

Burstwick Community Primary School

Main Street, Burstwick, Hull, HU12 9EA

Inspection dates 21–22 May 2013

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

Summary of key findings for parents and pupils

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

- In all key stages pupils' progress varies throughout the school and basic skills in reading, writing and mathematics have not been taught securely. This has constrained achievement and not enough pupils are achieving the highest levels at the end of key stages.
- Teaching is improving but the pace of learning slows in some lessons and for some pupils, because teachers do not check pupils' progress sufficiently and adjust work so that it is always challenging.
- Pupils do not always know what they are expected to achieve in each lesson.
- Leadership and management require improvement because leaders are not monitoring the impact of the school's work, including the performance management of teachers, robustly enough.
- Subject leaders do not check sufficiently on how well pupils are achieving or use their expertise to improve teaching in the areas they are responsible for.
- Governors are not meeting their responsibilities to challenge leaders and drive the school's work forward.

The school has the following strengths

- In some lessons pupils make good progress and achieve well due to good teaching.
- Pupils' behaviour is good: they are friendly and polite. Staff ensure they are well-cared for.
- A wide range of clubs and after-school activities contribute to pupils' enjoyment of school life.
- The headteacher is giving a strong lead to improving the use of performance data and providing extra, targeted support to help pupils catch up in reading, writing and mathematics.
- Partnerships with parents are developing well: parents support the school's work to promote reading and firm links are developing between home and school.

Information about this inspection

- The inspector observed six lessons, taught by five teachers, and reading and writing support sessions taught by three teaching assistants. Two joint observations were undertaken with the headteacher. The inspector also observed an assembly and pupils' behaviour at playtimes.
- The inspector spoke to two groups of pupils about their learning in lessons and their safety in school. The inspector listened to some pupils reading.
- Meetings or discussions were held with: governors, including the Chair of the Governing Body; the headteacher; teachers and other staff; and a representative from the local authority.
- The inspector took account of the 15 responses to the online questionnaire (Parent View), and evaluated questionnaire responses from 21 school staff.
- A range of school documentation was examined including: documents about safeguarding; school improvement planning and self-evaluation; records of lesson monitoring and checks on pupils' work; and the minutes of meetings, including those of the governing body.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Gina White, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school and the numbers on roll have reduced since the last inspection. The school has four classes: one comprises of children in the Early Years Foundation Stage, one includes pupils in Key Stage 1 and two mixed-age classes for pupils in Key Stage 2.
- Almost all pupils are of White British origin. The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is an additional sum of money provided by the government to support children in the care of the local authority, those known to be eligible for free school meals and the children of military personnel.
- The proportion of pupils supported through school action is below average but the proportion of pupils supported at school action plus or who have a statement of special educational needs is higher than most schools nationally.
- The school meets the current government floor standards, which are the minimum levels expected for pupils' attainment and progress.
- The school is part of the South Holderness cluster of local primary schools and a secondary school who work together on curriculum events and staff training.

What does the school need to do to improve further?

- Improve the quality of teaching and raise standards of achievement by ensuring that:
 - all teachers have high expectations so that their pupils consistently make good or better progress and lessons flow at a brisk pace
 - teachers' planning in all subjects always makes it clear what each pupil is expected to achieve in each lesson
 - teachers and teaching assistants check pupils' progress during the lesson and adjust the work to ensure it is consistently challenging.
- Improve the leadership and management, and particularly governance of the school by:
 - ensuring leaders use information and data effectively to accurately evaluate the school's performance and implement plans that have specific actions and measurable targets for improvement
 - developing the role of subject leaders so that they are fully involved in gathering information about pupils' learning to identify strengths and weaknesses in pupils' progress and the quality of teaching
 - refining systems for managing teachers' performance by sharpening up targets for improvement and ensuring teachers receive regular feedback on them
 - developing the skills of the governing body to hold leaders to account and undertake their role in improving the school

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- From the time children enter the school their progress is uneven. This is because the quality of teaching varies; some groups of pupils, particularly the more able have not always achieved as well as they could at the end of Key Stage 1 and 2 in reading, writing and mathematics. The proportion of pupils who reach the highest levels is below average at both key stages.
- A sharper approach to using performance data, focused teaching and greater use of additional staff are beginning to meet pupils' needs in all classes. School data and pupils' work show that progress is starting to accelerate and standards are improving in basic skills but the school cannot show that this is the case across a wide range of subjects.
- Children in the Early Years Foundation Stage are achieving broadly in line with expectations for their age and stage of development. Children are making steady progress, for example, in carefully shaping letters and recognising an increasingly wider range of words. Some children, who are making swifter progress, are beginning to match letters and the sounds they make to accurately spell words.
- Pupils' attainment in Key Stage 1 in reading, writing and mathematics is broadly in line with the national average. Improvements in the teaching of early reading skills, together with intensive support for individuals in reading and mathematics, are enabling pupils to make faster progress in lessons. Pupils are developing confidence in their learning and understand the different sounds that letters make. Year 1 pupils are using strategies effectively to read unfamiliar words but sometimes rush without taking heed of punctuation.
- Attainment at Key Stage 2 is broadly in line with the national average in English and mathematics. Pupils' progress is steadily improving as a result of changes to the teaching of mathematics. More systematic teaching of calculation strategies and additional support and opportunities to practice are helping pupils to quickly develop speed and confidence.
- The school are making headway in developing writing, an area for improvement at the last inspection, and pupils, particularly boys, recognise they are quickly developing technical skills in response to the many opportunities to write and re-draft their work. Pupils' handwriting and presentation are steadily improving and pupils are soundly developing their understanding and use of grammar.
- Reading diaries show that pupils in all classes are regularly reading at home and school but some of the older pupils have limited experience in talking about books.
- Disabled pupils and those with special educational needs have not always achieved as well as their peers in the school. Additional support is helping pupils to steadily make up ground in reading and in mathematics and some pupils are making rapid progress.
- Pupils who are eligible for free school meals are learning well in response to the extra support they have received in English and mathematics since September. As a result the gap in progress with their peers in the school is closing.

The quality of teaching

requires improvement

- The quality of teaching is improving and some individual lessons are good, but its overall impact on pupils' learning and progress over time requires improvement.
- Most lessons start well. Teachers plan interesting activities, and small group work and paired activities encourage pupils to discuss and share ideas. Occasionally, teachers take too long to explain tasks to pupils and leave little time for pupils to complete them in the breadth and depth intended.
- In the best English and mathematics lessons no time is wasted, teachers' introductions are brief and explanations focused. Consequently, pupils settle quickly to tasks and understand exactly what they are expected to achieve. In smaller group work, teachers and teaching assistants regularly check pupils' progress and understanding and they intervene where needed to ensure

that all make rapid progress.

- School observations, and those the inspector made during the inspection, show that this good practice is not yet consistent. Pupils' learning and progress slows as some pupils are given exercises which repeat but do not stretch them and occasionally those who struggle to understand are left waiting too long. Pupils say that sometimes work is too easy and at other times it is too hard.
- Teachers do not consistently set out targets for pupils to achieve in lessons. Better practice involved clear written targets which Year 5 and 6 pupils used to structure their writing recounts.
- In many lessons, questioning is used effectively, for example, to encourage pupils to explain their calculations or draw out more reflective responses. Teachers demonstrated this very effectively with the youngest pupils, who started to explain the tiny differences they noticed in their sunflowers.
- Resources to support learning, particularly in mathematics, are generally good.
- Good practice is developing in marking and feedback to pupils in English and mathematics. Pupils are beginning to use assessment symbols to review their work and indicate where they need further support, and they are responding to teachers' comments by correcting spellings or practicing their writing.

The behaviour and safety of pupils are good

- Pupils' attitudes and behaviour are strengths of the school. Typically pupils are respectful to adults and each other, are keen to improve, and proud of their achievements. Pupils say teachers are kind, and they enjoy school. Their above average attendance, punctuality and enthusiastic participation in school life demonstrate this.
- Behaviour in lessons is good and well managed by teachers. Pupils understand and respond well to the school's behaviour rewards and sanctions and this is confirmed in data. Incidents of poor behaviour are reducing.
- Responsibilities for managing their own behaviour are taken seriously by pupils. At breaks and lunchtimes they play well together and play leaders ensure that equipment is taken out and collected in.
- Pupils say they feel extremely safe at school. They have a well-developed understanding of what constitutes bullying and say that it is rare and staff are quick to sort it out. Parents and carers who responded to the online survey and staff who completed the questionnaire agree that pupils feel safe and behave well in school.

The leadership and management requires improvement

- The headteacher ensures the school runs smoothly day-to-day. He is determined to improve the school and has been tenacious in managing changes to staffing while continuing to drive forward his vision for developing the school curriculum and developing teachers and leaders.
- Leaders are beginning to use assessment information securely: steps are in place to verify its accuracy and challenging targets are set for pupils across all year groups. Governors are kept informed.
- The schools use of information and data more broadly across all aspects of its work are underdeveloped. Consequently, leaders' view of how well the school is performing is inaccurate and school plans are not steering improvement quickly enough.
- Pupils are benefitting from the headteacher's decision to use additional temporary staff to provide intensive, highly focused teaching programmes. Pupils' confidence and progress is accelerating.
- Access to external training through national providers and the South Holderness cluster are helping to inform and develop teachers' practice.
- Systems for managing teachers' performance are in place but have not been used robustly since

the last inspection to build capacity and sustain improvements so that teaching is consistently good.

- Much time has been spent over the last two years to develop the curriculum but subject leaders are not being held to account sufficiently to provide robust and timely information on how well pupils are learning and achieving in their subjects and what more is required to raise standards.
- Pupils' spiritual, moral and social development is well nurtured. Pupils are developing a strong sense of moral and social responsibility, for example, in how they carry out their duties as play leaders. The school ensures they are developing an understanding and respect for other cultures.
- The local authority has provided effective support but has not challenged the school robustly to increase the pace of improvement. The authority responds to school leaders' requests to help the school. Some elements of support have been stronger than others. Specialist Early Years advice, brokered by the authority, has assisted the school in analysing its data and developing confidence in assessing children's progress. Training for the governing body has not helped them to undertake their responsibilities to challenge and hold leaders to account.

■ **The governance of the school:**

- Governors are supportive of the school and the headteacher's vision. They monitor the school's finances carefully and pupils' safety. The school's arrangements for safeguarding meet requirements. Arrangements for the headteacher's performance management appropriately involve external review. Governors know what is being done to tackle teacher underperformance but have a less detailed view about the development of good teachers and the impact this is having on pupils' learning. Governors are unsure what aspects of teaching are improving quickly; this is because the headteacher is not providing sufficient detail in reports and they are not asking challenging questions to hold him to account. Governors know what pupil-premium funding is being used for, but they do not monitor the impact it is having on closing gaps between the progress and attainment of pupils eligible for free school meals and their classmates. The governing body has undergone much recent change, new governors have joined but a number of vacancies remain unfilled.

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

Unique reference number	117838
Local authority	East Riding of Yorkshire
Inspection number	405725

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	135
Appropriate authority	The governing body
Chair	Andy Johnson
Headteacher	Paul Baker
Date of previous school inspection	14 June 2011
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