with effective leaders and managers, show that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Improve pupils' attainment in writing by:
- – providing pupils with clear structures to support the sequencing of writing for different purposes

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- – providing pupils with individual targets so that they know precisely their next step of development
- – teaching and ensuring that pupils use a cursive script as early as possible and have good posture when writing.
- Embed the roles of subject leaders by:
 - – enabling them to take more responsibility for monitoring and evaluating their subjects
 - – enabling them to work together to ensure that the curriculum caters well for the continuing different arrangements of classroom organisation
 - – ensuring pupils' individual educational plans contain stepped targets so that success can be regularly measured and celebrated
- – making new subject links with governors as appropriate.

Outcomes for individuals and groups of pupils**2**

Pupils come to school with a smile on their face ready to do their best for the school and local community. As one pupil summed up, 'The school has a homely feeling and you can be yourself'. Pupils achieve well in lessons because they are keen, alert, attentive and enjoy the activities. Attainment is broadly average by the end of Year 6 although writing is the weakest subject. Any fluctuations year to year are largely related to the numbers in each cohort in this small school. Pupils with special educational needs and/or disabilities make the same good progress as their classmates due to the individual attention they receive. Even so, the quality of their learning targets varies.

Pupils are not confident writers, saying that they like tackling mathematical and scientific problems better than the process of writing. The good standard of presentation in most pupils' books testifies to the pride they take in their work. Even so, calculation work is neatly and mostly accurately recorded, whereas in writing pupils are often not satisfied with their attempts. They often erase them and start again or prefer to print rather than join up their writing using a cursive script. All of this wastes time.

Pupils' outstanding behaviour makes them quite mature for their age. They speak clearly and with understanding, such as about their safety and that of others. They have good attitudes to living a healthy lifestyle, for example they grow and cook their own vegetables. They keep fit by participating enthusiastically in a range of physical education activities and making the best use possible of play times. The school council contributes successfully to the school and local communities, for example working with the parish council to help control traffic dangers. Pupils' good spiritual, moral, social and cultural development reflects the time given to reflection in assembly and to visits such as to a Chinese restaurant to celebrate the Chinese New Year when pupils sampled Chinese food and the dragon dance.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Relationships are excellent and, together with pupils' first-rate behavior, underpin the good quality teaching. Lessons are well planned with a good range of activities. Teaching assistants add much to the teaching. They are well trained and deployed to teach individual and small groups in particular. Adults speak clearly so that instructions and explanations are clear and no time is wasted. Classroom organisation is embedded well and good quality lesson plans help to ensure pupils are taught at the appropriate level. Objectives for learning are also clear so that pupils understand what they are learning. Teachers' marking is good. Pupils receive praise and good advice on how to improve and, as one pupil explained, this helps pupils to 'review their work and put in extra effort'. The teaching of writing is not as effective as other areas, for example pupils' handwriting and how to set out a story well. The endings of lessons are at times curtailed so that learning is not always consolidated.

Teachers are skilled in delivering a curriculum that includes a range of tasks to accommodate the different year groups in each class. Tasks are carefully devised to meet the learning needs of all pupils and assessment is used well so that all groups have appropriate challenge and support. This is an area that the school keeps under continual review because of the size and make-up of groups. For example, one year group set off with fifteen pupils but because pupils have left the school now only has three, whereas another year group comprises fourteen pupils.

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Links made across a range of subjects impact well on pupils' understanding yet even so pupils say their least favourite aspect is writing. The school environment, indoors and out, is used to good effect to bring learning alive for the pupils. The school uses many extra opportunities to provide visits and visitors to enhance pupils' learning. There are extra opportunities in, for example, music where pupils' singing is sweet, tuneful and delightful. Pupils receive good support for their personal development and are very well cared for. Support is extended to families and the impact can be seen in the way that attendance is at an average level despite what are at times difficult travelling arrangements for some families, given the isolated aspects of the region. Pupils new to different year groups settle in quickly, make friends and get on with their learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school uses data well to check its performance, and monitoring systems ensure that the quality of teaching and learning is rigorously evaluated. Senior leaders promote good levels of community cohesion and this is reflected in pupils' strong involvement in the school and local community in particular. Pupils' knowledge of the differing cultures and beliefs represented globally are developing through, for example, links with a school in Sierra Leone. Pupils have a good awareness of national and international news.

The governing body has a good overview of the school's direction and priorities which it helps formulate. Regular visits, reports and links with subject leaders, mean governors are well placed to provide support and challenge to the school although new links are being formed, given changes in staffing and governance. Safeguarding procedures are very thorough. There are very careful checks on all adults who work in the school, and health and safety is very carefully monitored.

The school's culture empowers staff to know pupils' needs individually. As a result, the school works closely with parents, carers and a wide range of outside agencies to enable good provision to be regularly provided. The school's simple, yet successful, methods of tracking pupils' progress easily highlight where extra support may be required. As a result, any dips in pupils' progress or underperformance in subjects are addressed. This ensures that pupils have good equal opportunities for success. Leaders and managers ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. It provides a supportive environment in which children feel safe, develop confidence and learn at a good rate. Nevertheless, some children still have skills below those expected for their age when they enter Year 1. All six areas of learning and development are well planned and personalised to meet children's individual learning needs. Staff take account of children's interests well within the planned curriculum. Good use is made of resources indoors and outside for imaginative play and for small teaching groups. Children's independence in finding and returning to storage particular toys and games is helped by matching pictures, although not always by matching words, which is a lost opportunity to encourage children to use their growing knowledge of letter sounds. Skilled teaching encourages pupils to listen, share and take turns. There is good organisation of the unit so that children of Nursery, Reception and Year 1 age have equality of access to time and resources. They can access a blend of self-chosen and adult-directed activities. Very effective use of assessment tailors learning to children's needs. Children's welfare is prioritised and child protection and safeguarding requirements are robust and consistently implemented. Children feel safe, confident and ready to experiment with new learning. Behaviour is good and children work well together and independently. The consistent use of praise and encouragement linked to learning raises children's self-esteem well. The Early Years Foundation Stage is well led and managed with a good team spirit.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was an above average response from parents and carers to the questionnaire. The responses show that parents and carers have an overwhelmingly positive view of the school. Typical comments were that children are 'happy, safe and settled' at school and that staff provide 'great support' and are a 'great team'. Another view expressed that 'This is a school in the centre of its community'. There were a very few reservations, mainly whether unacceptable behavior is dealt with well, whether the school meets their children's needs and the rate of progress. The inspectors considered these points very carefully and during the inspection found pupils' behaviour to be excellent because it is very well managed. They also checked policies and behavioural records and held discussions with pupils and staff. Pupils' progress was good in lessons and as seen from data and book scrutiny. The good quality of leadership and management, including teaching, care and welfare, means that pupils' needs are met well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton Pidsea Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	63	11	37	0	0	0	0
The school keeps my child safe	23	77	6	20	0	0	0	0
My school informs me about my child's progress	20	67	10	33	0	0	0	0
My child is making enough progress at this school	18	60	11	37	1	3	0	0
The teaching is good at this school	20	67	10	33	0	0	0	0
The school helps me to support my child's learning	17	57	13	43	0	0	0	0
The school helps my child to have a healthy lifestyle	19	63	11	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	57	12	40	0	0	0	0
The school meets my child's particular needs	18	60	10	33	1	3	0	0
The school deals effectively with unacceptable behaviour	15	50	14	47	1	3	0	0
The school takes account of my suggestions and concerns	18	60	12	40	0	0	0	0
The school is led and managed effectively	23	77	7	23	0	0	0	0
Overall, I am happy with my child's experience at this school	22	73	8	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



4 February 2011

Dear Pupils

Inspection of Burton Pidsea Primary School, Hull, HU12 9AU

Thank you for your very warm welcome when your school was inspected recently.

I am sure you will be delighted to know that you attend a good school. The best things about your school are that leaders and managers are good and ensure:

- that your behaviour is outstanding
- that you have a first-rate understanding about how to keep safe and help others keep safe
- you know how to eat sensibly and how important it is to exercise regularly so that you can keep fit
- you add a great deal to the school and local community and know quite a lot about the rest of the world
- you are welcoming, know right from wrong and get on really well with others
- the teaching, your activities and the way the school cares for you are all good
- your parents and carers are very supportive of the school
- you work hard and make good progress in your lessons.

The school wants to get even better and to do so the inspectors have asked the leaders and managers to ensure that:

- you achieve as well in writing as you do in mathematics
- all the leaders, including the subject leaders, develop their roles in the school.

There are some ideas in the full report about how this can be achieved. All of you can help by trying especially hard with your writing. I wish you every success in the future.

Yours sincerely

Linda Murphy
Lead inspector

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