

Burton Pidsea Primary School

Church Street, Burton Pidsea, Hull, HU12 9AU

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- The progress that pupils make varies from year-to-year and between subjects. This means that achievement is not yet good.
- The quality of teaching is inconsistent across the school, so overall, it is not yet good.
- Assessment information is not used well enough to make sure that pupils receive work that fully challenges them and moves their learning forward.
- The support for disabled pupils and those who have special educational needs requires improvement because sometimes, these pupils wait for too long for their needs to be assessed and actions put in place.
- Over time, school leaders have not ensured that teaching and achievement improve at a faster rate.
- The quality of teaching has not been checked often enough. Training for staff is too infrequent and plans to improve teaching are vague.
- The governing body has not had sufficiently good information to challenge the school well enough on its performance. Governors do not yet have sufficient skills to interpret achievement data and ask challenging questions so that teaching and achievement improve quickly.

The school has the following strengths

- Pupils behave well in lessons and around the school. Bullying is rare and pupils feel safe and secure in school.
- There are signs of improvement in the Early Years Foundation Stage and in Year 1, where pupils are now making better progress than they did previously.
- The new headteacher has an accurate view of the school's performance and what needs to be done to improve. She has provided the governing body with better information, with which it can begin to hold the school more closely to account.

Information about this inspection

- The inspector observed six parts of lessons, taught by four staff, of which three were observed jointly with the headteacher.
- Meetings were held with the headteacher, other staff and members of the governing body. The inspector had a telephone conversation with a representative from the local authority. Pupils were spoken to in lessons and in the playground; pupils were also heard reading.
- The inspector analysed the 12 responses that had been submitted to the online questionnaire (Parent View).
- The inspector scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Burton Pidsea is smaller than the average-sized primary school, serving a rural population near the Holderness coastline.
- A below average proportion of pupils is eligible for the pupil premium (which provides additional funding for pupils in local authority care, pupils known to be eligible for free school meals and children from service families). However, only one pupil in the Year 6 group in 2013 was eligible for this funding.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- Most pupils are of White British heritage.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The present headteacher took up her post in September 2013, following a period of time when the school was without a full-time headteacher.

What does the school need to do to improve further?

- By July 2014, improve teaching and so raise achievement in all subjects so they both become at least good by:
 - using the information gathered in pupils' assessments to make sure that work challenges all abilities well
 - improving the advice that pupils receive on their work so that they are well aware of the next steps they need to take to improve it
 - improving questioning so that pupils of all abilities are challenged well
 - helping pupils to use and apply their mathematics skills through solving problems and real-life situations rather than spending long periods of time doing repetitive calculations.
- Immediately improve the support and therefore raise achievement for disabled pupils and those who have special educational needs by:
 - identifying those who have special educational needs earlier, and preferably no later than in Year 1.
 - ensuring that pupils' progress is measured carefully to make sure any interventions are successful
 - hearing pupils read more frequently in school and ensuring that their reading records identify precisely what they need to work on to improve their reading.
- By July 2014, improve leadership and management including governance so they become at least good by:
 - checking the quality of teaching more frequently and rigorously so that teachers take more responsibility for the progress pupils are making in their classes
 - putting in place a clear set of priorities for improving teaching and staff training so that teaching improves at a faster pace

- developing the role of senior leaders so that they have an important part to play in improving teaching across the school
 - improving the skills of the governing body so that governors are better able to challenge the school on matters relating to the pupil premium, the management of staff performance and pupils' achievement.
- 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

- Pupils enter the Nursery with skills and abilities that are appropriate for their age. The standards they reach by the end of Year 6 vary from year-to-year, but generally they are below average.
- Across the school, there is a mixed picture of achievement because of the small numbers of pupils in each year group and inconsistency in the quality of teaching across the school.
- The results of the 2013 tests for Year 6 showed that pupils had made good progress in reading, but not in writing and mathematics.
- Disabled pupils and those who have special educational needs generally make as much progress as their peers. However, there are some pupils who are not identified as having special educational needs quickly enough, which means that their needs are not promptly met, particularly in reading.
- Moreover, the progress disabled pupils and those who have special educational needs make when they are on intervention courses is not checked well enough to ensure they make maximum progress.
- The present Year 1 pupils have weak reading skills. This is because some turbulence in staffing resulted in these pupils not acquiring a good understanding of how letters correspond to sounds. The school has now improved the teaching of early reading; consequently, there are signs of improvement in these pupils' skills.
- The inspector looked at the progress of the current Year 6 and found that pupils are on track to make good progress in writing, but that they are falling slightly behind in reading and mathematics.
- In Year 5, however, there are signs that pupils are making good and occasionally outstanding progress in all subjects.
- In the Early Years Foundation Stage, children develop good habits of sharing, working together and good manners. Improved systems to track children's progress in reading, writing and mathematics are resulting in them making better progress in these areas of learning than in previous years.
- Very few pupils in each year are eligible for the pupil premium. This means that any comparison in attainment between these pupils and others is meaningless. The progress of different groups of pupils is tracked and this system has improved under the new headteacher, which means that the school is now promoting equal opportunities adequately.

The quality of teaching

requires improvement

- A key issue that is preventing the quality of teaching from rising to good is that teachers make little use of the assessment information they gather to ensure that the work they set for pupils matches their different abilities.
- Often, all pupils are given the same work to do, irrespective of their different ages and abilities. This means that some find the work too difficult and some, too easy. Pupils with the highest ability often are not challenged well enough in lessons.
- In mathematics, pupils spend long periods of time doing calculations. Sometimes they manage these calculations well, only to be given another batch of simpler calculations to do. This means that pupils are not learning how to use and apply their mathematics skills through problem solving or in real-life situations.
- When teachers mark pupils' work, their comments do not always give pupils clear advice on what it is they should do to improve. This means that pupils are sometimes unclear of the next steps they need to take in their learning. This is particularly evident in their writing work, where the most able pupils are not pushed to use more advanced vocabulary, a wider range of

punctuation and more complex sentence structures.

- Questioning is generally weak. Sometimes pupils are asked questions that are too simple and do not require them to think deeply.
- Those pupils who have fallen behind with their reading are sometimes not heard reading often enough by teachers or teaching assistants. The records of their reading do not identify what words they struggle with or what they need to do to improve.
- However, many pupils who have good reading skills are heard reading fairly often and do receive helpful comments on how they can make their reading even better.
- The teaching of early reading in Year 1 and the Early Years Foundation Stage has improved. In these lessons, pupils work well independently and in small groups and are well challenged. The teachers build in many opportunities for these pupils to develop their speaking skills in lessons.

The behaviour and safety of pupils are good

- Around the school and in lessons, pupils behave well and courteously towards one another and towards adults. They show good manners and play sensibly with one another in the playground.
- Pupils say they enjoy school, particularly the increased amount of sports they take part in. They say that bullying is rare, but when it does take place, it is dealt with well by staff.
- Pupils learn about how to stay safe when using the internet through assemblies. The inspector asked pupils challenging questions about online safety, which the pupils answered confidently and knowledgeably.
- Parents who responded to Parent View recorded their satisfaction with the standards of behaviour in school.
- Attendance is average, but is improving rapidly as a result of tighter regulations for pupils taking holidays during term time.
- Only occasionally when not closely supervised, for example in an assembly that was observed by the inspector, do pupils lose concentration and have to be reminded to behave well.
- The school grounds are very well kept and are free of hazards for pupils. A member of the governing body frequently inspects the grounds along with the site manager.

The leadership and management require improvement

- Over time, the quality of teaching and pupils' achievement have not been checked well or often enough. This means that pupils' progress has been erratic and has varied widely from year-to-year.
- Teachers have not been held closely enough to account for the progress their pupils make. Much of the data analysis has been undertaken by past headteachers, which means that teachers have not acquired the essential skills of analysing assessment information and deciding on how pupils can make the best possible progress.
- Training for staff to make sure their skills improve has not been rigorous. School development plans do not outline a clear set of priorities to improve teaching and train staff.
- Other senior leaders apart from the headteacher have not been able to develop their leadership skills to help them to play an important part in checking the quality of teaching and making sure that the school improved in the absence of a headteacher.
- The new headteacher has started to track pupils' progress more rigorously than before. She has a good understanding of the strengths and weaknesses in the school and, as a result, she has an accurate view of the school's performance.
- The curriculum is getting better but requires improvement because pupils' skills are overall not yet sufficiently good in reading, writing and mathematics when they leave the school.

Interventions for disabled pupils and those who have special educational needs are not checked well enough to ensure they are effective. There are some good aspects to the curriculum, such as a better emphasis on early reading in the Early Years Foundation Stage and Year 1.

- Pupils develop a good awareness of spiritual, moral, social and cultural issues across the curriculum, for example by studying about the Jewish faith in their topic work.
- Government sports funding is being used well to hire sports specialists to work with pupils, introducing them to sports such as lacrosse in Key Stage 2. This is having a long-term positive effect because staff are being trained to continue this work without specialists being present. The result is that pupils are now more aware of the need to lead healthy lifestyles and enjoy the increased variety of sports on offer in this small school.
- The local authority supplied the school with an interim headteacher so it ran smoothly from day-to-day before the new headteacher was appointed. However, this support was not sufficient to stop standards and the quality of teaching from declining.
- **The governance of the school:**
 - The governing body has not, over time, received good enough information from school leaders to ask challenging questions about the quality of teaching or pupils' achievement. The new headteacher has begun to address this issue, but much remains to be done to ensure that members of the governing body are in a position to support and challenge the school. The governing body has some understanding of how the pupil premium is being spent, but has not yet evaluated the impact of its spending. Moreover, the governing body has yet to understand fully the relationship between teachers' pay and the quality of their teaching.
 - Governors have good complementary skills that they are able to offer and have ensured that the school has a valuable place in the village community. Good links have been made with the local public house and church, with which charity events are organised.

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	117839
Local authority	East Riding of Yorkshire
Inspection number	427314

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	81
Appropriate authority	The governing body
Chair	Sue Pike
Headteacher	Jane Edmands
Date of previous school inspection	2 February 2011
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