

# Inspection of a good school: Burnside Primary School

Northumbrian Road, Cramlington, Northumberland NE23 1XZ

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Inspection dates:

14 and 15 February 2023

## Outcome

Burnside Primary School continues to be a good school.

## What is it like to attend this school?

Friendly, happy pupils typify Burnside Primary. Pupils show respect for their friends and their teachers. Relationships are warm and trusting. Good manners and courtesy are commonplace. Teachers expect great things from pupils. Pupils expect great things from themselves and each other. They strive to succeed.

Pupils' behaviour is good. They aim to achieve the 'golden ticket' as reward for their hard work and good behaviour. Pupils trust their teachers to sort out behaviour issues, including bullying. They know that if they speak out about any injustice or unfairness in school, adults will take them seriously. Pupils learn that even a small change can make a difference.

Pupils appreciate the range of enrichment activities and resources. These include the first-aid hut, the reading cabin, the wildlife area and outdoor learning hut. Pupils are caring and outward looking. They choose three charities to support each year. There is a strong focus on developing pupils' good mental health and emotional well-being. For example, pupils can use the 'wellness room' to chat to the mental health leader if needed. They enjoy making pledges, which are displayed on the 'promise tree'. They learn how to recognise, and communicate, their emotions.

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

Leaders have worked hard to devise an exciting curriculum. The content for most subjects is designed to build in logical order from the early years to Year 6. Pupils can make connections between their new learning and what they already know. For example, in geography, pupils can link the causes and effects of earthquakes and volcanoes. They speak with enthusiasm about their learning. In mathematics, pupils use and apply their mathematical knowledge to solve problems.

In most subjects, leaders have identified the most important knowledge that pupils need to know at each stage. For example, children in the Reception Year develop early mapping

skills effectively by following footstep trails outside. This prepares them well for their future learning in key stage 1. Yet, in subjects such as history, the important knowledge that pupils need to know is not identified clearly. Pupils find it difficult to recall their prior learning.

Teachers use daily checks and termly assessments to gauge pupils' understanding and their grasp of new learning. They use this information to inform pupils' next steps. Sometimes, teachers find assessment of learning difficult when the main learning is not precisely identified.

Leaders are committed to making sure that all pupils become fluent and confident readers. Leaders often check the quality of phonics teaching. They support teachers to make prompt improvements when needed. Daily phonics lessons are systematic and follow the same structure across classes. Teachers receive regular training. Pupils quickly develop a love of reading. Pupil 'reading leaders' support and supervise reading activities in the reading cabin. Most pupils become skilled and confident readers before the end of key stage 1. Pupils who need extra help receive swift and effective support.

Teachers plan lessons that grab pupils' attention. Teachers meet the needs of pupils with special educational needs and/or disabilities (SEND) well. All pupils have access to the same curriculum. Leaders aim to make sure that no-one misses out. The special educational needs coordinator ensures that teachers share information about pupils with SEND effectively with colleagues. This supports pupils with SEND to make a smooth transition from one class to another, to other schools and secondary school.

Leaders provide a range of opportunities to support and enhance pupils' wider development. Pupils can learn to play a musical instrument. They visit places of worship, historical sites, or local museums. They enjoy the chance to hold one of many roles of responsibility available to them. These include school councillors, eco-warriors, art ambassadors and digital leaders. Pupils celebrate different religious festivals and learn about different cultures. They are well prepared for life in modern Britain.

Governors support leaders in their commitment to providing the best for pupils. They often check the effectiveness of any new initiatives, such as those in reading and mathematics.

Staff display high morale and good teamwork. Leaders encourage and support staff. They show consideration for their mental and physical well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders' commitment to keeping all pupils safe is unwavering. Leaders draw on the expertise of the local authority and training from an external consultant. Staff receive regular and timely safeguarding training. All adults know the signs of an emerging concern. Leaders provide immediate help and support for pupils and families. This includes signposting to other safeguarding partners or agencies.

Staff know the safeguarding risks in the locality. Pupils learn how to stay safe in and out of school. They know about online risks, road safety and stranger danger. Pupils also know about the dangers of being near water, including when ponds are frozen.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, leaders have not clearly identified the essential knowledge that pupils need to know and remember. The main ideas that link substantive knowledge together in these subjects lack clarity. This means that pupils find it tricky to make connections in their learning and teachers cannot accurately assess what pupils know. Leaders should ensure that teachers identify the exact knowledge that they want pupils to learn and that teachers use this to teach pupils and assess their learning.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2012.

## **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.

## **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

<b>Unique reference number</b>	122266
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10226988
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	423
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tony Caddies-Green
<b>Headteacher</b>	Jane Ramsay
<b>Website</b>	<a href="http://www.burnsideprimary.co.uk">www.burnsideprimary.co.uk</a>
<b>Date of previous inspection</b>	8 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Meetings were held with the headteacher, deputy headteacher, senior leaders, the special educational needs coordinator, curriculum leaders and other school staff.
- The inspector met three members of the local governing body, including the chair. The inspector also met with the school improvement partner from Northumberland local authority.
- The inspector carried out deep dives in these subjects: reading, geography and mathematics.
- For each deep dive, the inspector discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to teachers and teaching assistants, spoke to pupils and looked at samples of pupils' work.

- The inspector listened to a range of pupils read from different year groups.
- The inspector looked at curriculum plans and spoke to leaders about other curriculum subjects.
- The inspector observed pupils' behaviour during lesson visits, at breaktime and at lunchtime. He spoke to pupils about their views of behaviour. A group of pupils gave the inspector a tour of the school.
- The inspector looked at the single central register of recruitment and vetting checks. He spoke to leaders, teachers, governors and pupils about safeguarding.
- The views of parents who responded to Ofsted Parent View were considered, including all written comments.
- The inspector met with staff to discuss their well-being and workload. The inspector considered the responses and comments from Ofsted's staff survey.

### **Inspection team**

Phil Scott, lead inspector

Ofsted Inspector

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