

Burradon Community Primary School

Inspection report

Unique Reference Number	108612
Local authority	North Tyneside
Inspection number	377784
Inspection dates	23–24 November 2011
Reporting inspector	Joy Frost HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Joseph Cox
Headteacher	Angela Hunter
Date of previous school inspection	30 January 2009
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed teaching and learning in 15 lessons, taught by nine teachers and one teaching assistant. They held meetings with teachers, members of the governing body, senior and middle leaders, the special educational needs coordinator and two groups of pupils. Inspectors observed the school's work, and looked at the school's documentation relating to: pupils' progress and attainment; protecting and keeping pupils safe; the curriculum; and systems for monitoring and evaluating planned actions. Inspectors looked at the work in pupils' books in English and mathematics in Years 2, 4 and 6. Inspectors also scrutinised the 69 returned questionnaires from parents and carers.

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

- The progress pupils make in lessons, especially the higher-attaining pupils and those with special educational needs and/or disabilities.
- Teachers' use of assessment to plan effectively for different groups of pupils.
- The school's work in maintaining pupils' outstanding personal development.
- The involvement of leaders at all levels in sustaining the recent improvements in pupils' attainment and progress.

Information about the school

This is a smaller than average primary school in an isolated location in North Tyneside. The proportion of pupils known to be eligible for free school meals (FSM) is above the national average at 35%. The proportion of pupils who have a special educational need and/or disability is above the national average. The vast majority of pupils come from a White British heritage.

The school has a community wing and a play group on site which is not managed by the governing body and is inspected separately. Reports for the playgroup can be found on the Ofsted website.

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

Burradon Community Primary School has improved substantially since the previous inspection. The determination and drive of senior leaders has been very successful in improving pupils' achievement across the school and in improving teaching and learning. From very low skills and knowledge on entry to the Nursery, pupils leave the school in Year 6 with above-average attainment in English and mathematics. They have made good and often better progress, especially higher-attaining pupils. Particularly strong features of the school are pupils' outstanding behaviour and high attendance. Pupils enjoy coming to school, behave impeccably and have a heightened awareness of their own and others' safety. As a consequence, the school is a harmonious learning community where every child feels valued and respected and their learning flourishes. The school is the 'hub' of the local community where pupils make good contributions and are very aware of their mining heritage. Pupils, however, are less knowledgeable about the wider world, different faiths and their place in a multicultural society.

The focus to improve pupils' attainment across the school has been less successful in mathematics up to the end of Key Stage 1. This is because pupils are not given enough opportunities to develop their quick recall of number facts and are sometimes over-supported in lessons, resulting in a lack of encouragement to develop mental strategies for calculations. Marking in pupils' books is focused and tells pupils what the next steps in their learning are but there are too few opportunities for pupils to respond to these good comments and carry out corrections.

The school's outstanding procedures to ensure the safety of every child are instrumental in ensuring that no child gets left behind and there are no differences between the attainment and progress of different pupil groups. Pupils say that bullying is not tolerated and during the inspection older pupils were seen to be taking extra responsibilities very seriously. They act as reading buddies and role models to Reception children and are helping them learn school routines and expectations very quickly. In the playground, younger and older pupils play and interact well together and the learning behaviours observed during the inspection in lessons were often exemplary.

The headteacher sets very clear expectations of her staff and has high expectations of what pupils can achieve. Together with her deputy she has ensured that teachers

share her vision, are very keen to continually improve their practice, and are fully involved in driving improvement in their subject areas. Monitoring is a collective responsibility and teams work together very well. However, senior leaders are not yet using their analysis of data to focus their monitoring on how different groups of pupils are performing in lessons. Senior leaders have an accurate view of their strengths and weaknesses through rigorous self-assessment procedures. The recent improvements to pupils' attainment and progress and teaching and learning, together with the school's continued promotion of pupils' outstanding personal development and well-being, show there is a good capacity to sustain these improvements.

What does the school need to do to improve further?

- Improve pupils' progress and attainment in mathematics by the end of Key Stage 1, by:
 - giving pupils daily opportunities to practise their quick recall of number facts
 - encouraging pupils to use mental methods when working out calculations
 - raising the profile of mathematics across the school
 - giving pupils opportunities to respond to the constructive marking comments in their books.

- Improve the promotion of community cohesion, by:
 - developing national and global links so that pupils have a greater understanding of their place in the wider community
 - developing pupils' knowledge and understanding of different faiths through more first-hand experiences, such as visits to places of worship.

- Refine systems for monitoring and evaluating the school's planned actions, by using the good analysis of data to focus on how different pupil groups are performing in lessons.

Outcomes for individuals and groups of pupils

2

Outcomes for pupils are improving rapidly, especially in reading and writing. Progress is slightly slower in mathematics for the younger pupils. Nevertheless, the gaps between boys, FSM pupils, and those with special educational needs and/or disabilities have closed and by the end of Key Stage 1 these pupils are performing much better than similar pupils nationally. In the 2011 national tests, pupils' attainment in English and mathematics was above average, especially for higher-attaining pupils, and the school exceeded its targets. Boys and pupils on the special educational needs register did particularly well and this good progress is also evident in lessons.

Pupils are partners in their own learning. Comprehensive systems to track pupils' progress are used effectively to identify those pupils who need extra support and to plan appropriate intervention activities. Inspectors observed pupils having effective one-to-one tuition to improve their reading and mathematics, which enabled pupils

to make rapid progress and improve their self-esteem and confidence. The good, daily sessions where pupils learn 'the sounds that letters make' is enabling all pupils to rapidly improve their reading and writing.

Pupils' heightened knowledge of their own safety and e-safety is ingrained. They make informed choices which improve their health and well-being and are aware of the dangers of smoking, drugs and alcohol. Pupils' spiritual, moral, social and cultural development is good rather than outstanding because pupils' knowledge of other faiths and their multicultural awareness are not highly developed.

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	2
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	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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Very well-targeted support for all pupils has enabled them to make the best of the opportunities available. The school can point to good examples where pupils whose circumstances make them vulnerable have been supported well, enabling them to engage fully in school life and learning. Productive partnerships with relevant external agencies, combined with the support provided by the special educational needs coordinator, has ensured that involvement with individual families and pupils is effective. The work of the school, especially with its more vulnerable pupils, is commendable and this was reflected in parents' and carers' comments in the returned questionnaires.

A well-designed curriculum and good teaching is underpinning the development of pupils' basic skills through meaningful 'topics' which engage and motivate pupils to learn. The curriculum is enriched well and there is a good range of extra-curricular opportunities. During the visit, two classes visited local city technology colleges to improve and extend their information and communication technology (ICT) skills, linked to learning in history. In lessons observed during the inspection, there were good links between different curriculum areas which enhanced pupils' knowledge and gave them a purpose and context for their learning. Classrooms and corridors

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

are literacy-rich environments which promote basic skills but there are fewer mathematical links on display.

Improved teaching and learning ensures that pupils are fully involved in learning from the start to the end of the day. Good pace in lessons keeps pupils engaged and aids their progress. There is a good match between pupils’ abilities and the activities planned for learning based on pupils’ prior attainment. Marking in pupils’ books is regular and tells them the next steps in their learning, but pupils have limited opportunities to respond to these comments and edit and improve their work further.

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	2

How effective are leadership and management?

The headteacher, senior staff and members of the governing body are effective in their relentless drive for improvement. They carry out a rigorous timetable of lesson and book monitoring and give detailed feedback to teachers, which is ensuring that teachers continually seek to improve their practice. There are very good tracking procedures which follow the progress of individuals and groups of pupils including: boys, pupils with special educational needs and/or disabilities, looked-after children, higher-attaining pupils and those known to be eligible for free school meals. This ensures equality of opportunity and eradicates discrimination and underachievement.

Members of the governing body are knowledgeable about the school and support the drive to improve the life chances of every pupil by ensuring that robust safeguarding procedures are in place. Records are regularly updated and staff are trained well to support the most vulnerable pupils in the school. The governing body is well-informed by the headteacher and staff, who are regularly called upon to give presentations about the school’s work. Members of the governing body discharge their statutory responsibilities well and are regular visitors to the school. They promote community cohesion satisfactorily through their action plan but currently, progress against developing national and global links has been slow.

Parents’ and carers’ attendance at school events and consultation evenings arranged for them ensure that they are well-informed about their children’s progress. Regular newsletters, home–school contact books, and ‘learning journals’ ensure smooth communications between parents, carers and school and help to maintain high attendance. The school has many productive links with outside partners, other schools and health professionals.

These are the grades for the 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	1
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

The large majority of children enter the Early Years Foundation Stage Unit with skills which are well below those expected for their age. They respond positively to the exciting opportunities both indoors and outside which develop their interests and learning across the curriculum, but particularly in relation to emotional development and communication, language and literacy. By the time they leave Reception, a large majority of children make good or better progress, especially in relation to these two key areas, entering Year 1 with skills and abilities just below expectations for their age. However, the focus on developing children's communication, language and literacy skills has meant that skills in other key areas, particularly problem-solving, reasoning and numeracy are less well-developed.

There are clear pathways for development in relation to 'sounds that letters make' and children's personal development and welfare is successfully nurtured. The environment is rich in resources to develop early literacy and communication skills, but there are fewer opportunities for children to develop their emerging skills in relation to space, shape and measure and calculating. Effective systems for assessment ensure that adults have a good knowledge of children's needs, interests and talents. They use this information to provide a varied curriculum, which engages children and fosters a positive attitude to learning which children carry with them through their time at school. For example, a group of children worked together to write letters to Father Christmas. They talked animatedly about what toys they were including on their list, using appropriate resources to support their developing writing skills.

Teaching is good, and children are ably supported by staff, who are able to use their secure knowledge of individual children's development to extend their learning further. Progress is beautifully illustrated in the children's individual learning journey books and these have been used as a model of good practice across the authority. Staff have built productive relationships with parents through effective induction and regular communication, which in turn has a positive impact on children's on-going development and well-being.

All policies and procedures are in place and welfare needs are appropriately met, ensuring that children are extremely well protected and supported.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

An average number of parents and carers responded to the parental questionnaires. They were overwhelmingly supportive of the school’s work. Parents and carers were particularly complimentary about the school’s work in supporting pupils with special educational needs; the approachability of the teaching staff; how well the school keeps their child safe and how well the school is led and managed. Inspection evidence supports these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burradon 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	72	19	28	0	0	0	0
The school keeps my child safe	49	71	19	28	0	0	0	0
The school informs me about my child's progress	47	68	20	29	2	3	0	0
My child is making enough progress at this school	47	68	22	32	0	0	0	0
The teaching is good at this school	49	71	20	29	0	0	0	0
The school helps me to support my child's learning	48	70	20	29	1	1	0	0
The school helps my child to have a healthy lifestyle	42	61	25	36	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)	43	62	24	35	1	1	0	0
The school meets my child's particular needs	48	70	21	30	0	0	0	0
The school deals effectively with unacceptable behaviour	46	67	21	30	2	3	0	0
The school takes account of my suggestions and concerns	41	59	25	36	2	3	0	0
The school is led and managed effectively	51	74	18	26	0	0	0	0
Overall, I am happy with my child's experience at this school	51	74	18	26	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	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.



25 November 2011

Dear Pupils

Inspection of Burradon Community Primary School, Cramlington, NE23 7NG

I am writing on behalf of the inspectors who visited your school recently to see how well you are learning. We would like to thank the pupils who gave up their time to talk to us and the many parents and carers who completed the questionnaires.

Your school offers you a good standard of education! We were particularly impressed with your excellent behaviour, attendance, and knowledge and understanding of how to keep yourselves safe in a range of situations. During our visit you were enthusiastically taking part in everything the school has to offer, from your thriving breakfast club to the many extra-curricular clubs on offer. Those of you who visited the city technology colleges during our visit enjoyed it immensely.

We found that your teachers plan exciting lessons for you and check carefully how well you are all doing, which is helping to make sure you all make good progress in your learning. There are a few things we would like the teachers to improve because we think you can make even better progress in mathematics. We would like younger pupils to learn their number facts as quickly as they learn their letters and sounds so that they can use them in lessons to work out their answers. We would also like the teachers to give you some time to respond to the marking comments in your books so that you can improve and edit your work.

You are making a good contribution to your local community and know it very well; we would like you to have more first-hand knowledge of different faiths and cultures so that you have a better understanding of life, and your place, in the wider world.

The headteacher and her staff check your progress regularly and make sure you are all doing well but they do not always use these data to check how well different groups of you are doing in lessons. This would help them know if the interventions you take part in are helping you to make the maximum progress.

You can help your teachers by continuing with your excellent attitudes and attendance.

Yours sincerely

Joy Frost
Her Majesty's Inspector

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