

# Burlington Junior School

Marton Road, Bridlington, East Riding of Yorkshire, YO16 7AQ

**Inspection dates** 4–5 July 2013

<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		Requires improvement	3
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 writing and mathematics, few pupils make better than expected progress during their time at the school.
- Over time, not enough pupils in Years 3 and 4 make good progress, especially in writing. There is an over reliance on these pupils 'catching up' further up the school.
- Some pupils who have special educational needs do not make good progress.
- The quality of teaching is not consistently good across the school. Teachers do not always provide work that is challenging enough to stretch all pupils, especially those who are more able.
- Across all subjects, marking does not consistently show pupils how they can improve their work.
- The curriculum does not provide pupils with sufficient opportunities to apply their writing skills. This limits their ability to make at least good progress over time.
- Pupils' attitudes to learning are not always good in lessons, especially when pupils are not fully involved or challenged in their learning.
- Leaders, including governors, do not monitor the impact of pupil premium funding closely enough. As a result, a high proportion of those eligible for additional support do not make good progress.
- Not all leaders, including governors, use information gathered about the quality of teaching rigorously to improve it quickly enough across all year groups.

### The school has the following strengths

- Due to the impact of recent actions by school leadership, the quality of teaching and the school's performance are starting to improve. An increasing proportion of pupils now make the expected rates of progress in all subjects, with performance in reading improving strongly.
- There are examples of good teaching across the school, particularly in reading, where achievement is now consistently good.
- Pupils benefit from a good range of additional opportunities that enrich the curriculum, especially in sport and music.
- Pupils whose circumstances make them vulnerable are very well cared for and feel safe in school.

## Information about this inspection

- The inspectors observed teaching and learning in 17 lessons. Two lessons were observed jointly with the headteacher. Inspectors heard some pupils in Years 3 and 5 read and observed some small group activities. They also examined examples of pupils' work across all classes.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors, parents and pupils.
- Inspectors took account of the 17 responses to the online survey (Parent View) and the 17 questionnaires from school staff.
- The inspectors examined school documents including those relating to pupils' attainment and progress, teachers' performance and safeguarding.

## Inspection team

Paul Plumridge, Lead inspector

Additional Inspector

Andrew Swallow

Additional Inspector

Sally Hicks

Additional Inspector

## Full report

### Information about this school

- This is a larger than average size junior school.
- The vast majority of pupils are White British. The proportions of those from minority ethnic groups and who speak English as an additional language are well below what is typical nationally.
- The proportion of pupils who have special educational needs supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school reports that there are no pupils who have a disability.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those from service families, is above average.
- The school has a very stable pupil population compared to that seen nationally, with only a small number of pupils starting or leaving at other than usual times.
- The school has a breakfast club on site, which is managed by the governing body.
- Year 6 pupils were not present on the first day of the inspection because they were visiting their next school as part of the transition process.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching to be consistently good or better and hence accelerate pupils' progress, especially in writing, mathematics and in Years 3 and 4, by ensuring all teachers:
  - hold high expectations of what pupils should achieve and hence plan lessons that consistently challenge pupils, especially the more able
  - provide stimulating and relevant activities that encourage pupils to have consistently positive attitudes to learning
  - make better use of assessment information to eliminate unnecessary repetition of tasks from previous lessons and avoid setting work which pupils find too easy
  - provide more time for all pupils to think for themselves, share ideas and be fully involved in their learning
  - plan more opportunities for pupils to apply their writing skills in subjects other than English
  - provide pupils with regular marking and feedback comments which show them how they can improve their work
  - ensure all pupils know exactly what skills they are expected to learn in order to be successful in lessons.
- Improve the quality of leadership, management and governance, so that it is consistently good and hence raise pupils' achievement, by:
  - ensuring the impact of pupil premium spending is closely monitored so that those pupils who are eligible for this funding make at least good progress
  - checking the impact of support provided for pupils who have special educational needs to ensure it is helping all these pupils to make at least good progress.
  - sharpening the arrangements to check the effectiveness of the school's work, especially the quality of teaching

- sharpening the focus and intended outcomes of current action plans to bring about faster rates of improvement
- consistently providing governors with the necessary information to enable them to hold school leaders fully accountable.

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

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## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. Too many pupils do not make good enough progress in Years 3 and 4. In addition, although performance improves further up the school, pupils still do not make good progress from their starting points in mathematics and particularly in writing during their time at the school.
- Standards are broadly average by the end of Year 6. The proportion of pupils making expected rates of progress has risen, particularly in the last year as a result of actions taken by leaders to improve the quality of teaching. However, overall achievement is not good as few pupils make above expected progress during their time at the school.
- Progress in writing is not good because some pupils are not always clear about what skills they are meant to be learning. This is because not all teachers use assessment information well enough to plan pupils' next steps in learning and their progress slows as a result, particularly in Years 3 and 4.
- Writing standards are not high enough as pupils do not have sufficient opportunities to practise their writing skills in subjects other than English. This results in their progress over time not being fast enough.
- In mathematics, pupils' progress is not fast enough in all classes due to the variability in the quality of teaching. Although they begin to catch up further up the school and generally make expected progress, few make above expected progress.
- Pupils' progress in reading is good across the school and standards have risen to above average. School leaders have successfully developed a consistent approach to the teaching of reading, with teachers and other adults supporting pupils well with this aspect of their learning.
- The pupil premium funding has been used to provide eligible pupils with additional support, both in and out of class but their progress is not good. In 2012, the gap in their attainment between this group of pupils and other groups, both in the school and nationally, was approximately one year and has not narrowed quickly enough. A key factor contributing towards this is that the impact of the additional support provided is not monitored closely enough.
- Too many pupils with special educational needs do not make good progress across the school. The support they receive is not checked thoroughly enough and, therefore, does not always fully meet their individual learning needs.

### The quality of teaching

### requires improvement

- Teaching requires improvement because not all teachers have high enough expectations of what pupils can achieve in individual lessons, especially in some classes lower down the school. As a result, tasks and resources are not always well matched to pupils' needs and progress is not good, particularly for those who are more able.
- Across all subjects, not all teachers provide pupils with regular marking comments that help them improve their work. Work in pupils' books highlights that even when the teacher's feedback does identify next steps; pupils are not consistently provided with enough time to address them.
- Pupils in a number of classes reported finding work too easy. This is because they often complete activities that have already been taught.
- In some lessons, teachers do not provide pupils with enough time to work independently and learn things for themselves. As a result, they do not have sufficient opportunities to consistently think for themselves, share ideas and complete enough work.
- Although no outstanding teaching was observed during the inspection, there were a number of examples of pupils making good progress in individual lessons with their work and teachers' marking reflecting a consistent and improving picture over time in these classes.
- The approach to the teaching of reading is consistent and effective throughout the school. The

books which pupils read are well matched to their individual needs. As a result, progress in reading is now consistently good across all year groups.

- In good lessons, teachers engage and challenge all pupils. Tasks are closely matched to individual needs and teachers question effectively. For example, in a Year 5 mathematics lesson, pupils were highly motivated in generating and solving their own division problems through a complex yet effectively taught method.

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

### **requires improvement**

- In nearly half the lessons observed during the inspection, pupils' attitudes towards learning required improvement. Although low-level disruption was rare in these lessons, pupils often lost focus, were passive in their approach to work and became distracted easily. This occurred when teaching did not sufficiently engage, motivate or challenge them.
- Pupils are consistently respectful and tolerant towards the views of others. They enjoy working collaboratively with their peers and when teachers provide opportunities for them to share ideas they are enthusiastic and participate well.
- Playtimes observed during the inspection were largely good-natured with pupils interacting well although the school's own records highlight a high number of incidents on the playground which are resolved on an individual basis.
- Relationships throughout the school are strong. Pupils are courteous and polite towards staff and one another. This reflects the largely harmonious, respectful school environment. Bullying is rare and pupils demonstrate a clear understanding of the different types, including cyber bullying. They are confident that any issues are always dealt with effectively.
- Attendance is average and represents an improving trend. The school's procedures and policies for raising attendance and punctuality are effective.
- Pupils, and particularly those whose circumstances make them vulnerable, feel safe and well cared for in school with one child reporting 'It is a nice place to be'. Pupils can actively suggest ways in which they can keep themselves safe including managing risks associated with the Internet.
- Parents and staff are largely positive about behaviour although a small number do raise concerns.

### **The leadership and management**

### **requires improvement**

- School leaders are highly committed to making improvements. Their actions are leading to improvements in the quality of teaching so that achievement is rising, especially in reading, where progress has accelerated quickly and is now good in all year groups. However, achievement still requires improvement in other subjects because leaders do not always thoroughly check the effectiveness of their work, particularly in writing and mathematics.
- School leaders have accurately identified which aspects the school must prioritise in order to improve the quality of teaching and overall outcomes for all groups of pupils. They have been successful recently in eradicating any inadequate teaching in the school. However, the school's action plans are not yet robust enough to guide school leaders to secure more rapid improvements. They sometimes lack focus and do not always identify measureable milestones that contribute towards overall improvement rates not been fast enough, particularly in writing and mathematics.
- Pupil premium funding, although targeted towards pupils who are eligible, is not sufficiently monitored and so school leaders do not successfully measure its impact. This results in achievement gaps not being narrowed quickly enough between these pupils and other groups in the school and somewhat restricts school leaders' ability to promote equality of opportunity for all pupils. However, the school is strongly and effectively committed to promoting good

relationships and tackling discrimination.

- The literacy curriculum is strong in reading but it does not provide all pupils with enough opportunities to practise their writing skills in subjects other than English. However, provision for information and communication technology has received significant investment recently, with pupils identifying this as a positive aspect of school life.
  - Pupils' social, moral and particularly cultural development are promoted well. Pupils enjoy a range of sporting and musical opportunities that enrich their experiences at school. An assembly observed during the inspection provided pupils with a good chance to show their musical talents, including through a large choir performance.
  - Leaders are robust in providing support to ensure that those pupils whose circumstances make them vulnerable are well cared for. Strong links with parents, carers and other agencies contributes significantly towards this.
  - Parents are largely positive about the school but there are a small number who have concerns about the standard of behaviour. Whilst the playtimes observed during the inspection were largely harmonious, some pupils state that behaviour is not always good. Staff questionnaires generally reflect positive views about the work of the school.
  - The local authority has accurately identified that the school needs considerable support in order to improve outcomes. However, the resources it has provided have not secured the necessary improvements quickly enough.
  - **The governance of the school:**
    - Governors, although supportive, are not always provided with precise information from school leaders about the quality of teaching and how well pupils are doing. Although they understand how the pupil premium funding is spent they are less clear about its subsequent impact on pupils' achievement. As a result, they do not hold leaders fully to account for pupils' outcomes. Governors ensure that all safeguarding requirements are met. They ensure that arrangements for pay increases to individual teachers are implemented appropriately but do not ensure teachers' appraisal targets are matched robustly enough to pupils' progress.
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## 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>	117832
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401697

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Norton
<b>Headteacher</b>	Cheryle Adams
<b>Date of previous school inspection</b>	16 June 2010
<b>Telephone number</b>	01262 674487
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