

Burlington Infant School

Inspection report

Unique Reference Number	117833
Local Authority	East Riding of Yorkshire
Inspection number	358204
Inspection dates	14–15 December 2010
Reporting inspector	Derek Watts

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	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Mrs Angela Norton
Headteacher	Mrs Louise Booth
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 17 lessons or part lessons taught by eight different teachers. An assembly and dress rehearsals for the Christmas productions were also seen. The inspection team examined the school's policies, assessments of pupils' progress, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, governors and pupils. Conversations were held with parents and carers. The inspectors analysed 35 questionnaires completed by parents and carers and others by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How effective are the strategies to develop children's communication and language skills in the Early Years Foundation Stage?
- To what extent are the more-able pupils challenged and extended?
- How well are subject leaders and managers successfully evaluating performance and driving improvement?
- How well does the school monitor and promote attendance?

Information about the school

Almost all pupils in this average-sized school are from a White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is above average. The school has a range of awards including the Activemark and has achieved Healthy School status. An onsite pre-school setting is managed by a private and voluntary organisation in partnership with the school. This was not part of the inspection.

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

Burlington Infant is a good school. It has maintained and built upon the strengths identified in the last inspection. There are now outstanding features to its work. Exceptional care, guidance and support and the school's very positive atmosphere make a valuable contribution to pupils' personal development. Pupils feel extremely safe, they adopt healthy lifestyles and their behaviour is often exemplary. They achieve well because of good teaching and a well-planned curriculum. At the heart of the school's success is the leadership by the headteacher and the strong teamwork among a dedicated staff. All strive to ensure that all pupils do as well as they can. Parents and carers are very happy with the care and education provided. Their comments included, 'Burlington Infants is a wonderful place for children to begin their education.' and 'Very well run school. All credit to the headteacher and all the staff.'

Children in the Early Years Foundation Stage get off to a great start and make good progress in most areas of learning often from low starting points. Progress in their personal and social development is outstanding. Good attention is paid to language development. Pupils continue to make good progress in Key Stage 1 and by the end of Year 2 attainment is average in reading, writing and mathematics. The proportion of pupils who attain the higher Level 3 in reading and writing is below average. Positive steps are being taken to improve this situation, such as increasing pupils' range of reading and writing experiences. While there are examples of pupils writing in other subjects there are not enough planned opportunities for pupils to apply their writing skills to subjects other than English. Even with the more-able pupils, there are inconsistencies in handwriting, punctuation and spelling.

Teachers form very good relationships with their pupils and establish clear expectations of learning and behaviour. Lessons are well focused, so pupils know what they are to learn. Assessment is usually used well to plan lessons and match tasks to pupils' abilities and needs. Well-targeted guidance and support contributes to the good progress made by pupils with special educational needs and/or disabilities. The curriculum is enriched by a good range of additional activities.

Pupils are courteous, friendly and supportive of others. They contribute well to school and participate with enthusiasm in community events. Positive action has been taken to improve pupils' attendance, which is above average. Pupils are well prepared for their next school.

The school demonstrates a good capacity to improve. The role of subject leaders has been strengthened since the last inspection. They monitor performance effectively and improve their areas of responsibility. Self-evaluation is accurate and robust. Effective action is taken to bring about improvements where needed. Since the last inspection care,

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guidance and support have improved from good to outstanding and this has had a positive impact on outcomes for pupils.

What does the school need to do to improve further?

- Increase the proportion of pupils who attain the higher levels by the end of Year 2, particularly in reading and writing by:
 - - ensuring that tasks are always sufficiently challenging for the more-able
 - - focusing on improving handwriting, punctuation and spelling
 - - extending opportunities for pupils to write in other subjects.

Outcomes for individuals and groups of pupils

2

Children make good progress in the Early Years Foundation Stage, but their attainment on entry to Year 1 is below average in language, literacy and numeracy. Discussions with pupils and lesson observations confirm that they thoroughly enjoy school and show very positive attitudes to learning. Pupils told the inspectors, 'We love learning.', 'I love doing writing.' and 'We really like number work.'

School assessments, pupils' work and the lessons seen indicate that attainment is broadly average by the end of Year 2. Most groups of pupils make good progress. Pupils make good progress in speaking and listening because teachers are good role models for speech and language and provide good opportunities for discussion. Pupils enjoy reading stories such as 'The Owl Who Was Afraid of the Dark'. In writing, the majority of pupils make good progress in developing their writing skills. For example, in a good Year 2 lesson, pupils used interesting adjectives as they described the movement of a Christmas angel. They were inspired by the vocabulary gained from the owl story and used words such as floated, glided, swooped and soared to good effect.

Pupils make good progress in mathematics because interesting activities are well matched to their abilities and needs. They use and apply numeracy skills successfully to solve problems. Pupils use information and communication technology effectively to support their learning. As part of their work on India, Year 1 pupils designed their own elephant and used blocks of different shades to colour it like an elephant in a story book. They used a paint programme to create striking pictures of poppies.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others. They show a good knowledge and understanding of different cultures and faiths through their work on Diwali and Hinduism. Pupils choose healthy foods and participate enthusiastically in a range of physical exercise. They feel very well cared for at school and are confident that there are always adults they can turn to if they need help. Pupils participate with interest in community events such as the school's centenary celebrations and Britain in Bloom. They support those less fortunate than themselves by raising funds for appeals and charities. Pupils are well prepared for their future lives and education. Their personal and social skills are well developed and they make good progress in acquiring and applying literacy, numeracy and information and communication technology skills.

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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	1
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Teaching successfully promotes enjoyment and good learning for pupils. Teachers create attractive and stimulating classrooms to inspire and motivate the pupils. Teachers' explanations, demonstrations and clear instructions promote learning well. Interactive whiteboards are used effectively to illustrate key teaching points. Questioning is used skilfully to check pupils' understanding. Pupils are challenged well and their interest is sustained because activities are well tailored to their abilities. Just occasionally, learning time is not maximised when introductions are too long and there is insufficient time for the main task. Pupils are set individual learning targets for mathematics and writing so they know what they need to do to improve. The marking of pupils' work is constructive and helpful. Praise is given for good work and comments guide improvement well.

The curriculum promotes good academic progress for pupils and contributes very well to their personal development. Provision for English and mathematics is good. The teaching of French and Spanish contributes well to pupils' language and cultural development. There are interesting links between subjects which add meaning and relevance to pupils' learning. For example, health education and the range of physical activities provided contribute extremely well to pupils' healthy lifestyles. A very good range of clubs is offered and enjoyed by the pupils including badminton, football, gardening, rugby and yoga. Visits and visitors further enhance learning and enjoyment.

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Care, guidance and support are outstanding. The very well organised, safe and welcoming environment is much appreciated by pupils, parents and carers. 'Fantastic school with teachers who care about their pupils.', 'Teachers are friendly and approachable.' and 'Any concerns raised are dealt with immediately.' were typical comments from the community. Provision for children with special educational needs and/or disabilities is effective. High expectations by all staff and consistently implemented procedures lead to outstanding behaviour. In partnership with other agencies, the school is very successful in supporting pupils and their families needing extra help. There are effective procedures to monitor and promote good attendance. The extended school coordinator makes a very valuable contribution to this aspect of the school's work.

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	1

How effective are leadership and management?

A dedicated and extremely well regarded headteacher has successfully created a very positive climate and culture for pupils to learn and for staff to work in. Leadership roles and responsibilities are effectively distributed among the staff. Leaders and managers are successfully promoting good provision and positive outcomes for pupils. All staff show a clear commitment to continuous improvement. The school's ambition and vision of, 'doing the best for every pupil' is shared and 'lived' by all. The monitoring and development of teaching receives good attention and this has resulted in consistency in practice across the school.

Members of the governing body have a good understanding of the school's strengths and areas for development. They are supportive and provide constructive challenge. All statutory requirements are met. Good emphasis is placed on safeguarding. Policies and procedures to protect and safeguard children are clear, simple and effective. Effective monitoring and rigorous risk assessment have led to improvements to safeguarding. All staff are well trained in this area and safe practices are promoted well through the school's curriculum.

Successful partnerships have been formed with parents and carers. Parents and carers appreciate the school's effective communication systems. They also value the steps that the school takes to help them to support their children's learning. Good partnerships with pre-school settings and the junior school enable transition to be smooth.

Equality of opportunity is promoted well. All staff strive to help ensure that all pupils have equal access to the activities on offer and that they achieve as well as they can. Community cohesion is promoted well. The school has a very clear understanding of the community it serves. The curriculum effectively promotes pupils' knowledge and

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understanding of different cultures and faiths. Partnerships with schools further afield are developing well.

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 enter the Reception class with knowledge and skills well below those expected for their age. Communication, language, personal and social skills are low. Leadership and management effectively promote good provision and positive outcomes for all children. Successful induction arrangements and the strong partnership with parents and carers enable children to settle quickly. They make outstanding progress in their personal, social and emotional development because of the very positive relationships between adults and children and the excellent attention to care and welfare. Children feel very safe, secure and grow in confidence.

An interesting and stimulating range of learning activities is provided in and out of the classroom. Children thoroughly enjoy the activities on offer and make good gains in their learning. There are good systems for assessing and recording children's attainment. Assessment information is used well to plan children's learning. Children are well taught and there is an effective blend of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and to work independently. Just occasionally, teachers' introductions are overlong and children are not involved fully in the learning. Adults successfully incorporate language into most activities so that children make good progress in speaking and listening. The teaching of letters and sounds is effective and children make good gains in acquiring and practising early writing skills. Through a range of activities, children make good progress in their knowledge and understanding of number and shapes. The outdoor learning area has been improved

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considerably since the last inspection. This is used well to promote children's creative and physical development.

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

A minority of parents and carers returned the questionnaire. Those who returned them were very positive in their responses. All parents and carers from the survey are happy with their children's experience at the school. They are particularly pleased with how well the school is led and managed, their children's progress, the information provided about children's progress, how the school takes account of their suggestions and concerns and the quality of teaching. These positive views reflect the findings of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burlington Infant 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	71	10	29	0	0	0	0
The school keeps my child safe	19	54	15	43	0	0	0	0
My school informs me about my child's progress	17	49	15	43	2	6	0	0
My child is making enough progress at this school	22	63	10	29	2	6	0	0
The teaching is good at this school	22	63	13	37	0	0	0	0
The school helps me to support my child's learning	19	54	16	46	0	0	0	0
The school helps my child to have a healthy lifestyle	16	46	19	54	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	49	16	46	0	0	0	0
The school meets my child's particular needs	18	51	16	46	0	0	0	0
The school deals effectively with unacceptable behaviour	15	43	19	54	0	0	0	0
The school takes account of my suggestions and concerns	16	46	19	54	0	0	0	0
The school is led and managed effectively	23	66	11	31	0	0	0	0
Overall, I am happy with my child's experience at this school	25	71	10	29	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



16 December 2010

Dear Pupils

Inspection of Burlington Infant School, Bridlington YO16 7AQ

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a good school. It has some outstanding features.

These are the school's main strengths.

- Children get off to a great start in the Early Years Foundation Stage.
- You thoroughly enjoy school and the activities provided.
- Good teaching helps you to make good progress.
- A good range of learning activities is provided, including clubs and visits.
- You get on very well with each other and behaviour is outstanding.
- You have an excellent understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take care of you and provide excellent guidance and support.
- You make valuable contributions to the school and to the wider community.
- The school is extremely well led by your headteacher and she receives good support from other senior staff.

We have asked the headteacher and teachers to do a few things to improve some areas of the school's work.

- Some of you could reach higher standards in reading and writing, especially those of you who find learning easy. Your teachers have plans to help you to do this including improving your handwriting, punctuation and spelling. You should be given more chances to develop your writing in different subjects.

You can all help by continuing to work hard especially on your reading and writing. We wish you all the very best for the future.

Yours sincerely

Mr Derek Watts

Lead inspector

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