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19 November 2015

Mrs Alison Beckett  
Headteacher  
Burlington Junior School  
33 Marton Road  
Bridlington  
East Riding of Yorkshire  
YO16 7AQ

Dear Mrs Beckett

### **Requires improvement: monitoring inspection visit to Burlington Junior School**

Following my visit to your school on 20 October 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection, the school was also judged to require improvement.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.

### **Evidence**

During the inspection, I held meetings with you, other senior leaders, the governing body and a representative of the local authority to discuss the actions taken since the last inspection. I evaluated the school improvement plan and reviewed the school's records of pupils' progress. During the inspection I visited all classes, with the exception of Year 4, who were on an educational visit, scrutinised writing and mathematics books and met with middle leaders.

## **Context**

Since the last inspection, a new deputy headteacher has joined the school and a member of staff on maternity leave has returned.

## **Main findings**

School leaders and governors have not taken effective action to tackle the areas requiring improvement quickly enough. There is a lack of urgency to break the cycle of underachievement across Key Stage 2. The instability in leadership, and the hesitancy to identify and address improvements needed to improve the quality of teaching, mean the school has not moved forward sufficiently since the last inspection.

The significant improvement in Year 6 outcomes in 2015 reflects stronger teaching for those pupils and a wide range of interventions to plug gaps in learning. However, this hides the slow rate of progress made by the rest of the school, particularly Year 5. Tracking systems show that there has been significant underachievement in writing and mathematics over a long period of time in Years 3, 4 and 5 that has not been identified and tackled quickly enough. Therefore, the school is now in a similar position to last year with resources targeted in Year 6 to ensure pupils 'catch up'.

Actions, identified by the school improvement plan, focus on monitoring teaching and learning and on collating and analysing assessment information each half term. However, there is no underlying plan of how the quality of teaching will be improved to ensure that rates of progress increase. Middle leaders are now more involved in monitoring the quality of teaching, learning and assessment, but have not acted fast enough to address underachievement or improve the quality of provision in their subject areas.

Leaders are overgenerous in their assessment of the quality of teaching. Senior leaders state that teaching in the majority of classes is good or better, and middle leaders find that teaching is consistently good or better across year groups. This picture does not accurately reflect the internal progress data or the evidence seen in pupils' workbooks. Therefore, weaker teaching has not been identified or tackled. Securing the accuracy of judgements on teaching and learning, and taking steps to measurably improve teaching quality are matters of urgency, if leaders are to successfully support teachers in improving outcomes for all pupils.

The continued use of books from July to September has enabled teachers to have a clearer picture of what pupils are capable of and ensure continuity. However, leaders are not checking closely enough that standards are maintained and built upon. For example, a child who entered her new class in September writing in pen at length, with joined neat handwriting, is now writing shorter pieces in pencil and has stopped joining her letters. This had not been addressed by the teacher or by leaders who regularly monitor books.

Scrutiny of mathematics books showed that targets set by teachers are often too low and not reviewed often enough for progress to move on quickly. In Year 3, one third of the pupils still had the target of learning their two times tables, and the most-able pupils were targeted to learn their three times tables. Systems are now in place to support the learning of basic skills, but they are not being implemented quickly enough or with a sense of urgency.

Governors are well informed by the school of the issues, and work hard to support the headteacher. However, they have not made the links between the disparity of the quality of teaching and the in-house information which is presented to them. They know what the school is planning to do, but are not checking that actions taken previously have had sufficient impact.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has brokered support from a local outstanding school. However, the local authority has not challenged the disparity between the progress information and the teaching outcomes. In this regard, its support has not been helpful. It recognises the need to support the school further to improve progress urgently.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Janet Lunn  
**Her Majesty's Inspector**