

Burgh By Sands School

Inspection report

Unique Reference Number	112106
Local Authority	Cumbria
Inspection number	357043
Inspection dates	8–9 March 2011
Reporting inspector	Ann Wallis

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	62
Appropriate authority	The governing body
Chair	Ms Robin Pearson
Headteacher	Mrs Sonia Chalmers
Date of previous school inspection	21 April 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons with four teachers and two teaching assistants. They held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at pupils' books, safeguarding information, pupils' progress data and other documentation. They analysed 27 questionnaires from parents and carers and also those from pupils and staff.

- Whether self-evaluation is sufficiently rigorous to bring about and sustain school improvement.
- Whether all groups of pupils are making good progress, particularly boys and particularly in writing.
- The extent to which care, guidance and support are a strength of the school.

Information about the school

This is a well-below-average-sized primary school where a well-above-average proportion of pupils are girls. Pupils are taught in two mixed-age classes. No pupils are from minority ethnic groups. No pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. The school has gained Healthy School status and has Activemark and Artsmark awards. The school has experienced a period of staff change and there is an acting headteacher in post.

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

This is a satisfactory and improving school. During a period of considerable staff change and absence due to illness the acting headteacher has ensured that the school retains a firm focus on raising attainment and accelerating pupils' progress. School self-evaluation is accurate and members of the governing body, leaders and managers have a clear picture of the school's strengths and weaknesses. Consequently, the school has satisfactory capacity to sustain improvement. Appropriate priorities for development, such as raising attainment in English, have been clearly identified and are now being successfully addressed. Assessment data are not yet as well used to plan lessons in English as they are in mathematics. The school has put in place some successful strategies to improve pupils' writing. However, the curriculum does not offer sufficient opportunities for pupils to write in all subjects and about topics that really interest them.

Burgh-By-Sands Primary has notable strengths in the good care, guidance and support it provides for pupils which contribute well to their good personal skills. Pupils behave well, are polite and punctual and attend school regularly. Most are keen to help each other, are respectful to staff and kind and welcoming to visitors. They have a good understanding of how to stay healthy and many say they enjoy the varied lunches that the school provides. Good safeguarding procedures ensure pupils feel safe in school.

Children get a good start to their education in the Nursery and Reception classes where they settle in quickly and enjoy learning. Overall, they make satisfactory progress as they move through the school. Although it varies from year to year, pupils' attainment is broadly average when they leave Year 6. In mathematics pupils achieve well. In the last two years they have reached above average attainment in tests at the end of Year 6. In English, attainment is lower; although it has risen since the last inspection and is now average. Pupils make satisfactory progress as a result of the satisfactory and sometimes good teaching they receive. In good lessons pupils work at a brisk pace, resources are varied and interesting and pupils are fully engaged in their learning. In these lessons pupils of all abilities are fully challenged to achieve their best. In lessons where work is less demanding and less well matched to their needs a few pupils lose interest and drift off-task so their pace of learning slows. Pupils' work is marked regularly but they are not always given sufficiently detailed feedback on how to take the next steps in their learning.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in English by:
 - sharing good practice in the teaching of English across the school

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- making more use of assessment data in English to plan pupils' future learning
- encouraging pupils to write in a range of subjects and about topics that interest them.
- Improve the quality of teaching so that all lessons are good or better by:
 - making sure work is sufficiently challenging and expectations of all pupils are high enough
 - giving pupils more detailed feedback on how to improve their work.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and their achievement is satisfactory. In lessons most pupils are keen to succeed and concentrate on the task in hand. Consequently, they make at least satisfactory and, in some lessons, good progress. In a mathematics lesson older pupils responded enthusiastically when asked to follow visual signals to count up or down in tenths and were making good progress in developing a clear understanding of how to use division to find fractions of numbers and shapes. From their average starting points when they enter the Nursery class, pupils make satisfactory progress overall to reach broadly average attainment when they leave Year 6. Work in pupils books, displayed on classroom walls and the school's own tracking data all confirm the satisfactory progress that pupils are making. Progress is most rapid in the Early Years Foundation Stage and in mathematics at Key Stage 2. Strategies to accelerate progress in English are beginning to have an impact but results in tests and assessments indicate that progress, particularly in writing, remains slower than in other areas of learning. Pupils with special educational needs and/or disabilities make the same progress as their peers because they receive timely and well-targeted help from teachers and from teaching assistants.

Pupils have a good understanding of social, moral, spiritual and cultural issues. They look after each other and know how to stay safe and healthy. They are proud of their school and treat both the building and the resources they use with respect. Pupils are keen to contribute to their own and the local community. For example, in school they take responsibility as members of the active school council and they are closely involved in the community project to develop the village green. They have satisfactory basic skills and a developing understanding of the world of work. These qualities ensure they have a sound preparation for later life and for the next stages of their education.

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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	3
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	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	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 is satisfactory overall and in some lessons it is good. In the best lessons teachers use imaginative resources, including the use of information and communication technology (ICT), which stimulate pupils' interest so they are enthusiastic about learning and make good progress. Most teachers explain topics clearly and ask perceptive questions which extend pupils knowledge and understanding. In less challenging, slower paced lessons pupils spend too long listening and a few become restless so their progress is satisfactory rather than good. Teachers know their pupils well and teachers and teaching assistants make sure that all pupils are given extra help and support if they need it. Most pupils know their personal targets but the quality of feedback they are given on how to improve their work further varies across the school.

The curriculum meets pupils' needs satisfactorily. It is being reviewed and subjects are beginning to be more closely linked together to make it more creative and relevant for pupils. Opportunities for pupils to practise their writing skills across a range of subjects and topics are presently underdeveloped. Good links with partners and specialist teachers help to enrich the curriculum. Older pupils are very enthusiastic about sports such as tag rugby and cricket which are taught by visiting coaches.

Pupils and their parents and carers are very appreciative of the good care, guidance and support the school provides. Pupils are very well known by all staff and are very confident that they can approach staff if they have any worries or concerns. The school liaises well

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with external agencies to ensure that all pupils, particularly those who have special educational needs and/or disabilities get the specialist help they need. Good transition arrangements ensure pupils move smoothly from one stage of their education to the next.

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?

The governing body, leaders and managers now have a sharper vision for improving the school further which is shared by staff. All staff, particularly teaching assistants, have contributed well to the effective reorganisation of classes during a period of falling roll and staff change. Staff have had good opportunities for further training which has ensured pupils get the knowledgeable help they need. Teaching and learning are monitored regularly but good practice in the teaching of literacy has yet to be shared fully. Members of the governing body know the strengths and weaknesses of the school well and are very supportive of it. All pupils are given good equal opportunities to succeed and there are no consistent gaps between boys and girls achievement. Discrimination of any kind is not tolerated. Safeguarding procedures are good. Policies are in place and reviewed regularly, and staff are well trained. The schools promotion of community cohesion is satisfactory. It has good links with the local community but has yet to develop opportunities for pupils to fully engage with communities which differ from their own.

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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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills which are in line with those expected for their age. However, attainment fluctuates and in some years skills on entry to the Nursery class, particularly in language and communication, are below those expected. Good induction arrangements and close links with parents and carers ensure children settle quickly into everyday school routines. Children make good progress to reach average and sometimes above average levels when they enter Year 1. Children quickly become confident learners. They were seen to be really enjoying learning on Shrove Tuesday as they quickly identified the ingredients needed for pancakes and worked out how to make them. Most behave well, share toys and equipment sensibly and know how to take turns. All safety and welfare requirements are fully met. The Early Years Foundation Stage is well led by the acting headteacher, ably supported by the Early Years Foundation Stage staff. They ensure that all staff are deployed effectively, good practice in teaching is shared and children's good progress is recorded accurately. There is a good balance of teacher-led and independent activities, although lack of a direct exit to the outdoor area means access to this is sometimes limited.

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	2

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Please turn to the glossary for a description of the grades and inspection terms

Stage	
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Views of parents and carers

Of the high proportion of parents and carers who filled in the questionnaire, most are very pleased with the education that their children receive. They comment warmly on the 'kind, caring and friendly approach' of school staff. They are particularly appreciative of the good care, guidance and support their children receive and of the way in which the school keeps pupils very safe. Inspection evidence confirmed these views and found both safeguarding and the quality of care, guidance and support to be good. A very few parents and carers expressed concerns about the way in which the school manages behaviour and keeps them informed about their children's progress. Inspectors found the school's communication with parents to be good and behaviour in most classes to be well managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burgh By Sands 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	81	5	19	0	0	0	0
The school keeps my child safe	21	78	5	19	1	4	0	0
My school informs me about my child's progress	15	56	9	33	3	11	0	0
My child is making enough progress at this school	18	67	6	22	1	4	1	4
The teaching is good at this school	18	67	7	26	1	4	0	0
The school helps me to support my child's learning	15	56	10	37	1	4	0	0
The school helps my child to have a healthy lifestyle	20	74	5	19	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)	18	67	4	15	2	7	0	0
The school meets my child's particular needs	16	59	8	30	2	7	0	0
The school deals effectively with unacceptable behaviour	14	52	8	30	2	7	1	4
The school takes account of my suggestions and concerns	18	67	7	26	2	7	0	0
The school is led and managed effectively	19	70	6	22	1	4	1	4
Overall, I am happy with my child's experience at this school	21	78	5	19	1	4	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.



10 March 2011

Dear Pupils

Inspection of Burgh By Sands School, Carlisle, CA5 6AP

Thank you for the warm and friendly welcome you gave us when we inspected your school. A particular thank you to those of you who spent time telling us about your work and all the things you enjoy doing at school. Please thank your parents and carers for filling in the questionnaire.

This is what we found out about your school.

- Yours is a satisfactory and improving school where you make satisfactory progress.
- You receive good care, guidance and support from your teachers who make sure you are kept safe at school and help you to have a good understanding of how to stay healthy.
- You behave well and attend school regularly.
- The teaching you receive, the curriculum you follow and the way your school is led and managed are all satisfactory.
- The youngest children get a good start to their education in the Nursery and Reception classes.

These are some of the things we have asked your school to do.

Help you make even faster progress, particularly in English, by:

- creating more opportunities for your teachers to share their best ideas for teaching English
- giving you more opportunities to write about topics that interest you
- checking your learning, and planning lessons to go over any areas you are unsure about.

Make lessons even better by:

- making sure your work in all lessons is sufficiently challenging for all of you
- making sure the marking in your books always makes it clear how you can improve your work.

All of you can help your school to improve by continuing to behave well, attending regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead inspector

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