

Inspection of Burstwick Community Primary School

Main Street, Burstwick, Hull HU12 9EA

Inspection dates: 28 and 29 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

You are greeted with a smile from staff and pupils when you step into Burstwick Community Primary School. This is a school where values are woven into everything. When pupils first arrive in the early years, they are supported and encouraged to be kind-hearted, curious and respectful. One pupil told an inspector, 'this school is amazing, everyone is kind'.

Pupils do not worry about bullying. On the rare occasions it does happen, pupils feel supported. They know staff are quick to act and help. Sanctions and rewards linked to pupils' behaviour are well understood by pupils and consistently applied by staff. The vast majority of pupils behave in a calm and respectful manner.

Staff take their safeguarding responsibilities seriously. They do all they can to ensure that pupils are safe and cared for effectively. Staff check in with pupils in daily circle times to see how pupils feel and discuss any worries they may have. If concerns are raised in these sessions, staff respond swiftly to help pupils.

There are a variety of extra opportunities to stimulate and meet the interests of pupils. These range from sporting activities to science, technology, engineering and mathematics trips where pupils meet local employers and work with pupils from other schools.

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

Leaders have developed a curriculum that is broad, ambitious and well thought through. Subject leaders are reflective. The strong curriculum plans in art, reading and science are being refined and improved further. This includes linking curriculum content with other subjects, such as ensuring mathematical thinking is covered in sufficient depth to allow the use of data in science. The reading leader has introduced more non-fiction books for pupils to read. Pupils have the opportunity to read books in an area which they are linked to, such as the garden or on the school field.

Reading is a prominent feature across the school. Leaders have provided appropriate training so that all staff teach reading in the same way. This ensures that phonics starts as soon as pupils arrive at school, with staff highlighting the correct sounds to the youngest of pupils. Pupils can segment and blend words they find difficult without being prompted.

Some subject areas are not as well developed. Leaders know this and have dedicated time in the future to planning and reviewing the delivery of the curriculum in wider subject areas.

Leaders support staff to develop their subject knowledge. Leaders and staff engage regularly with other schools and the local authority. Professional development is planned and chosen based on the clear rationale that it will benefit staff and the pupils. An example is using assessment to inform teacher decisions and curriculum planning. Inspectors observed this benefiting pupils during the inspection. Pupils could recall and describe what they had learned previously with confidence.

Teachers are skilled at identifying pupils who may have special educational needs and/or disabilities (SEND). Pupils with SEND follow the same curriculum as their peers. Appropriate information is shared with staff to support pupils with SEND. Specialist advice is given to teachers for pupils who have education, health and care (EHC) plans. These pupils are well supported. However, in some cases, the targets outlined in pupils' EHC plans are not closely linked to the information teachers receive to help plan and adapt lessons effectively.

Leaders have high expectations for behaviour. These expectations are clear from Nursery to Year 6. If pupils misbehave, leaders support staff and work with pupils to address the causes of misbehaviour.

Opportunities to promote pupils' social, moral, spiritual and cultural development across the curriculum are explored in depth. Staff use these opportunities to support pupils to make informed decisions about staying healthy and safe. The school's values of 'believe, unique, resilient, safe, tolerant, worthy, independent, creative and kind-hearted' are interspersed throughout the personal, social and health education curriculum.

Governors offer support and challenge to leaders and staff in equal measure. They work hand in hand with the headteacher to support staff well-being and workload. Staff feel valued and supported by the headteacher and the governing body.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead plans and delivers regular safeguarding training to staff. As a result, staff are vigilant to any potential concerns. Staff know what to do if they have concerns about a pupil.

Leaders have a detailed understanding of the area the school serves. They engage with external agencies to ensure that they support pupil safety in school and in the community.

Leaders ensure that all staff are subject to the appropriate pre-employment checks. Leaders are trained in safer recruitment. Governors provide effective oversight of safeguarding policies and procedures including safer recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very few instances, the information outlined in EHC plans is not linked closely enough to the support plans that staff are given. This means staff may not be able to plan appropriately to meet the needs of pupils. Leaders should ensure that the pupil support plans teachers receive are accurately linked to the EHC plans for each pupil. This will help support teachers to know how best to support children with their education.
- Curriculum plans across the school identify the important knowledge pupils should know inside out. However, leaders are at different stages of reviewing and amending plans to ensure that they are as effective as they can be. Curriculum leaders should ensure that plans are reviewed and implemented swiftly so that appropriate guidance and training can be given to staff, ensuring any amendments to the curriculum are understood and implemented effectively.

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 information from Ofsted Parent View 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.

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	10213302
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair of governing body	Andrew Johnson
Headteacher	Ian Cutts
Website	www.burstwickprimaryschool.co.uk
Date of previous inspection	15 and 16 July 2021, under section 8 of the Education Act 2005

Information about this school

- Burstwick Community Primary School is smaller than an average-size primary school.
- The school does not make use of an alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, senior teachers and governors. They also met with a representative from the local authority.
- Inspectors carried out deep dives in reading, science, art and physical education. These involved meeting with subject leaders, visiting lessons, looking at pupils' work and talking to pupils and staff.
- The lead inspector met with the designated safeguarding lead and reviewed the single central record and safeguarding records. The inspector talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school. The lead inspector discussed safeguarding with the governors.

- Information regarding pupils' attendance and behaviour was scrutinised.
- The inspection team spoke to staff about behaviour and their workload in the school. The responses to Ofsted's surveys for pupils, staff and parents were also considered.

Inspection team

Richard Jones, lead inspector

Her Majesty's Inspector

Suzette Garland-Grimes

Ofsted Inspector

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