

Inspection of a good school: Burstwick Community Primary School

Main Street, Burstwick, Hull, HU12 9EA

Inspection dates:

15 and 16 July 2021

Outcome

Burstwick Community Primary School continues to be a good school.

However, inspectors have some concerns that one or more areas may be declining, as set out below.

What is it like to attend this school?

Burstwick lives out its name through its core values: 'Believe, unique, resilient, safe, tolerant, worthy, independent, creative, kind-hearted'. These values are evident throughout school. Leaders have created a school that supports pupils to become well developed, responsible and respectful members of the wider community.

Most pupils feel safe at this school. Pupils from key stages 1 and 2 were able to talk with confidence about how staff keep them safe. Pupils discussed how they have been taught to keep themselves safe outside of school too. Pupils say that bullying does not happen very often. However, there have been occasions in the past where this has happened. Most pupils behave well and are polite and respectful. Nevertheless, there are occasions when pupils are not so focused and settled in class and at breaktimes.

Parents speak highly of the school. They express gratitude at the support they have received during the COVID-19 (coronavirus) pandemic.

Pupils in all classes spoke enthusiastically about reading, especially whole-class reading sessions. Older pupils make links between what they are reading in their class novel and their learning in other subjects. All pupils spoken with shared a love of reading. However, pupils in the early years and key stage 1 do not make a strong enough start when learning to read.

What does the school do well and what does it need to do better?

The mathematics curriculum is organised well. Long-term plans set out the key knowledge and skills that pupils should learn in a logical sequence, building to clear end points. There is some variability in how well teachers teach the curriculum plans for mathematics. Teachers do not always check that pupils' prior learning is secure before

moving on. Misconceptions are not reliably identified or addressed. This hampers pupils' progress.

Early reading is a priority. Leaders have recently reviewed and rewritten their early reading curriculum and phonics policy. Leaders have thought carefully about how to deliver phonics teaching and how to sequence learning so that this leads to ambitious end points. However, staff have not yet received training in the delivery of this approach. Currently, phonics is not delivered with fidelity to one approach. Some techniques used distract pupils from learning to read. This prevents pupils from learning to crack the phonics code so that they can catch up quickly and keep up.

Pupils learn a broad range of subjects. In some subjects, such as music, leaders have established an ambitious curriculum. Training and resources have been provided to support staff in delivering well-structured lessons. As a result, pupils develop their ability to play instruments and perform songs well. However, pupils struggle to recall the musical vocabulary that is outlined on the school's curriculum plan for them to learn. They cannot talk confidently about how they play instruments and how they make different sounds. Leaders have arranged for further training for staff to help them understand the vocabulary associated with music so this can be addressed.

Other subjects are at an earlier stage of development. Leaders have identified how pupils should build knowledge over time. However, due to COVID-19, leaders and governors have had less opportunity to check the effectiveness of the delivery of the curriculum. Leaders know this needs to happen so they have a clear picture of how the wider curriculum is implemented and how this is reflected in pupils' understanding.

Leaders and staff understand that personal, social, health and economic (PSHE) education is an important part of pupils' development. The PSHE curriculum is well sequenced and ambitious. Strong links are made to pupils' wider development. These relate directly to the needs of this school community. Leaders have responded to the increased emotional fragility which they have seen as pupils returned to school full time in March 2021. They have increased their focus on aspects of the PSHE curriculum in order to further support pupils with mental well-being, emotional resilience and attachment.

Pupils with special educational needs and/or disabilities (SEND) receive carefully considered intervention and support. The special educational needs and/or disabilities coordinator (SENCo) is working with subject leaders to ensure that curriculum planning meets the needs of all pupils, including those with SEND.

Leaders and governors place a high priority on supporting all staff. For example, staff told inspectors that the recent revisions to some school policies have had a positive impact on their workload. Occasionally there are last-minute changes made to staffing, which can cause concern. However, all staff who spoke with inspectors during the inspection felt that leaders consider their well-being. They feel well supported.

In discussion with the headteacher, Inspectors agreed that the implementation and impact of the curriculum, including the teaching of early reading and phonics and the

delivery of the wider curriculum, may usefully serve as areas of focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Burstwick has a strong culture of safeguarding. Leaders have embedded clear safeguarding processes. All pupils and staff know that 'it could happen here', which is the Burstwick safeguarding strapline. Leaders have strong systems for raising and following up concerns. They liaise regularly with external agencies, including the local authority. Staff talk with confidence about their safeguarding practice. They know how to keep pupils safe and they understand their local context well. Pupils are able to talk with confidence about how leaders in school keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a carefully sequenced curriculum to support pupils with early reading. All staff need training in the chosen phonics approach so that they can deliver this with consistency. Leaders must ensure that the teaching of early reading and phonics supports pupils in becoming confident, accurate readers.
- The wider curriculum clearly sets out what pupils should learn and in what order. However, staff are not always delivering the curriculum as planned. Subject leaders should support staff to deliver learning that is carefully sequenced and well planned so that pupils are able to know more, do more and remember more from the early years onwards.
- Teachers' assessment of what pupils have learned is not always accurate. This means that teachers do not have a precise enough picture of what pupils know, can do and can remember in each subject. Leaders should ensure that assessment processes are carried out with care and precision. This will ensure that pupils are able to build on their prior knowledge to reach ambitious end points.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6 and 7 May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117838
Local authority	East Riding of Yorkshire
Inspection number	10183962
Type of school	Primary school
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair of governing body	Andy Johnson
Headteacher	Ian Cutts
Website	www.burstwickprimaryschool.co.uk
Date of previous inspection	6–7 May 2015

Information about this school

- Burstwick Community Primary School is smaller than the average-sized primary school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the mathematics and early years leader, the SENCo and a range of staff and pupils. Inspectors spoke with members of the governing body and a representative of the local authority.
- Inspectors looked closely at the quality of education in early reading, mathematics, music and PSHE. This involved speaking with leaders, pupils and staff, visiting lessons, listening to pupils read and reviewing samples of pupils' work.
- To evaluate the effectiveness of the safeguarding arrangements in the school, inspectors spoke to members of staff and pupils. The lead inspector met with the designated safeguarding lead to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and

supports pupils at risk of harm. Inspectors also spoke with a range of pupils and staff to evaluate the school's safeguarding culture.

- The views of staff were considered from conversations and 13 responses to Ofsted's online staff survey.
- An inspector spoke to some parents at the start of the inspection. The 28 responses to Ofsted Parent View were taken into account.

Inspection team

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

Tim Scargill-Knight

Her Majesty's Inspector

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