

# Burstwick Community Primary School

Main Street, Burstwick, Hull, HU12 9EA

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Pupils make good progress from their starting points and leave the school with standards that are above those expected for their age.
- Teaching is good. Teachers make sure that activities engage pupils' interests so that they want to learn.
- Less-able pupils make very good progress and they are supported well.
- The early years provision is a strength of the school. Children are highly engaged in learning owing to the outstanding environment both inside and outside. Teaching in the early years is good and often outstanding.
- Behaviour is good. Pupils have good relationships and are proud of their school.
- Pupils say they feel safe. Leaders and managers make sure the school environment is safe for them and that they know how to keep themselves safe.
- Leaders and managers have improved the quality of teaching in the school in a short space of time.
- The new headteacher and governors have a clear view of the strengths and weaknesses of the school. They know what they need to do to continue to improve.
- Pupils achieve well in sporting activities and good use of the additional sport funding has enhanced this further.

### It is not yet an outstanding school because

- Not all teachers plan work or adapt teaching so that the most-able pupils can reach their full potential.
- The new marking scheme is not used effectively enough to promote better learning.
- Teachers do not have enough opportunities to share good and outstanding practice in school and with other local schools to improve the quality of their own teaching.
- Leaders and managers are not following the correct procedures for responding to and recording written complaints received from parents. It is not always clear whether a complaint has been fully resolved.

## Information about this inspection

- The inspector observed a number of lessons and attended an assembly. Lessons in all year groups in a range of subjects were observed. Some of these lessons were observed jointly with the headteacher. The inspector listened to pupils read in Year 2 and Year 6.
- The inspector observed pupils' behaviour around school as well as in lessons, at lunchtimes and at different break times. The inspector took these opportunities to speak to a number of pupils. The inspector also took into account the views of staff, pupils and parents when considering behaviour.
- The 15 parental responses to the online questionnaire, Parent View, were considered. The inspector also took into account the views of parents from discussions and from the school's own questionnaires, together with the views of staff from the Ofsted staff questionnaire.
- Discussions were held with senior leaders, governors and representatives of the local authority.
- School documents were examined. These included information about pupils' progress, the school's self-evaluation and improvement plans, and information about the work of the governing body. The work in pupils' books and on display, together with records relating to the quality of teaching, staff performance management, behaviour, attendance and safeguarding, were also scrutinised.

## Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Burstwick Community Primary School is smaller than the average-sized primary school.
- Most of the pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of disadvantaged pupils is below the national average. These are pupils who are known to be eligible for free school meals and those who are looked after by the local authority. They are supported by the pupil premium funding.
- The older children in the early years provision attend on a full-time basis, with younger children attending on a part-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher has been in post since September 2014 and is also headteacher at Paull Primary School.
- The management structure in the school means there are senior leaders but no middle leaders.
- The school is part of the South Holderness cluster of local primary schools and a secondary school. Leaders and managers work with these schools and Paull Primary School on a regular basis.

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

- Improve the quality of teaching and raise standards further by ensuring that teachers:
  - plan work and adapt teaching during lessons for the most-able pupils so that they can reach their full potential
  - use the new marking scheme more effectively to promote pupils' learning and understanding better
  - have more opportunities to share good and outstanding practice in school and with other schools.
- Improve leadership and management, including governance, by ensuring that the correct procedures are followed when responding to written parental concerns, and that any actions taken and discussions held are logged.

## Inspection judgements

### The leadership and management are good

- The headteacher and governors have, in a short space of time, created effective systems and procedures which have improved the quality of teaching and learning across the school. Their evaluation of the strengths and weaknesses in the school is accurate and helps them prioritise their actions.
- One of the areas they initially focused on was the early years. The improvement in the early years is significant. Children now benefit from an outstanding environment and good interaction with adults.
- Although there has been, and still is, some disruption to staffing, leaders and managers have taken appropriate steps to support staff new to the school and those who need help to maintain the quality of their teaching.
- Senior leaders work well with the headteacher to implement the performance management systems which monitor the quality of teaching and the rate of learning across the school. Regular lesson observations, scrutiny of pupils' work and analysis of data ensure that any dips in learning are addressed quickly.
- Teachers, teaching assistants and student teachers comment on how well they are supported in continuing their own professional development. Leaders and managers work very effectively with other schools in the locality. However, at the moment there are not enough opportunities for the sharing of good and outstanding practice between schools to support further improvement.
- Leaders and managers ensure that pupils are well prepared for the next stage in their education. They are also well prepared academically and visits to their new schools help them settle in quickly.
- Leaders and managers make excellent use of the pupil premium funding. Very effective individual support means that the needs of these pupils are met very well.
- Pupils excel in and are very proud of their sporting achievements. Good use of the additional sport funding has enhanced sporting achievement and pupils' well-being through the contributions of specialist teachers.
- Leaders and managers work well in the community locally and nationally. They share extensive grounds with the local community and good relations are fostered.
- Leaders and managers ensure that the curriculum engages pupils and prepares them well for life in modern Britain. Participation in events such as Rock Challenge (a performing arts event) supports the development of pupils' confidence and social skills.
- The development of pupils' social, moral, spiritual and cultural development is good. Behaviour logs clearly note how bullying is dealt with and how all parties are involved in resolving any disputes. Pupils learn about British values through assemblies and through personal, social and health education lessons. Religious education lessons, different sponsorship events and whole-school themes help pupils learn about different cultures in Britain and around the world.
- Pupils have the opportunity to gain an understanding and knowledge of others with different beliefs and cultures. Pupils speak eloquently of how they treat everyone with respect, regardless of their dress code or physical attributes. Leaders and managers ensure that the promotion of equality of opportunity is something all adults and pupils are aware of, both during and outside of the school day. Any apparent discrimination is tackled immediately.
- The local authority has supported the school very well. It has helped improve the quality of teaching by evaluating lessons and scrutinising pupils' work. The local authority recognises that the school is now in a position where it does not require the same level of support.
- Parents who spoke to the inspector and who responded to Parent View consider that any issues or concerns they have are dealt with well. They note that all staff, but in particular the headteacher, are very approachable and they feel comfortable that any concerns they have will be taken seriously. Parents and the headteacher comment that this means that most concerns are dealt with and resolved on an informal basis. Leaders and managers always ensure that a written response is sent to any parents who write in with concerns. However, these responses do not always make it clear what course of action has been taken and so there is the potential for misunderstanding.
- The school's arrangements for safeguarding pupils meet statutory requirements. Governors complete termly safeguarding audits to help keep pupils safe, and ensure that all required training and policies are up to date. Leaders and managers make sure the grounds are safe and have changed routines to ensure the safety of pupils as they enter and leave the school. Parents are confident that their child is safe in school.
- **The governance of the school:**
  - Governors know their school well. They have recently undertaken reviews and training which have enabled them to be more effective. They are able to gain an accurate view through their analysis of information about pupils' progress, the standards they reach and teachers' performance. They challenge

well and having a clear understanding of information regarding pupils' performance.

- Governors are highly involved in improving the quality of teaching. They work extremely well with the local authority and the headteacher to support weaker teachers and to reward good teachers. They know how the pupil premium and sport funding is spent, and are proud of the impact this funding has had on the achievement of pupils in the school.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Relationships are very good. Pupils demonstrate great respect and politeness to all.
- Pupils take on responsibility, such as the role of school councillors, well and with confidence. They look after their school environment and the resources within it very well. As pupils move around the school, they do so in an orderly manner.
- Parents, pupils and staff all comment that the behaviour of pupils is good and has recently improved.
- With attitudes to learning that are enthusiastic, pupils are eager to participate in lessons. Occasionally, some call out in lessons and assemblies instead of waiting for the right time to respond.
- Pupils' attendance has dipped slightly owing to the non-attendance of a very small number of pupils. However, over time attendance is at least in line with or above national averages. Numbers of exclusions are extremely small.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe.
- Pupils are aware of how to keep themselves safe when using the internet and the importance of this.
- Pupils are made aware of how to keep themselves safe in other situations, such as when crossing the road.
- Those moving to secondary schools are well prepared. They receive training on how to keep themselves safe, such as through Bus Wise training, in case they need to take a bus to school.
- Pupils consider that bullying is rare and that they can speak to any adult who will quickly resolve any issues. Parents also confirm the good handling of any behavioural incidents. They consider that their children are safe and well cared for in school.

## The quality of teaching is good

- Teachers ensure that activities engage pupils and make them want to learn. In mathematic lessons, pupils' eagerly tackle problems using algebra, such as while trying to solve a murder mystery.
- Teachers make sure the needs of less-able pupils are met very well. In literacy lessons, less-able pupils study the same topic as others, but are supported with pictures and writing frames to help support their developing writing skills.
- In English lessons, teachers adapt their questioning skilfully to make sure that learning is not slowed by any misunderstanding. Teachers adapt and clarify their questions quickly to make sure that pupils understand what they are expected to learn.
- Teachers remind pupils across all subjects that they must remember to maintain high levels of writing skills. This teaching supports the good and outstanding progress pupils make in writing.
- Pupils are given the opportunity to take part in a number of sporting activities which promotes their well-being very effectively. Their achievement in sporting events has been tremendous, such as becoming top of the league in the local football tournament.
- Teaching assistants provide high quality support pupils who need extra help. Although they support pupils of all abilities, their support particularly helps the progress that less able pupils make.
- Pupils are encouraged to read frequently and the good teaching of phonics (the sounds letters make) helps pupils become confident readers and more willing to tackle complex vocabulary.
- The most-able pupils do not always reach their full potential as their needs are not always planned for and they complete the same work as slightly less able pupils. Some teachers move the most-able pupils on to harder work during lessons, but not all do this.
- All teachers mark pupils' work consistently. However, they have not implemented the new marking

strategy so that they can improve learning effectively. Strategies, such as peer review and noting next steps in learning, are not yet supporting better learning.

### **The achievement of pupils** is good

- Pupils make good progress in the early years and Key Stage 1. They reach standards that are at, or just below, those expected for their age by the end of Key Stage 1.
- By the time they leave school in Year 6, standards in mathematics are at a level that is expected for pupils of their age. However, in 2014 standards reached in reading and writing exceeded levels that other pupils of the same age reach nationally. The number of pupils in July 2014 reaching the higher Level 5 at the end of Key Stage 2 in reading and writing exceeded that of other pupils nationally.
- The progress pupils are making towards these end-of-year goals in reading, writing and mathematics this academic year is good.
- The progress pupils make in writing in all year groups is a strength of the school. Younger, and particularly the less-able, pupils make outstanding progress in writing. Pupils are given the opportunity to write frequently and at length.
- Levels of attainment that pupils reach in mathematics are as expected for their age and the progress they make is good across the school.
- Pupils read often and enjoy a range of texts. They are encouraged to read with adults on a daily basis. A well-stocked library helps engage pupils' interest in reading and supports the good progress they make.
- Some small groups of pupils did not make the progress in the first term of the academic year 2014. However, teachers' support and a focus on the needs of these pupils have addressed any issues and their progress is now good.
- Disadvantaged pupils reach levels of attainment in reading, writing and mathematics that are generally higher than those of other pupils in the school and other pupils nationally. The progress they make is also often better than others in the school and nationally. Therefore, at the end of Key Stage 2, they exceed standards reached by their peer group and other pupils nationally by two terms.
- Although disabled pupils and those who have special educational needs have lower levels of attainment than other pupils in school, they make good and often outstanding progress. They receive highly individualised teaching and support which enables this progress.
- The most-able pupils do not always achieve as well as they could do, particularly in mathematics. Planning and activities do not always identify how they can be taught to reach their full potential.

### **The early years provision** is good

- Children make good progress from their starting points to reach standards by the start of Year 1 that are a little lower than typically expected for children of their age. However, the progress of children currently in the early years is much better than in previous years in all areas of learning. This means they are more than ready to start Year 1.
- When children start in the early years, most have skills below those typical for their age, especially in reading and writing. They make outstanding progress in writing and most are reaching standards that are above those expected.
- Teaching in the early years is good and frequently outstanding. Adults ensure that their interactions with children are of high quality, so that learning is taking place all the time and at a level that meets the needs of all the children.
- Leadership in the early years is good and leaders ensure that children's safety is a priority. Staff provide children with an outstanding environment in which to learn. This environment keeps children highly engaged in learning and stimulates their imagination very well. A 'mud kitchen' and 'bug hotel' enhance the outside environment and problem-solving skills are well developed inside in all areas, including in the well-stocked design and technology area.
- Children make good use of different forms of information and communication technology. They use computers confidently to make rosettes and the interactive whiteboard to play games.
- Behaviour and relationships are good. Children play well together and are well engaged in lessons.
- Parents are well informed about how their child is getting on at school. A home visit and visits to school before they start help children settle in quickly. Parents are invited to regular 'stay and play' sessions, as well as receiving comprehensive information about their child's progress. Children's writing books allow

them to share what they have been doing at home with the staff in school.

## 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>	117838
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462270

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Johnson
<b>Headteacher</b>	Paul Rowe
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	01964 623411
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