

Burnside Primary School

Inspection report

Unique Reference Number	108823
Local Authority	Sunderland
Inspection number	356432
Inspection dates	15–16 February 2011
Reporting inspector	Brian Blake HMI

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	179
Appropriate authority	The governing body
Chair	Mrs Maggie Johnson
Headteacher	Mrs Tracey Pizl
Date of previous school inspection	Not previously inspected
School address	Burnside Estate Houghton le Spring Tyne and Wear DH4 5HB
Telephone number	0191 5536510
Fax number	0191 5536510
Email address	burnside.primary@schools.sunderland.gov.uk

Age group	3–11
Inspection dates	15–16 February 2011
Inspection number	356432

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eight part-lessons were seen by inspectors at Key Stages 1 and 2, together with extended observations in the Early Years Foundation Stage. A total of eight teachers were visited during the inspection. A range of documents was scrutinised and meetings were held with members of the senior leadership team, members of the governing body and a group of pupils. Other informal discussions were held with staff and pupils during lessons and around the school. Inspectors also read 56 inspection questionnaires returned by parents and carers, in addition to considering the views of those staff and pupils who completed separate questionnaires.

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

- Safeguarding arrangements, and leadership and management of the Early Years Foundation Stage.
- The pupils' levels of attainment at the end of Key Stage 2.
- The pupils' rate of progress and overall achievement by the end of their time at the school.
- The consistency of good quality teaching across the school.
- The robustness of evaluation and monitoring strategies used by senior leaders and managers, including the governing body.

Information about the school

Burnside Primary School is smaller than average. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible to take free school meals is well-above the national average. The percentage of pupils identified by the school as having special educational needs and/or disabilities is above average, with the number having a statement of special educational needs just above average. The number of pupils joining or leaving the school other than at the expected times is higher than average.

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?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Burnside Primary School provides its pupils with a satisfactory and improving standard of education. Some aspects of the school's work are good, for example, all aspects of the Early Years Foundation Stage. The progress made in the Early Years Foundation Stage since the previous inspection is impressive, given that previous inadequacies led to the school being given a notice to improve. Some other aspects of the school's work have also been maintained and improved upon, including pupils' behaviour, the quality of care, guidance and support for pupils and the partnership links with parents and carers, all of which are good. The concerted and effective actions from senior leaders and managers, including the governing body, have contributed to the school overcoming the previously identified weaknesses.

There is no inadequate teaching and, although the overall quality is satisfactory, teaching is continuing to improve quickly. However, despite very robust strategies to regularly collect and analyse pupils' performance data, these have yet to make the sort of impact needed at lesson level to overcome the current low attainment seen at end of Key Stage 2. Improvements in the rate of pupils' progress are beginning to gain quick momentum, and with the exception of the current Year 6, the levels of attainment across most year groups are now broadly average and improving soundly. Senior leaders and managers are very alert to these low levels of attainment, and have put into place a number of pre- and post-school booster classes aimed at helping the current Year 6 to achieve more in line with the standards expected. Improvements are beginning to happen slowly, but the current rate of progress for this year group indicates that the gap between their attainment and the national average may not narrow significantly by the time they leave the school in July.

Senior leaders and managers have accurately assessed the school's strengths and areas needing further improvements. There is a shared sense of common purpose and direction, and the level of accountability for senior leaders and managers is good. However, while these actions have worked very well in the two core areas of literacy and numeracy, middle managers with responsibility for other subjects have yet to benefit from the same focused attention. As yet, planning for continuity and progression in pupils' learning in these other subjects is satisfactory, but does not convey a sense of clear overview or accountability in relation to the current provision made, and neither does it include the regular collection of pupils' performance data as an aid to future planning.

Although the school has made good progress in some aspects of its provision since the previous inspection, the overall capacity to sustain future improvements is satisfactory

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

because attainment is still too low at the end of Key Stage 2, and consistently good quality teaching has yet to be achieved across all year groups.

Up to 40% of the 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?

- Extend further the focus on raising levels of attainment in English and mathematics by ensuring that all teachers plan their lessons to take greater account of pupils' prior attainment and end of year targets.
- Extend the regular collection of pupils' performance data to include all subjects taught.
- Develop the roles and responsibilities of all middle managers with foundation subject responsibility, with particular emphasis on devising an improvement plan that:
 - details an audit of the current provision
 - identifies the evaluation and monitoring strategies to be used
 - uses milestones and timescales to help monitor progress
 - identifies clear success measures that focus on improving provision by raising standards for all pupils.

Outcomes for individuals and groups of pupils

3

At the end of the Early Years Foundation Stage, the children achieve broadly average levels of attainment; this reflects a year-on-year improvement since the previous inspection. However, over the same period, pupils' attainment at the end of Key Stage 2 has been low. Although the school did not participate in the 2010 national tests, the school-generated Key Stage 2 unvalidated data for this year indicate an overall lower average points score than seen in 2009, when pupils' attainment was low. These data also show that while there was an overall improvement in pupils' performance in English, it was accompanied by a significant drop in mathematics. The school data on the progress of the current Year 6 indicates that attainment is likely to be low in 2011 but across the rest of the school, levels of attainment are improving strongly. The overwhelming majority of the pupils are likely to achieve the challenging end-of-year targets set by the school and attain the average levels expected for their respective ages. Despite the lower attainment levels in Year 6, pupils' progress across the school is gathering momentum, and improving strongly in English; more slowly in mathematics. In all lessons seen during the inspection, the pupils made at least satisfactory or better progress. For example, in one Year 4 English lesson, the pupils listened to the class teacher read some poetry aloud and then engaged in whole-class discussion, which aided their greater understanding and knowledge about alliteration and imagery. In a Year 5 mathematics lesson on 'multiplication grids', the pupils consolidated their knowledge of some key computational rules as an aid to developing their numerical understanding. The pupils are generally making gains in their knowledge and understanding of key literacy and numeracy skills, which are helping more pupils to achieve in line with their known capabilities. The progress of pupils with special educational needs and/or disabilities reflects the general

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

pattern of progress for all pupils across the school and is, therefore, also satisfactory. Overall achievement is, therefore, satisfactory.

The overwhelming majority of pupils show good attention span in lessons, listening carefully to instructions and showing enthusiasm when responding to teacher's questions in whole-class plenary activities. A very large majority of pupils, responding in the inspection questionnaire, indicated that they both enjoy school and feel safe; two factors that clearly contribute to the good behaviour seen by inspectors. These findings were confirmed by inspectors in discussions with the pupils in lessons and around the school. The extent to which the pupils adopt healthy lifestyles is satisfactory, with a number taking advantage of the range of out-of-lesson sporting activities offered by the school. Although the school has not achieved Healthy School status, it does encourage the pupils to select healthy food choices as part of their increasing awareness of healthy lifestyles.

The pupils' contribution to the school and the wider community has improved since the previous inspection, and is now good. The school council offers some extended opportunities for all pupils to express their personal views and comments about aspects of the school's provision. The strong emphasis on the development of key literacy and numeracy skills is helping to prepare the pupils well for the next stage of their education, and makes a positive contribution to their future economic well-being.

The pupils' spiritual, moral, social and cultural development is satisfactory; it is strongest in the moral and social areas where the pupils clearly know the difference between right and wrong, and behaviour which is acceptable or unacceptable in and around the school. There are numerous opportunities for the pupils to work in pairs, small groups and, as a whole class. All of these different learning strategies are helping to reinforce the important social skills of tolerance and respect of others.

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 pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3

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?

The quality of teaching and the use of assessment are satisfactory overall.

Teaching is strongest in literacy and numeracy, where well-planned lessons are helping the pupils to develop their reading, writing, number and oracy skills, as preparation for the next stage of their education. Assessment of pupils' attainment and rate of progress in these two areas are robust, which is helping teachers to target additional support for those who are underperforming and not making the rate of progress expected. Although teaching in other subjects is broadly satisfactory also, accompanying assessment procedures are not yet sufficiently well established to ensure that teachers have an accurate overview of pupils' prior attainment as an aid to the planning of their lessons. The pace of the pupils' learning generally is too dictated by the teacher, which limits the ability of all pupils to show independence in their learning, as an aid to them achieving closer to their capabilities. The use of additional adult support in lessons is working well, and contributes much to the learning of targeted groups or individual pupils, all of whom have been identified as needing extra help with their work.

The curriculum is satisfactory overall, but strongest in the provision of literacy and numeracy, where there is clear progression and continuity of lesson content across the school. This makes a positive contribution to furthering the pupils' deeper understanding and knowledge of the key skills that will support their future learning in all subjects. Although curricular planning for the other subjects taught lacks the same clarity of content

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

for all pupils as they progress from year to year through the school, there is a broadly satisfactory coverage of the essential activities from the National Curriculum.

The effectiveness of the care, guidance and support that the school provides for its pupils is good overall. The pupils are very confident that all adults in the school support them well. The use of the 'worry box', for example, is working particularly well and gives the pupils a personal confidence and sense of feeling safe. The pupils generally have a clear understanding of the targets set in the two core subjects of literacy and numeracy, and in discussions with inspectors were positive about the additional support given, if the need arises.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are satisfactory and improving strongly. Senior leaders and managers, including the governing body, know the school's strengths and weaknesses well and have a range of effective monitoring systems in place. As a result, good progress has been made in addressing the key weaknesses identified in the previous inspection. However, they also recognise that more limited progress has been made in raising attainment by improving teaching to a more consistent level of at least good. Despite this, the indications that further improvements are possible are well articulated in writing and in the school's robust actions to tackle identified weaknesses. Governance is good and all reasonable steps taken to ensure that statutory duties are met fully. There are very secure systems in place to support the further development of the governing body, particularly in strategies that support the headteacher and senior managers in driving school improvement. Regular meetings and visits from governors enable challenge to be offered and actions to be identified. As a consequence of all these collective actions, the school staff and governing body have achieved a clear sense of shared ambition and drive to improve all outcomes for the pupils. This is seen particularly in the drive to promote equal opportunities for all pupils, so that they achieve the best of which they are capable. The school now achieves satisfactory value for money.

Safeguarding arrangements are good. All statutory requirements are met, and all child protection and health and safety procedures are in place and regularly evaluated for effectiveness. Staff training is up to date and of good quality.

The school's links with parents and carers are good, and confirmed in the very positive response seen in the inspection questionnaire. Parents and carers feel welcomed into school to discuss any worries they may have, and are well informed about their children's progress and how they can support their learning further. The parents' induction into the

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

Early Years Foundation Stage is particularly good. External partnerships links with other services, aimed at improving outcomes for the pupils, particularly those most in need, are working well. The very effective links with the local authority have contributed positively to the improvements made since the previous inspection.

The school has a clear understanding of its local community, with the pupils having a strong sense of the school community and what they want to do to make it better. Broader links with the local community are beginning to be made, although wider work that embraces links at regional, national and global levels is at a comparatively early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The children enter the Nursery class with standards of personal attributes and skills below those typically expected for their age; this applies particularly to reading, writing and calculation. During their time in the Early Years Foundation Stage, the children make good progress and by the time they leave and start statutory schooling in Year 1, they are achieving broadly average levels in all their areas of learning.

The quality of the indoor provision is good. Accommodation is clean and light, with well-resourced activity areas that the children can access independently and use to practise their skills. There are good opportunities for reading and writing through play. The outdoor area is still being developed, and although used well to promote learning, it lacks the greater variety of learning resources needed.

The quality of teaching is always satisfactory or better. All adults in the setting model how to play and use the resources well to support the children's learning. This ensures purposeful play, which emphasise learning basic skills that support and encourage the

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

children's independence; this helps the children to think about their personal health and safety.

Leadership and management of the Early Years Foundation Stage are good, and have improved significantly since the previous inspection. Priorities are identified and worked through before new ones are added, with the need to consolidate improvements well understood. Assessment is based on observation and data are used well to analyse provision and track and support individual children. A small amount of planning does not yet identify clearly what learning is being targeted but, overall, the school is continually improving its Early Years Foundation Stage provision. Transition from home to nursery is good, with home visits, induction meetings and curriculum workshops all contribute to the parents feeling very welcome and positive. All welfare and safeguarding requirements are met fully.

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

The response rate to the questionnaire of 31% is below average for a school of this type and size. Of those parents and carers who returned the inspection questionnaire, the overwhelming majority are positive about the school's provision for their children. A very small number took the opportunity to write some additional comments, almost all of which were positive. Although there was no consistent pattern to these comments, a number praised the openness of the school and that concerted efforts were being made to increase the involvement of parents and carers in the work of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnside 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	39	34	61	0	0	0	0
The school keeps my child safe	27	48	29	52	0	0	0	0
My school informs me about my child's progress	14	25	40	71	1	2	0	0
My child is making enough progress at this school	21	38	31	55	4	7	0	0
The teaching is good at this school	23	41	29	52	4	7	0	0
The school helps me to support my child's learning	20	36	30	54	4	7	0	0
The school helps my child to have a healthy lifestyle	13	23	40	71	3	5	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)	15	27	38	68	1	2	0	0
The school meets my child's particular needs	16	29	38	68	0	0	0	0
The school deals effectively with unacceptable behaviour	20	36	34	61	1	2	0	0
The school takes account of my suggestions and concerns	17	30	35	63	1	2	0	0
The school is led and managed effectively	19	34	36	64	0	0	0	0
Overall, I am happy with my child's experience at this school	28	50	26	46	1	2	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.



17 February 2011

Dear Pupils

Inspection of Burnside Primary School, Houghton le Spring, DH4 5HB

Thank you for the way you behaved during our inspection visit and for your enthusiasm to talk with us when we joined some of your lessons. The inspectors were pleased to hear that you enjoy school, and that you feel safe because of the way all staff support you in school. We found that Burnside Primary School provides you with a satisfactory and improving standard of education. These are some of the things we found:

- standards in English and mathematics are still low, but they are improving so that overall you make satisfactory progress in your learning.
- children in the Early Years Foundation Stage make good progress because of the good quality provision
- your behaviour is good and you know the difference between right and wrong

Adults in the school know what to do to make your school even better. We want the school to make even better progress so the inspectors are asking that it works even harder to improve the following:

- keep focusing on raising levels of attainment in English and mathematics by ensuring that all teachers plan their lessons to take greater account of your previous achievements and your end of year target
- ensure that all your teachers regularly collect and record your achievements in all your subjects so that you and your parents know more accurately how well you are doing
- help those teachers who have responsibilities for those subjects other than English and mathematics to plan and develop them so that you can improve your standards even further.

I hope that you understand how much you can do to help the school get better, not least by continuing to work hard and attending regularly. I wish you all the very best for the future.

Yours sincerely,

Brian Blake

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.