

# Burnside Primary School

Burnside Estate, Houghton le Spring, Tyne and Wear, DH4 5HB

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Some teaching is not good enough to move pupils' learning on quickly, mainly because not enough use is made of assessments to judge what pupils need to learn next.
- Although standards in English are rising by Year 6, new and effective approaches to teaching in Key Stage 1 have not yet had time to result in improved standards at the end of Year 2.
- Learning slows in some lessons because pupils have too few opportunities to learn for themselves and too few checks are made to gauge their understanding.
- Marking and other forms of feedback to pupils does not always let them know how to improve their work.
- Pupils in Key Stage 1 have too few opportunities to practise and use their skills in writing and teaching across the school does not always focus on the new skills pupils need to learn.

### The school has the following strengths

- The determination of senior leaders and members of the governing body to raise standards and improve progress has resulted in the school successfully addressing the weaknesses identified at the previous inspection. As a result of leaders' well-focused actions, the school is improving at a good rate.
- Improvements in teaching and effective support for pupils are raising standards at the end of Key Stage 2.
- Rigorous systems are used by leaders to accurately evaluate the work of the school.
- Pupils behave well and show positive attitudes to learning.
- Leaders have taken decisive action to improve pupils' attendance.
- Good provision is made for children in the Early Years Foundation Stage.
- The good-quality curriculum effectively promotes pupils' spiritual, moral, social and cultural awareness.
- The well-planned teaching of sounds and letters is quickly building the confidence of pupils to read and write independently.

## Information about this inspection

- Inspectors observed teaching and learning in 11 lessons, two of which were joint observations with the headteacher.
- In addition, inspectors made a number of shorter visits to lessons and heard groups of pupils read in Key Stage 1 and Key Stage 2.
- They held meetings with senior leaders, groups of pupils and spoke to some parents at the start of the day.
- Meetings were also held with members of the governing body, representatives of the local authority and the headteacher of a school with which senior leaders work closely as part of their school improvement activities.
- Inspectors took account of six responses from parents to the online questionnaire (Parent View) and responses from the staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plan, the school's data on pupils' current achievement, records relating to behaviour, safeguarding and attendance, and minutes of governing body meetings.

## Inspection team

Janet Bennett, Lead inspector

Additional Inspector

Michele Crichton

Additional Inspector

# Full report

## Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported at school action and the proportion supported at school action plus or with a statement of special educational needs are average.
- In 2011 the school met the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- Since the last inspection there have been many staff changes, some brought about by prolonged absences.
- The school has achieved a number of nationally recognised accreditations including the Anti-Bullying Charter Mark and the Healthy Schools Award.

## What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring accurate assessment is used to plan all lessons so that they build on what pupils already know and can do
  - making greater use of questioning during lessons to check pupils' understanding of their learning
  - improving opportunities for pupils to learn for themselves
  - ensuring that marking and feedback during lessons provide pupils with a clear understanding of what they need to do to improve
  - ensuring that the most effective practice in the school is used by all teachers.
- Raise standards in Key Stage 1 and in writing across the school by:
  - maximising opportunities for pupils to write independently and at length
  - ensuring teachers' planning focuses consistently on the new skills that pupils need to learn.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The progress that pupils make from year to year is sometimes good, but not always, and consequently their achievement is not as good as it could be. However, action taken by leaders is bringing about improvement and, as a result, standards at the end of Key Stage 2 are rising. Standards are now average by Year 6 in both English and mathematics. Pupils' reading skills are improving rapidly but improvements in writing have been slower to take effect and so progress in writing is slower than in mathematics and reading.
- Children make good progress in the Early Years Foundation Stage, particularly in their personal and social development and communication skills. Most children start school with skills that are well below those typically expected for their age. They respond enthusiastically to the well-planned activities that staff provide and make good gains in their learning. However, pupils' skills when they start Year 1 remain below average.
- In recent years standards have been below average at the end of Year 2 and Year 6, particularly in reading and writing. However, action taken by leaders to improve the accuracy of assessment, together with rigorous tracking of pupils' progress and well-planned support for individual learners, has brought about rapid improvement, particularly in Key Stage 2.
- New approaches to teaching literacy were introduced in Years 1 and 2 last year. These have strengthened pupils' understanding of sounds and letters and their confidence to write independently and to read new words. Opportunities for pupils to write for extended periods of time are improving their skills. However, these ways of working have not been in place long enough to ensure that pupils reach standards at the end of Year 2 that are similar to those seen nationally.
- Disabled pupils and those with special educational needs make similar progress to other pupils. Their needs are accurately identified and staff are appropriately deployed to support them in lessons.

### The quality of teaching

### requires improvement

- Teaching is improving and some good teaching was seen during the inspection, particularly in the Early Years Foundation Stage and Key Stage 2. Staff are working together to bring about improvements but the most effective practice seen in some classes is not yet used consistently by everyone.
- Relationships are strong and additional support in classrooms ensures that all pupils are fully included in lessons. Although the accuracy of assessment has improved significantly, it is not used consistently to match work precisely to the needs of pupils. As a result, lessons do not always move learning on quickly enough.
- When teaching is most effective staff make regular checks on learning throughout the lesson and are quick to intervene when misunderstandings occur. Explicit explanations and clear demonstrations ensure that pupils understand what is expected of them and the use of precise questions by teachers consolidates new learning and challenges thinking. These approaches ensure that lessons move at a brisk pace and learning is good, but this practice is not yet evident in all classes.
- In some lessons pupils are too reliant on the teacher to tell them what to do next. This slows the pace of learning and prevents pupils from developing the skills they need to become successful, independent learners. Although staff mark work conscientiously, the comments they make are not always focused sufficiently on next steps in learning; therefore, pupils do not always understand what they need to do to improve.
- The teaching of reading has been strengthened by introducing a structured approach to the teaching of sounds and letters. This is accelerating progress because pupils have the skills they need to tackle new words. Pupils are gaining confidence in applying these skills in writing, but

improvements are not as rapid as in reading because teaching does not always focus precisely on the things pupils need to do to improve.

- Teaching in the Early Years Foundation Stage is consistently good. Staff are responsive to children's interests and, therefore, learners are interested and highly engaged. Assessment is used well to support learning and to encourage children to apply their developing skills independently. For example, after hearing the story of Red Riding Hood one child created his own 'wood' from recycled materials and wrote his own sentence about what he had done.

### **The behaviour and safety of pupils are good**

- Pupils show positive attitudes to their learning in lessons and are keen to get on with their work, although there is occasional, minor disruption when pupils have to wait too long for instructions from the teacher. They work effectively together when given opportunities to do so and in these situations show respect for others, respond appropriately to new ideas and provide helpful suggestions.
- New approaches used by teachers to promote good behaviour are working well and parents comment positively about the difference these have made. Staff agree that behaviour in school is good. School records show that good behaviour is now the norm.
- Pupils are very knowledgeable about e-safety and how to keep themselves safe and healthy through the events teachers plan and the work of visiting professionals. For example, a week-long topic on health and safety includes work on dental hygiene and healthy eating.
- Attendance has improved because of the determined action of leaders who draw well on the support provided by other services and agencies. Attendance is now average and the number of pupils who are regularly absent from school has reduced dramatically.
- Although pupils say there are occasional incidents of bullying they have confidence in staff to deal with these effectively.

### **The leadership and management are good**

- There is a strong and increasingly successful commitment from senior leaders and the governing body to improving progress and raising standards. The headteacher has the confidence of staff and has been instrumental in bringing about improvements since the last inspection. Her work is valued by parents who recognise the difference she is making and the positive relationships that exist in school.
- Partnerships with other schools and agencies are actively sought and embraced in order to drive forward improvements. Local authority officers have worked effectively with senior leaders to establish rigorous systems for tracking pupils' performance and to externally moderate school self-evaluation. As a result, leaders have taken decisive action to strengthen the accuracy and use of assessment and to implement new ways of working in order to strengthen the teaching of English and mathematics.
- Standards at the end of Key Stage 2 have risen significantly. Improvements in Key Stage 1 are less marked because teaching does not always focus precisely on the new skills pupils need to learn. However, leaders are using rigorous monitoring to precisely tailor support to the needs of individual staff in order to ensure that the most effective teaching approaches are extended to all classes. The new ways of teaching reading, writing and mathematics are improving pupils' confidence but have not been in place long enough to secure better standards by the end of Year 2.
- Leaders regularly meet with staff to evaluate the progress pupils are making and to identify those falling behind in their learning. As a result, well-planned support is put in place to get pupils quickly back on track.
- Pupil premium funding is being used well to ensure that disadvantaged pupils benefit from rich opportunities for learning within and beyond the classroom. Enhanced staffing is resulting in smaller teaching groups to ensure that pupils receive support that is tailored well to their needs.

For example, in Year 6 two teachers work together to teach mathematics and literacy. As a result, the progress of disadvantaged pupils is improving and they are reaching standards that are in line with others in the school.

- The curriculum provides good-quality opportunities for pupils to develop their spiritual, moral, social and cultural awareness. A wide array of after-school clubs is provided which reflect pupils' interests in sport, music and art. High priority is given to promoting pupils' social skills, sense of responsibility and understanding of citizenship. Pupils are rightly proud of the money they raise for local charities and the contribution they make to the local community through performances both in and out of school.

■ **The governance of the school:**

- Governors have a good understanding of the work of the school through regular visits. They hold staff accountable for the work that they do by asking challenging questions about the standards pupils reach. They monitor the school's finances carefully, in particular the way in which pupil premium funding is being used to support disadvantaged pupils. There are sensible plans in place to ensure that all members of the governing body receive the training they need to undertake their roles and responsibilities effectively.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108823
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	405196

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Majorie Thomas
<b>Headteacher</b>	Tracey Pizl
<b>Date of previous school inspection</b>	15 February 2011
<b>Telephone number</b>	0191 5536510
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