

Burton-upon-Stather Primary School

Inspection report

Unique Reference Number	117730
Local authority	North Lincolnshire
Inspection number	379462
Inspection dates	19–20 October 2011
Reporting inspector	Derek Pattinson

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	198
Appropriate authority	The governing body
Chair	Helen Casey
Headteacher	Alan Travis
Date of previous school inspection	16 June 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed nine teachers and held meetings with members of the governing body, staff and a group of pupils. They looked at the school development plan, a recent report to the governing body from a former School Improvement Partner, the most recent headteacher's report to the governing body, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 125 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

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

- The extent to which pupils with special educational needs and/or disabilities are making progress.
- The extent to which teaching has improved from satisfactory to good, as the school now believes.
- The impact the school's developing curriculum has on pupils' learning, attitudes and motivation.
- The extent to which pupils know how well they are doing and what they must do to further improve.
- How effectively leaders, managers and the governing body drive improvement and evaluate the school's work.

Information about the school

This is an average-sized primary school. The percentage of pupils from minority ethnic groups is very small. At present, no pupils speak English as an additional language. The percentages of pupils known to be eligible for free school meals and those who have special educational needs and/or disabilities are below average. The school has Healthy School status, the Basic Skills Quality Mark, the Activemark Gold for physical education and the recently awarded Diana Award for Anti-Bullying. There have been significant changes in the teaching staff since the last 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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Under the dedicated headteacher's pursuit of school improvement, many areas of the school's work are good. For example, the school's increasingly rigorous analysis of performance data enables pupils who are falling behind to be immediately targeted for support. Pupils with special educational needs and/or disabilities make good progress because of the good quality support they receive. Other strong aspects of the school's work include the good care, guidance and support teachers and other adults provide which are appreciated by parents and carers, most of whom hold the school in high regard. The school is a cohesive and harmonious community where pupils respect the rights of others, know right from wrong and are happy to attend, as shown by their above average attendance.

Pupils know about the importance of a healthy lifestyle, feel safe and contribute in many different ways to the school and local community. However, some weaknesses are holding back the drive to accelerate pupils' progress and raise attainment further. The regular monitoring of teaching does not focus clearly enough on learning for it to be of maximum benefit to help teachers and pupils improve and this has led to some errors in the school's self-evaluation. The quality of teaching across Key Stages 1 and 2, though never less than satisfactory and often good, is too varied. For example, some pupils do not make the best possible progress because teachers sometimes spend too long on explanations and, on occasions, work is not challenging enough, particularly for more-able pupils. Pupils do not always know what the clear steps to success are in lessons nor do they have an opportunity to discuss how well they accomplished the work.

Children enter the Reception class with skills that are in line with expectations for their age. They get off to a flying start because of high quality leadership and provision. Consequently, pupils' skills, knowledge and understanding are above average when they enter Year 1. As pupils move through the school, the academic achievement of most is satisfactory. However, pupils' attainment in English, mathematics and science are usually at above average levels when they leave.

All staff and the governing body share the headteacher's vision for the school. As a result, teamwork is strong and priorities for development are generally the right ones. The school makes good use of external partnerships. Governance is good because the governing body is increasingly involved in leading the school's direction and holding it to account. The school has addressed most issues from the last

inspection. However, some subject leaders are new to their roles and consequently it is too early to evaluate their impact on the quality of leadership and management. The school has rightly focused on developing the curriculum to make it more relevant and interesting for pupils but improvements are at an early stage so they are not yet fully impacting on pupils' progress. Although improvements to teaching have been made, the quality is still too varied. As a result, the school's capacity to sustain improvement is satisfactory overall.

Up to 40% of the school's 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?

- Ensure that all teaching is at least good in order to accelerate pupils' progress in Years 1 to 6 in English and mathematics by:
 - sharing and implementing best practice
 - checking that work given to pupils is always challenging, especially for the more able
 - injecting greater pace into some lessons and restricting the time teachers spend on explanations so that pupils have enough time to practice their skills and apply their knowledge
 - ensuring pupils always know what are the clear steps to success to help them check on their own progress
 - ensuring pupils always have opportunities to share what they have learnt, and how challenging they found their work, to help inform teachers' planning for the next lesson.

- Strengthen the effectiveness of leadership and management by:
 - focusing more clearly on the impact on learning when checking on the quality of teaching
 - developing the roles of new subject leaders to ensure that they are fully accountable for standards and progress.

- Build on work already started, to develop an exciting, relevant and well-organised curriculum by:
 - ensuring that literacy, numeracy and information and communication technology skills have a high profile and that planning ensures their systematic development
 - breaking down barriers between subjects in exciting ways and giving pupils a greater say in what should be taught
 - extending links with the wider world to deepen pupils' understanding of cultural diversity and to further promote community cohesion.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn, especially when lessons interest and challenge them, when they are clear about what they have to learn, when work is pitched at the right level and when they have time to work at their own rate. For example, Years 1 and 2

pupils were fully engaged when they wrote an account based on a visit to Conisbrough Castle as were pupils in Year 4 when completing challenging work on symmetry with the help of information and communication technology (ICT). As a result, they made good progress. However, progress slows and some pupils begin to lose interest when they have to listen to the teacher for too long. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive from well-trained teaching assistants. By the end of Year 6, pupils' attainment is usually above average, especially in reading. This represents satisfactory achievement for most pupils. However, senior leaders are aware that attainment in English and mathematics has fallen since 2009 and are taking steps to drive up standards: through the rigorous analysis of performance data; by ensuring that girls are always fully engaged in their learning; by establishing challenging targets and rigorously monitoring progress towards them.

Pupils enjoy school, make friends and learn to respect the rights of others and live in harmony. This helps to account for their above-average attendance and, alongside their above-average attainment, why pupils are equipped well for the next stage of their learning. Pupils know how to lead a healthy lifestyle and they take part enthusiastically in the many after-school clubs such as tennis, cross country, football and cricket. They have a good understanding of how to stay safe and recognise dangers, for example, as posed by the use of the internet. They say they have ways of getting their opinion heard such as through the school council. Pupils' involvement in village sports teams, competitions with pupils from other schools, and raising money for different charities, helps them develop an awareness of citizenship. Their enjoyment of learning, knowledge of right and wrong and the many opportunities in lessons for pupils to work with others, help to explain their good spiritual, moral, social and cultural development. However, they do not have many opportunities to deepen their understanding of cultural diversity.

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	2
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 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

How effective is the provision?

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

Although good and outstanding teaching was seen during the inspection, the overall quality is satisfactory. Lessons are typified by secure relationships, sound subject knowledge and much use of praise and encouragement and this provides a successful platform for effective learning. Teaching assistants are deployed well to ensure that pupils with special educational needs and/or disabilities make good progress. In the best lessons, resources are used well to engage pupils' interest and extend their learning; challenging questioning provokes discussion and enables teachers to check pupils' understanding and adjust tasks. Marking often helps pupils to improve as well as acknowledging what they have achieved. However, teachers do not always provide pupils with clear steps to success, giving them opportunities to share what they have learnt or to identify what they have found challenging. The pace of some lessons is too slow which restricts the time pupils have to work on their own to extend their learning. Work is sometimes not challenging enough, particularly for more-able pupils, for example, in computation work in mathematics.

The school provides a satisfactory curriculum for its pupils. It contains all that it should. It is, however, in the early stages of development in giving pupils 'a say' in what should be taught, breaking down barriers between subjects to add relevance and excitement and in ensuring that literacy, numeracy and ICT skills are developed systematically. Nevertheless, when pupils are interested and involved, such as when Year 3 pupils use maps to find out if Vikings settled in the area, they make good progress. Visits to Normanby Park, Austerfield and Eden Camp, visitors and the wide range of well-attended after-school clubs, such as, drama, choir and science, extend pupils' learning and enrich their experiences.

Providing good quality care, guidance and support is at the heart of the school's work. Staff know pupils well and give considerable time to their care and support. For example, the school creates strong partnerships with outside agencies which help to ensure that the few pupils whose circumstances make them vulnerable have the support they need to make good progress both academically and personally. Pupils are prepared well for transition to different stages of their education, ensuring a smooth and seamless move. The promotion of attendance has a high profile, resulting in above average outcomes.

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?

Key features of the headteacher's leadership include the ability to enthuse others, to establish and sustain high morale, to support professional development and lead the drive for school improvement. The senior leadership team spearheads the drive to improve teaching and learning and uses a variety of mostly effective systems to monitor provision and outcomes. For example, systems to track pupils' academic

achievement are thorough, help to highlight any difficulties pupils may be having and to identify priorities for improvement. Targets are both realistic and challenging. Although school improvement planning mostly sets a clear and effective steer for the school’s work, the sharing of good practice across the school has not been used to full effect in order to improve the quality of teaching and accelerate pupils’ progress. Some subject leaders are new and are at an early stage of establishing what works well and what needs improvement through the monitoring of provision and outcomes. Furthermore, the effectiveness of the senior leaders’ checks on teaching is undermined because the focus is on how teachers teach rather than on how pupils learn. As a result, the school’s own evaluation of its performance is not fully accurate. The supportive governing body incorporates a wide range of skills and much commitment among its members. As a result, its effectiveness in holding the school to account, and to lead its direction, is increasing.

The school successfully draws upon the expertise of outside agencies to benefit pupils. It has many positive means of engaging and communicating with parents and carers such as through regular newsletters and surveys. Equal opportunities are embedded well in the school’s way of life and there is a strong emphasis on including all pupils. Discrimination is not tolerated and pupils are helped very well to understand how to treat others with respect. Safeguarding requirements are fully met and have a high profile in the school’s work. This is because all adults responsible for this important area of the school’s work adopt a proactive approach, attend regular training to update their skills and maintain good-quality records. As a result, parents and carers are right to have every confidence in the school to keep their children safe and are overwhelmingly supportive. The school is a cohesive community, with strong relationships forged with the local community. However, international links have yet to be firmly established.

These are the grades for the 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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is very successful in laying down secure foundations for children’s future learning. The very good outcomes for children in the Reception class reflect the excellent provision and outstanding leadership. Parents and carers rightly hold very positive views about the vibrant, exciting and safe

environment for these very young children. Children’s skills on entry are in line with expectations for their age. Good induction arrangements ensure that they settle quickly. Relationships between adults and children are warm and friendly and teamwork is very strong. As a result, children are happy, feel safe and are keen to learn. Children achieve very well, reaching above expected levels when they enter Year 1. They make at least good and often very good progress from their starting points because of the mostly excellent teaching, outstanding leadership, very high levels of care and the exciting range of activities that adults plan for them. Stories, such as *Harry and the Dinosaurs Go to School*, immerse children in an imaginary world to help bring learning alive for them. Thorough assessment arrangements inform planning and ensure that tasks, both inside and outside, are matched very well to children’s needs. Exciting displays stimulate imagination, help enthuse children with a love of learning and encourage them to talk about their surroundings. They also celebrate children’s efforts such as their first attempts at independent writing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

The many parents and carers who responded to the questionnaire are overwhelmingly positive about the way their children are educated and nurtured in school. Inspectors found much evidence to support the positive views of many parents and carers, for example, that the school does a good job at promoting a healthy lifestyle, keeping their children safe and preparing pupils well for the future. However, some parents and carers shared concerns about: a staffing issue which they felt was having a negative impact on their children’s learning; the school’s leadership; the way the school deals with unacceptable behaviour; and the account taken of suggestions and concerns raised. These issues were investigated during the inspection and the findings are within the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burton-upon-Stather 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	62	43	34	4	3	0	0
The school keeps my child safe	70	56	53	42	2	2	0	0
The school informs me about my child's progress	54	43	51	41	15	12	3	2
My child is making enough progress at this school	57	46	52	42	10	8	0	0
The teaching is good at this school	63	50	47	38	9	7	1	1
The school helps me to support my child's learning	57	46	53	42	9	7	3	2
The school helps my child to have a healthy lifestyle	62	50	57	46	2	2	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)	54	43	59	47	4	3	0	0
The school meets my child's particular needs	51	41	63	50	7	6	1	1
The school deals effectively with unacceptable behaviour	38	30	63	50	10	8	5	4
The school takes account of my suggestions and concerns	41	33	61	49	14	11	2	2
The school is led and managed effectively	46	37	58	46	13	10	4	3
Overall, I am happy with my child's experience at this school	63	50	50	40	8	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



21 October 2011.

Dear Pupils

Inspection of Burton-upon-Stather Primary School, Scunthorpe DN15 9HB

Thank you for your friendly welcome and for sharing your views of the school by talking to the inspectors and returning the questionnaires. We thoroughly enjoyed our visit. You told us that you go to a good school. Inspectors found that your school is satisfactory, although there are many good things about it. Here are some of the positive things about your school.

- You know about the importance of staying healthy and keeping safe.
- You are happy, enjoy school and almost all of you behave well.
- All the adults who work in school take good care of you.
- Those of you who find learning more difficult make good progress.
- Standards are often higher when you leave than in most other schools.
- Your headteacher and other leaders know how to improve your school further.
- Children get off to a flying start in the Reception class.

Here are the most important things that we have asked your headteacher and teachers to do to make your school better.

- Ensure all lessons are at least good by making sure that teachers give you enough time to work on your own, that work always challenges you and that they ask you often about how difficult you are finding the work. Also that you know what you need to do in lessons to help you achieve well.
- Ensure all leaders of the school know as much as possible about what works well and what needs doing and for them to check more closely on how much you are learning in lessons.
- Check that all learning is exciting and, by including your ideas into the curriculum, to make sure that you all have as much opportunity as possible to develop important skills and learn more about other cultures.

I wish you all the best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson
Lead inspector

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