

Burton-upon-Stather Primary School

Flixborough Road, Burton-upon-Stather, Scunthorpe, Lincolnshire , DN15 9HB

Inspection dates 5–6 December 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make at least expected progress and many make even better progress to reach above-average standards in reading, writing and mathematics.
- Standards have risen rapidly for over a year and current data show this trend of improvement is continuing at every key stage, helped by the now full complement of staff.
- The quality of teaching has improved. Most teaching is good and some is outstanding.
- Behaviour is good and pupils say they feel safe. Levels of attendance are above average and rising. This reflects pupils' enjoyment of school life.
- Pupils play an important part in creating a positive learning environment. They carry out the roles of play leaders and anti-bullying ambassadors with compassion and understanding.
- As a result of strong leadership, the school has continued to improve significantly during a period with many staffing changes. Senior leaders set clear direction. They are supported well and held to account by an effective governing body.
- The staff team are enthusiastic and committed. Senior leaders are successfully fostering the leadership skills of middle leaders.
- The curriculum has improved. Information and communication technology has been a major focus and is now used well to enhance pupils' learning across the curriculum.

It is not yet an outstanding school because

- There is still some teaching that requires improvement. In a few lessons, pupils lose interest and do not learn enough. At times, they become a little confused about what they are learning or find their work too easy or too hard.
- Teachers do not always receive clear enough guidance on how their teaching helps pupils learn in lessons and so school leaders have not been able to ensure that all teaching is consistently good.

Information about this inspection

- The inspectors observed 15 lessons and made several other short visits to lessons to observe teaching and learning.
- They scrutinised pupils' work, observed break times and listened to pupils read.
- Meetings were held with pupils, school staff, senior leaders, members of the governing body and a representative from the local authority.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 54 responses on the online questionnaire (Parent View) and analysed the school's own questionnaires. Twenty-seven parents made their views known to the inspectors during the inspection.
- Inspectors analysed responses from staff to the inspection questionnaire about the school.

Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- This is a broadly average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average. However, the proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium funding is below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' learning and progress.
- Most of the school's senior leaders and teaching staff have changed since the previous inspection. The current headteacher became the acting headteacher in January 2012 and was appointed as the substantive headteacher in June 2013.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - ensuring more pupils make better than expected progress in every class
 - matching more precisely learning activities to the needs of pupils and ensuring any misconceptions or misunderstandings are swiftly addressed
 - ensuring learning activities inspire pupils to try their very best
 - providing teachers with clearer guidance on how their teaching improves pupils' learning.

Inspection judgements

The achievement of pupils is good

- Most pupils start school with skills that are in line with those expected for their age. They get off to a good start to their learning in the Early Years Foundation Stage and continue to make good progress across Key Stages 1 and 2.
- Attainment is above average at the end of Key Stage 1 and Key Stage 2.
- Attainment initially dropped following the previous inspection, during a period with a significant number of staffing changes. However, attainment rose significantly from 2012 to 2013 in all subjects and continues to do so throughout the school.
- Many pupils in Key Stage 1 have a very thorough knowledge of letters and the sounds they make. Most pupils grow into confident, enthusiastic readers by the end of Key Stage 2.
- Regular practical and problem-solving activities which consolidate and extend pupils' numeracy skills help pupils achieve well in mathematics.
- The quality and content of pupils' written work have improved significantly because teachers have received good-quality training to help them improve their skills. Pupils' grammar, punctuation and spelling skills are particularly good.
- Different groups of pupils make the same good progress because leaders and staff do their best to give all pupils, whatever their circumstances, equal opportunities to be successful.
- Staff generally have high expectations of pupils and the most able pupils, in particular, are rising to the challenge. The proportion of pupils reaching the higher levels in writing, reading and mathematics has risen and is significantly greater than that found nationally.
- Most pupils who are known to be eligible for support through the additional pupil premium funding are starting to make better than expected progress, relative to their individual starting points. The school identified that pupils in receipt of the funding have very differing needs and provide support tailored to individual needs. Attainment levels among this group of pupils, including those known to be eligible for free school meals, are rising and their attainment is now significantly higher than that of similar pupils nationally. Although the attainment in English and mathematics of pupils known to be eligible for free school meals is lower than that of other pupils in the school, this gap is noticeably narrowing.
- Disabled pupils and those with special educational needs make good progress relative to their starting points, because of strong leadership and the well-organised provision. Several parents who made their views known to the inspectors said they very much appreciate the good-quality care provided and consider staff 'get to know each individual pupil very well'.

The quality of teaching is good

- The overall quality of teaching is good or better, although a small proportion still requires improvement.
- A scrutiny of work in pupils' books and the school's records of the checks made on pupils' progress indicate that the quality of teaching is typically good.
- Marking has improved and usually shows pupils what is good about a piece of work and how it can be improved further.
- A particular strength is the imaginative use of tablet computers, for example, to show pupils what they are going to do or for pupils to record their ideas as a prelude to writing.
- In lessons where many pupils make good progress, teachers have a clear view of what pupils already know and understand, and they ensure that every task builds on pupils' knowledge. Pupils are encouraged to work things out for themselves. Effective questioning stretches pupils in their thinking. Plenty of opportunities for pupils to work in groups and check how much progress they are making, help extend pupils' learning further.
- Pupils do particularly well when the theme of their work interests them and really captures their

imagination.

- In the Early Years Foundation Stage, during the inspection, children enjoyed many seasonal activities. They busily practised and improved their early writing and reading skills when they wrote postcards to Jack Frost, delivered parcels to different house numbers in Santa's sleigh, and investigated how ice changed as it melted and how they might slow down the process.
- In a Key Stage 1 lesson, pupils were fascinated to discover a 'crime scene' in their classroom. They enthusiastically recorded and wrote a newspaper report. Some pupils were so involved in their work that they continued discussing what may have happened during playtime and lunchtime.
- Pupils say they really enjoy reading. Older pupils maturely support younger ones as 'Reading Buddies' and access to electronic readers is helping boys, in particular, to read more widely.
- More opportunities to use practical equipment and to set the context of mathematics problems in 'real-life' situations are helping to accelerate pupils' progress in mathematics. The use of practical equipment helps pupils gain a clear understanding of mathematical concepts; they are then quickly able to extend their learning through more abstract calculations.
- Nevertheless, in a small minority of lessons, learning activities do not interest or engage pupils as much and the pupils do not do as well. Teachers do not always check what pupils understand well enough. As a result, pupils are faced with work that does not get the best out of them. Pupils sometimes become confused because of misconceptions or misunderstandings of which their teachers are unaware.

The behaviour and safety of pupils are good

- The behaviour of pupils is good; in some lessons, it is exceptionally good.
- Pupils are friendly and courteous and conduct themselves well, both in the classroom and around school.
- Pupils wear their new school uniform with pride and say they enjoy school. Attendance is rising and is higher than the national average.
- Pupils are keen to get on with their work in the classroom. They are motivated and enthusiastic learners. They generally try to work hard and persist with learning tasks, even during the small number of lessons when they find their work too difficult or not so inspiring.
- Pupils respond very well to the school's revised behaviour policy from a very early age. The school effectively promotes good behaviour through positive reinforcement. For example, children in the Early Years Foundation Stage were seen to be very proudly sticking smiles on their chart as a reward for good behaviour. Throughout the school, one pupil in each class wears a celebration tee-shirt with pride, in recognition of the particularly good example they set.
- Pupils support each other's learning well in groups and pairs.
- Some concerns were expressed on Parent View regarding the behaviour and safety of pupils, as well as some other aspects of the school's work. All these issues were thoroughly explored during the inspection. However, parents who made their views known to the inspectors and those responding to the school's own questionnaire presented a much more positive view of the school. The many pupils spoken with during the inspection said they feel safe in school. Pupils say they think behaviour is good, but not perfect. No evidence emerged during the inspection to indicate that the behaviour and safety of pupils are not typically good.
- Pupils have a very good awareness of the different types of bullying. The log of any bullying that occurs indicates that incidents are rare in school and pupils confirmed this was the case.
- Pupils have a particularly good awareness of cyberbullying and a clear view of how to keep themselves safe and avoid potential risks, for example when using the internet or social networking sites.

The leadership and management are good

- The determined leadership of the headteacher, senior leaders and governors, has been the driving force behind the marked improvements made following a period with a significant number of staffing changes.
- Senior leaders have a clear view of the school's strengths and areas in need of improvement. Plans for improvement are well thought out and focus on the right priorities.
- Senior leaders have gained the support of staff and governors alike. New staff have been successfully and quickly inducted into the school's procedures. All questionnaires received from staff during the inspection were completely positive.
- The school's procedures for checking pupils' progress are rigorous and help promote good rates of progress.
- Senior leaders accurately identify elements of stronger and weaker teaching when observing lessons and check agreed procedures are implemented by all. This has helped improve the quality and consistency of teaching. Nevertheless, a small proportion of teaching still requires improvement. This is because teachers do not always consistently receive clear enough guidance on how well their teaching is helping pupils learn in lessons.
- Improved subject leadership has resulted in improved achievement in all subjects. Senior leaders are successfully developing the leadership skills of staff, through additional coaching and training.
- The curriculum contributes well to pupils' academic achievement in mathematics, writing and reading.
- The curriculum supports pupils' spiritual, moral, social and cultural development well, for example, through their keen involvement in 'Fair Trade' projects and a pen-pal system with pupils in Sri Lanka.
- The new Primary School Sports funding is encouraging pupils, including those who tend to be more reluctant, to keep fit and active. For example, pupils enjoyed participating in a whole-school skipping event, when they were all given a skipping rope to take home. In addition, the funding is being used to improve the teaching of physical education through further training for teachers.
- The school is working hard to develop a positive partnership with all parents. Learning journeys on the school's website for each class and more regular parents' evenings and open afternoons are helping to keep parents better informed about their children's progress.
- The local authority provided a good level of support during the period with many staffing changes. The local authority considers the school has improved considerably and is confident the school's senior leaders and governors can maintain the pace of improvement with minimal support.
- **The governance of the school:**
 - Governors are very committed and supportive of the school. They also provide a good level of challenge and check that pupils benefit from new developments, such as expenditure on new information and communication technology equipment and the deployment of the pupil premium funding.
 - The governing body has a clear view of pupils' achievement and the effectiveness of the leadership of teaching and learning.
 - The school benefits from a wide range of professional expertise on the governing body, such as in the fields of education, finance, health and safety, management and safeguarding.
 - The governing body ensures that equality of opportunity is promoted well and that safeguarding procedures meet requirements.

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	117730
Local authority	North Lincolnshire
Inspection number	425806

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	200
Appropriate authority	The governing body
Chair	Helen Casey
Headteacher	Sarah Brown
Date of previous school inspection	19 October 2011
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