

Burnopfield Primary School

Front Street, Burnopfield, Newcastle-upon-Tyne, NE16 6PT

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's high ambition and formidable drive have led to a clear trend of often rapid improvement eliminating any weaknesses. Her passion and forward thinking is shared by all staff.
- A highly effective team of leaders and managers are clear about exactly what needs to be done to sustain the considerable gains already made in pupils' achievement.
- The good impact of teaching ensures that pupils achieve well overall, including those who are disadvantaged and the most able. At times, when the impact of teaching is outstanding, progress is rapid and achievement high.
- The behaviour of pupils is outstanding, their caring, tolerant attitudes reflect their excellent spiritual, moral, social and cultural development.
- Attendance is high and is much improved since the last inspection.
- Pupils report that they feel extremely safe because staff take such excellent care of them.
- The rich curriculum meets the wide range of pupils' needs exceptionally well. No opportunity is lost to add to their first-hand experiences, raise aspirations and boost their self-esteem.
- The effectiveness of the early years provision is good. Children in Nursery and Reception make good and sometimes rapid progress in acquiring essential skills in all areas of learning.
- The excellent leadership of teaching ensures that staff skills are continuously nurtured and advanced.
- A knowledgeable governing body is passionate about providing the highest quality of learning for pupils. They challenge and support the school in equally effective measure.

It is not yet an outstanding school because

- Rapid progress and the highest level of achievement are not yet fully sustained in Key Stage 1, especially in pupils' reading.
- Now and then, opportunities are missed to inspire and stretch the thinking of the most able pupils even more.

Information about this inspection

- The inspectors observed 23 lessons, including five paired observations and work scrutiny carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and undertook learning walks around the school in order to check the quality of what is provided for pupils.
- The inspectors spoke with pupils and had discussions with the headteacher, middle leaders, staff, governors and the local authority education development adviser.
- The inspectors also examined a range of documents including those related to safeguarding, the school's view of how well it is doing, the monitoring of staff performance, the school's improvement plan and records relating to pupils' progress and behaviour.
- The inspectors took account of 63 responses to the online questionnaire (Parent View), a letter to the inspection from a parent and 26 responses to the inspection questionnaire for staff.

Inspection team

Clive Petts, Lead inspector	Additional Inspector
Timothy Nelson	Additional Inspector
Paula Thompson	Additional Inspector

Full report

Information about this school

- This is a much larger than average sized primary school.
- Almost all of the pupils are of White British backgrounds. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Currently, there is a lower than average proportion of disadvantaged pupils eligible for pupil premium funding. This funding is for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The provision in the Early Years Nursery is part time.
- Burnopfield Day Care is a privately run day care facility located in the school, but is not managed by the governing body. It provides a breakfast club and after-school care each day for school pupils. This provision is subject to a separate inspection.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Accelerate pupils' progress even more, to make certain that more pupils reach higher levels in all subjects by the end of Year 2 by:
 - sharing the effective and imaginative methods that already exist in the school even more widely to get the very best out those most able pupils
 - ensuring that all activities constantly stretch the most able pupils' thinking and deepen their understanding
 - fully utilising every opportunity for pupils to practise and develop their reading skills.

Inspection judgements

The leadership and management are outstanding

- In the highly successful drive to improve, the headteacher, ably supported by the deputy and assistant headteacher, has been resolute in eliminating any weaknesses. Together with the effective middle leaders, they have a first-rate grasp of how to use checks of pupils' progress to direct their drive to sustain rapid progress and high achievement. The high levels of success achieved in the early years and Key Stage 2 are increasingly evident in Key Stage 1.
- Systems to check on the school's performance are rigorous. Senior leaders and governors are reflective and outward looking. Consequently, they have an accurate view of exactly what they need to do strengthen school performance even more. Actions are clear and their impact evaluated to ensure improvements are sustained.
- Teaching is led and managed exceptionally well. Checking on performance is good and leads to the skills and talents of staff being nurtured effectively, including those recently qualified staff. A sharp focus is maintained, matching staff development needs to individual training needs. The sharing of skills is not always fully exploited to capitalise on the many strengths in school.
- The management of teachers' performance is robust and effective, with frequent checks on learning quality. This is evident in the improvements in the quality of learning in Key Stage 1. There is no automatic salary progression. Consequently, teaching over time is constantly improving.
- Staff track pupils' progress closely and provide extra support if it is needed. They work tirelessly to make certain that all pupils have an equal chance to achieve at least well and gain success. Discrimination is not tolerated and the school is very successful at removing any barriers to pupils' learning. This includes for those pupils who are potentially vulnerable.
- The rich curriculum provides a plentiful variety of first-hand experiences. There is a strong emphasis on the development of essential literacy and numeracy skills, although opportunities are sometimes missed for younger children and pupils to develop their skills even further in other subjects. The pupils are effectively prepared for the next stage of their learning and life in modern Britain.
- The primary school sport funding is used highly successfully to extend the coaching skills of staff, boost participation rates and broaden pupils' sporting experiences. This includes maximising opportunities provided by local providers and clubs and through competitions to develop higher skills, such as in gymnastics, trampolining, netball and tennis.
- Parents are positively engaged and encouraged to play an active part in their children's learning and development. The cohesive approaches to childcare and school provision on the site show the school's high quality partnership-working with the local community and support agencies.
- Safeguarding arrangements meet requirements, with much best practice underpinning the high quality of care and support provided for children.
- The local authority makes a positive contribution to the school, based on an accurate view of school performance and presents challenge and support in equal measure.
- **The governance of the school:**
 - The strong governing body has an accurate insight of how well the school is performing. They review data and frequently check on the quality of teaching, learning and pupils' achievement and development. This includes checking on the effectiveness of the use of the pupil premium funding for the disadvantaged. Governors ask pertinent questions that challenge and hold senior leaders to account in positive ways. They ensure that performance management is effective in practice. The governing body plays a full part in leading and managing the strategic direction of the school.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils thoroughly enjoy coming to this happy, friendly and vibrant school. At the heart of the school's positive ethos is the high quality care and support afforded to pupils and their families. The statement in the corridor, 'children are born with wings, teachers help them fly', sums up the strength of the school's positive ethos.
- High expectations, extremely positive staff role models, crystal clear boundaries for their conduct and effective use of praise and encouragement all contribute to the pupils' excellent behaviour. Incidents of restlessness in classrooms are rare and do not have an impact upon the quality of learning. Pupils take great pride in their work and this is evident in the refined layout and presentation of their work in books.

- The happy atmosphere at social times and in corridors and classrooms reflects the tolerance and respect pupils show towards each other and to staff. Pupils are polite, helpful and considerate, a consequence of their outstanding spiritual, moral, social and cultural development.

Safety

- The school's work to keep pupils safe and secure is outstanding. All parents in their response to the online questionnaire felt that their children were happy and kept safe and secure. In discussions, pupils demonstrate that they are well informed about bullying in all of its forms. They report that any mean or unkind behaviour is tackled promptly and resolved by staff.
- Pupils are really knowledgeable about the dangers of cyber bullying and how to keep themselves safe and avoid risk. They are taught highly effectively how to recognise the risks and dangers in the world around them. Play is lively, but pupils are sensible and safety conscious. Pupils thrive on responsibility, such as acting as visitor guides at special school events.
- Pupils' attendance has improved steadily since the previous inspection and is now high. This is the result of highly effective routines for managing attendance.

The quality of teaching

is good

- Teaching is good, with aspects that are inspiring and exciting. Senior leaders have maintained a relentless focus upon improving the quality of teaching and classroom support over time. As a consequence, underperformance has been eradicated.
- Rich opportunities to learn fire up pupils' imagination, stretch their thinking and deepen their understanding. Learning is brought to life by using themes to link subjects in interesting and stimulating ways, for example, using a visit to Beamish Museum to motivate pupils to imagine the plight of child evacuees during the Second World War.
- When progress is rapid and achievement high, especially in Key Stage 2:
 - expectations are high and much is demanded of pupils from all starting points
 - tasks are carefully tailored to match abilities and are continuously adapted to meet individual needs
 - excellent relationships create a highly positive classroom atmosphere which enthuses pupils to learn
 - skilful questioning continuously checks on and tests pupils' thinking, thus strengthening their knowledge and understanding and identifying any misunderstandings.
- When rates of progress are a little variable now and then and achievement requires a boost:
 - the challenge presented to pupils' thinking, especially that of the most able, is occasionally uneven, because tasks are not matched closely enough to their ability
 - now and then the essential spark to add to the level of interest and provoke thinking is lacking
 - questioning does not always follow pupils' thinking closely, checking on and testing their understanding and addressing any misconceptions.
- Teaching of reading and writing is effective. When achievement is highest, such as in writing, inspirational methods capture the imagination of pupils of all abilities. For example, in a literacy lesson pupils were totally engrossed watching and listening to two film trailers identifying the key features of short, compelling clips. Fun, practical methods, such as designing and making a small vehicle, helped older pupils to analyse and resolve problems, ensuring that they learned exceptionally well.
- In Key Stage 1, this variety is not always evident and pupils become less enthusiastic about their work. Teachers do not always provide enough opportunities for pupils to practise their essential skills.
- Mathematics is also taught effectively, based on good subject knowledge which ensures that pupils have a firm basis of skills to use when they are challenged to solve problems.
- Teachers mark work frequently and accurately, making sure that pupils are aware of how well they have done against their targets and how they can improve. Regular opportunities are provided for pupils to assess the quality of their own work, correct their mistakes and eliminate any misunderstandings.

The achievement of pupils

is good

- Pupils achieve well because they are eager and keen to learn. Overall progress is good and continually rising, reflecting the constantly improving teaching.
- In Key Stage 2, progress is rapid and achievement high in reading, writing and mathematics. Standards in

all subjects are consistently high by the end of Year 6. High proportions of pupils exceed what is expected of them. Concerted action taken to improve the accuracy and quality of writing and mathematics has led to the use of more inspiring methods, which present tasks and activities in more interesting and thought-provoking ways. Inspection evidence reveals that currently, older pupils are on course to achieve similar high standards in all subjects by the end of Year 6.

- Progress in Key Stage 1 is good and accelerating, leading to a trend of higher achievement by the end of Year 2. Phonics (letters and their sounds) are taught effectively. In the 2014 national tests, the proportion of pupils reaching the expected standard in the Year 1 screening check on phonics was above the national average. Those who fail quickly catch up. Attainment at the end of Year 2 is rising and is currently a little above average in all subjects
- Overall by the time they leave Year 6, the most able pupils make good and sometimes rapid progress. This is reflected in the increasing proportions of the most able pupils reaching the higher levels in writing and mathematics. This progress is not yet consistent in all years, because at times these pupils are not sufficiently challenged. In the Year 2 assessments, the proportion reaching the higher Level 3 was below average, especially in reading. Senior leaders have responded decisively to address the causes, ensuring that activities challenge and stretch the skills and thinking of the most able even more, although the impact on attainment is not yet fully seen.
- Disabled pupils and those with special educational needs achieve as well as their classmates do. This is because their individual needs are understood exceptionally well by staff and their learning carefully thought out and managed.
- The school closes the gaps in attainment between non-disadvantaged and disadvantaged pupils successfully, both within school and with others pupils nationally. These pupils make good progress. The gaps in attainment compared with other pupils in school of over one term in reading, writing and mathematics at the end of Year 2, are eliminated by the end of Year 6. In the 2014 national tests at the end of Year 6, there were no gaps in standards in all subjects for these pupils, either with their classmates or with all pupils nationally.
- The school works hard to promote a love and an enjoyment of reading. Teaching is good, although opportunities for younger pupils to practise and extend their reading are not always exploited fully. Nevertheless, at age six, pupils' reading fluency is developing well, although the accuracy of making sense of tricky words, even for the most able pupils, is sometimes a little imprecise. Older pupils discuss their choice of books and authors enthusiastically. They show great enthusiasm when explaining how they use their reading as a resource for their own imaginative extended writing.

The early years provision

is good

- Most children enter the Nursery with skills lower than are typical, especially in speech, language and physical development. A few have limited pre-school experience. Nevertheless, all children make a flying start, settling into classroom routines in the warm, happy and caring atmosphere.
- Children make good and sometimes outstanding progress, developing a wide range of skills in the Nursery and Reception. This includes disabled children, those with special needs and the most able and talented. Children who arrive with well-developed skills thrive in the interesting environments.
- Overall good progress is made, developing children's confidence in using their skills to make sense of new words by blending letters and sounds together. However, now and then, opportunities are missed to practise early reading even more, whether in or outdoors. Children start Year 1 with the skills that they need to continue to make good progress.
- Teaching is good. Staff ensure that children are cared for well and kept safe. Children very quickly learn to behave well, they take turns, share equipment and join in discussions with a partner or a small group. Although confidence is developed really well, from time to time not all opportunities are maximised to develop initiative and independence even further.
- Adults check children's progress and development frequently making highly effective use of new technology to record observations of their achievements. Assessments are detailed and accurate and inform activity-planning effectively. This ensures that all areas of learning are developed well.
- Excellent day-to-day management and astute leadership in both the Nursery and Reception ensure that children steadily and continuously add to their skills, knowledge and understanding.

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	114035
Local authority	Durham
Inspection number	448751

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	321
Appropriate authority	The governing body
Chair	Katrina Haigh
Headteacher	Sarah Taylor
Date of previous school inspection	27 January 2010
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