

Burstwick Community Primary School

Inspection report

Unique Reference Number	117838
Local Authority	East Riding of Yorkshire
Inspection number	358205
Inspection dates	14–15 June 2011
Reporting inspector	Roger Sadler

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Mr Andy Johnson
Headteacher	Mr Paul Baker
Date of previous school inspection	17 October 2007
School address	Main Street Burstwick Hull HU12 9EA
Telephone number	01964 623411
Fax number	01964 624593
Email address	burstwickcommunity.primary@eastriding.gov.uk

Age group	4–11
Inspection dates	14–15 June 2011
Inspection number	358205

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 two additional inspectors. The inspectors observed the Early Years Foundation Stage and the other four classes. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 80 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- The achievement of pupils and the extent to which pupils' attainment is improving.
- Whether assessment information is effectively used to promote learning.
- How effectively monitoring and evaluation are used to support school improvement.

Information about the school

Almost all pupils attending this smaller than average size rural primary school are from White British families and speak English as their main language. Fewer pupils than is typical are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average. Since the previous inspection, the school has gained the Healthy School status and the Activemark for physical activity. There have been considerable changes to staffing over the last year including the retirement of the previous headteacher. The new headteacher took up his post in May 2010.

A private provider arranges daily breakfast, after-school club and a holiday child care club on the school site. These arrangements are inspected separately

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 school which is improving well. Strong emphasis is placed on promoting pupils' personal development and on good quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well, and older pupils in particular are very keen to accept responsibilities for contributing to the school and wider community. Pupils arrive punctually and their attendance is above average, reflecting pupils' enjoyment of school. Pupils feel safe in school and act with regard for the safety of others. Parents, carers and pupils hold the school in high regard and recognise that this is a happy school.

Children are now making good progress in the Early Years Foundation Stage where provision is consistently good. Since 2010 pupils have left the Early Years Foundation Stage and enter Year 1 with attainment that is little above average. Throughout the school, pupils make satisfactory progress and attainment is average by the end of Year 6. However, pupils' attainment is steadily improving throughout the school as strategies to raise standards begin to take effect. Attainment for younger pupils is rising well in reading, mainly due to the good quality daily phonics teaching. In the classes for older pupils, their rates of progress in mathematics have improved this year due to some determined work by staff. Pupils make least progress in their writing and opportunities are missed to develop particular writing skills in subjects, such as history, geography and science. Pupils with special educational needs and/or disabilities make good progress due to the high quality support they are provided with, often by teaching assistants.

Teaching is satisfactory overall, and good in some classes. The most important inconsistencies in teaching are teachers' expectations and in the way that pupils are helped to see how to assess and improve their work. In some classes, pupils are not required to do their best work and poor presentation and lack of pride in their work is too readily accepted. In other classes, teachers use effective techniques to ensure that pupils know their targets, but in others this is not the case. In some classes, the targets set for the lesson are too broad and do not help pupils to focus their learning with sufficient clarity. The school is aware of these issues and is working to bring about the necessary improvements.

The new headteacher and other leaders have begun to tackle the school's weaknesses well over the last year. The headteacher has won the full support of staff and parents and carers. Monitoring of teaching is regular but occasionally the targets set for improvement lack sufficient challenge, and guidance for improvement is not consistently implemented in all classes. However, self-evaluation is accurate and staff share a common understanding of which aspects require improvement. Consequently, staff show a clear understanding of how well the school is doing and what needs to be improved. This, together with recent

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

improvements, for example, higher attainment in reading, shows the school has satisfactory capacity for sustained improvement.

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

What does the school need to do to improve further?

- Improve pupils' attainment in writing by:
 - ensuring that particular writing skills are developed in subjects other than English
 - ensuring that pupils present a higher quality of written work and all teachers consistently expect pupils to produce their best work.
- Improve the quality of teaching by:
 - ensuring that pupils are helped see where and how to improve particular aspects of their work in all classes
 - making sure teachers consistently provide pupils with precise and clear targets to help them to focus their learning in each lesson
 - ensuring that the monitoring of teaching is sufficiently rigorous so that challenging targets and guidance on improving its quality are consistently implemented in all classes.

Outcomes for individuals and groups of pupils

3

Children generally enter the Early Years Foundation Stage with knowledge and skills which are typical for their age. Pupils behave well and sustain good levels of concentration in lessons and this helps them enjoy their learning. The pace of learning is inconsistent overall. In some classes, pupils make satisfactory progress in lessons but where the teaching is more demanding they make good progress. Lower attaining pupils and pupils with special educational needs and/or disabilities in all classes make good progress in lessons and during their time at school because their needs are well known and they receive frequent good quality support in small groups. Attainment in reading and mathematics is rising. Overall, pupils' achievement is satisfactory and pupils enjoy school.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is a weaker element because of the pupils' more limited knowledge and experience of the diversity of life in modern Britain. Pupils take a strong role in the school community, especially the older pupils, as 'play leaders' or as members of the many councils and committees that are organised to enable them to take responsibility. The school's work towards Healthy School status and the Activemark has helped to provide pupils with a good understanding of a healthy diet and the need for regular exercise. Their satisfactory and improving progress in basic skills and their good relationships and behaviour, as well as the school's strong partnerships with local businesses ensure that pupils are well prepared for the next stage of education and the world of work.

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	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	2
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	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?

In all classes relationships are good and staff manage pupils' behaviour effectively. This helps pupils to concentrate well in lessons. Teachers and pupils share the use of interactive whiteboards well to add impact and clarity to whole-class learning. In some classes, teachers too readily accept mediocre work which slows pupils' progress, especially in writing. Teaching assistants make a strong contribution to pupils' learning by working with them in small groups, especially those pupils who are struggling with an aspect of learning. All teachers mark work diligently, but the quality of marking in some classes does not always provide pupils with sufficient guidance on precisely what and how to improve. All teachers usefully provide pupils with criteria to help them to assess their own work, but in some classes, too many criteria are given. As a consequence, pupils in these classes are not clear exactly where they need to focus their efforts to improve and this slows their progress a little.

The curriculum is suitably modified to meet the needs of the more able and middle attaining pupils and is adapted very well to meet the learning needs of pupils with special educational needs and/or disabilities. The curriculum is rich and varied. Pupils say they enjoy the weekly French lessons and they clearly benefit from the good quality, whole-class brass instrument teaching they receive. The school has a wide range of interesting and well-supported clubs and activities, which contribute to pupils' social development. Sport and other physical activity are strong and many enjoy the specialist coaching they

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

receive in school and in after-school clubs. School and home work well together to promote pupils' good progress in reading. Many parents and carers respond well to the school's encouragement to read with their children at home. This greatly enhances both the good quality programmes to help younger pupils learn about letters and sounds and the guided reading sessions. The school's well-developed personal, social and health education programme makes an important contribution to pupils' good personal development and well-being.

Good quality care ensures the personal needs of all pupils are met, including those whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities. Each class teacher has a detailed knowledge of each individual pupil's personal development needs and modifies the provision to meet these needs. The school ensures that pupils are aware of how to keep themselves safe in and outside school, including when using the internet. As a result, pupils trust the adults in school and know exactly who to turn to if they have any concerns.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

to their roles well. The headteacher effectively communicates his ambitions for pupils and, through regular meetings with individual teachers, ensures that they carefully monitor the progress of each individual. All pupils are valued, equal opportunities are promoted well and discrimination is not tolerated. The checks made on actions are sometimes not sufficiently rigorous, for example, when ensuring that challenging targets and guidance on improving the quality of teaching are consistently implemented in all classes.

The governing body holds the school to account and has a clear overview of the school's strengths and weaknesses. Good partnerships, which enhance the quality of provision, have also been established with other local providers, social and health services, the local authority and with local businesses. Links with parents and carers are improving and they value the many initiatives taken to involve them in the school and in their children's learning. Leaders are very aware of the need to undertake a review of the school's contribution to community cohesion, especially of the ways in which staff promote pupils' knowledge of a range of cultures in modern Britain and in the rest of the world and there is a plan and work in hand to undertake this review in the near future. Procedures for safeguarding pupils are good and fully meet current requirements. Staff training in safeguarding is comprehensive and effective, and the school has well developed systems to identify potential risks.

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 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	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

Children are carefully inducted into the Early Years Foundation Stage and soon feel confident in school. From starting points that are mostly at the expected levels, children are now making good progress in all areas of learning. Rates of progress in the Early Years Foundation Stage have improved over the last two years as the new Early Years Foundation Stage unit has been developed and, by the end of the Reception Year, many children's knowledge and skills are now a little above average.

Children are treated with great sensitivity and kindness and parents and carers are confident that their children are well looked after, safe, secure and happy. Children work and play happily together and enjoy the good range of interesting activities provided both indoors and outside. Adults continually assess the learning of individuals and use this information well to inform their planning and teaching. Children listen and concentrate well in whole-class activities and work safely and cooperatively on independent activities.

Leadership and management are good. The staff effectively monitor and evaluate provision and work well as a team to address any areas that need attention. For example, last year staff recognised the need to improve links with parents and carers and much was done to improve their involvement. Parents and carers appreciate the many opportunities now provided to fully involve them in their children's learning at school. Staff recognise the need to undertake further work to ensure that assessment is fully consistent and accurate and have a plan to make this even better in the near future.

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

The majority of parents and carers returned the questionnaire, which is a high rate of response. The great majority are fully supportive of the school. Their comments on the inspection questionnaire and their spoken reports to inspectors indicate that they are confident that their children are happy and feel safe in school. Parents and carers were particularly appreciative of the quality of care and support provided. There was no strong pattern in the responses to indicate particular aspects of the school that parents and carers were not fully satisfied with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burstwick Community 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	28	35	3	4	0	0
The school keeps my child safe	48	60	30	38	2	3	0	0
My school informs me about my child's progress	33	41	43	54	4	5	0	0
My child is making enough progress at this school	32	40	38	48	8	10	1	1
The teaching is good at this school	27	34	44	55	8	10	0	0
The school helps me to support my child's learning	28	35	46	58	5	6	0	0
The school helps my child to have a healthy lifestyle	39	49	40	50	1	1	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)	31	39	44	55	2	3	1	1
The school meets my child's particular needs	27	34	44	55	7	9	1	1
The school deals effectively with unacceptable behaviour	19	24	44	55	12	15	2	3
The school takes account of my suggestions and concerns	24	30	44	55	10	13	1	1
The school is led and managed effectively	19	24	48	60	9	11	3	4
Overall, I am happy with my child's experience at this school	38	48	33	41	7	9	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of Burstwick Community Primary School, Hull HU12 9EA

Thank you for making the inspectors so welcome when we visited your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleague and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides you with a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly enjoy school and you attend regularly and arrive on time. You know how to act safely and think about the safety of others. You are being well prepared for life at your next school and for life beyond school. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning more difficult make good progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governing body want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping to ensure that you do your very best in writing
- ensuring teachers give you clear targets for lessons
- ensuring teachers help you to see how you can improve your work.

All of you can help by continuing to enjoy coming to school and always trying your best in lessons.

Yours sincerely

Roger Sadler

Lead 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.