

Inspection of Burlington CofE School

School Road, Kirkby-in-Furness, Cumbria LA17 7UH

Inspection dates: 22 and 23 June 2023

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?

Pupils are kind, polite and happy. They thrive in the nurturing environment that leaders have established at the school. This includes the Reception class, where most children are well prepared for the demands of Year 1.

Pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high expectations that leaders have of their conduct and achievement. Pupils behave well and achieve highly. They are well prepared for secondary school.

Pupils enjoy raising money for local charities, which helps them to become active citizens. They celebrate each other's achievements, for example when they perform at the school talent show. Leaders ensure that pupils have a wide range of opportunities to develop their interests through activities such as art club, eco club and a variety of sports clubs.

Leaders ensure that pupils benefit from trips that enhance their learning of the curriculum. For example, pupils said that they learned about limestone landscapes during a visit to Ingleton and about the Romans during a trip to Hadrian's Wall.

Pupils enjoy the positive relationships that they have with staff. Leaders deal effectively with any cases of bullying that may occur. This helps pupils to feel safe.

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

Leaders have high aspirations for all pupils, including those with SEND. They have designed an ambitious curriculum that emphasises the key knowledge that pupils should learn across a broad range of subjects. Most pupils, including children in the early years, are well prepared for the next stage of their education.

Overall, leaders have ensured that teachers receive the training they need to deliver the curriculum well. In a small number of subjects, on occasion, some teachers do not design learning that helps pupils to develop the depth of knowledge that they should. As a result, some pupils are not sufficiently well prepared for the next stage of their learning.

Teachers use their strong subject knowledge to make regular checks on what pupils know and remember. They use this information well to quickly address any gaps or misconceptions that pupils may have. As a result, most pupils build on their knowledge and understanding over time. Children in the early years benefit from the positive interactions that they have with staff. This makes a strong contribution to the development of children's communication and language skills.

Leaders have prioritised reading. They ensure that pupils begin to learn to read as soon as they join the Reception class. The books that pupils read are well matched

to the sounds that they learn. This helps most pupils to become confident and fluent readers. Pupils readily recall the themes from the books that they have read. This helps pupils to develop their wider understanding of the world.

Staff design activities that help most pupils who are at the early stages of learning to read to develop their phonic knowledge securely. On occasion, some of the activities that staff design do not help some pupils to routinely build their phonic knowledge. When this happens, some pupils develop gaps in their knowledge and do not sound and blend as accurately as they should.

Leaders accurately identify the needs of pupils with SEND. They ensure that staff receive the training they need to support these pupils successfully so that they learn well alongside their peers.

Pupils demonstrate positive attitudes to their learning. Low-level disruption is rare. Teachers deal appropriately with any incidents that occur so that pupils learn without interruption. Most pupils attend school regularly.

The experiences that leaders make available contribute significantly to pupils' wider development. For example, pupils enjoy craft and relaxation activities that support their mental health. They learn how to cook nutritious meals from locally sourced food, including from the school allotment. As a result, pupils develop into confident and resilient young people. Pupils also learn about other cultures and faiths. They are respectful of the differences that exist between people.

Governors hold leaders fully accountable for the quality of education at the school. Staff value the support that they receive from leaders regarding their workload and well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. They make sure that staff receive regular and up-to-date safeguarding training. This enables staff to quickly identify any pupils who may be at risk of harm. Leaders respond diligently to any concerns that staff raise about a pupil's welfare.

Leaders work closely with other agencies when necessary. This helps to ensure that vulnerable pupils and their families receive timely and appropriate support.

Pupils know how to keep themselves safe. This includes how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, some of the activities that staff design do not help some pupils to routinely build on their phonic knowledge over time. When this happens, some pupils do not sound and blend as accurately as they should. Leaders should ensure that staff receive the support they need to help these pupils develop a secure knowledge of letters and sounds so that they become confident and fluent readers.
- In a small number of subjects, some teachers do not design learning that helps pupils to develop a sufficient depth of understanding of the curriculum. This means that some pupils are not fully prepared for new learning. Leaders should ensure that teachers receive the support that they need to deliver the curriculum consistently well.

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

Unique reference number	112281
Local authority	Westmorland and Furness
Inspection number	10240114
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair of governing body	Pam Anderson
Headteacher	Sarah Powell
Website	www.burlingtonschool.org.uk
Date of previous inspection	13 October 2021, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England School. The last section 48 inspection, for schools of a religious character, took place in September 2019. The school is part of the Diocese of Carlisle.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics and history. They discussed the curriculum with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils.
- The inspectors met with the headteacher and other leaders.

- The inspectors held meetings with the director of education of the diocese, a representative of the local authority and with members of the local governing body, including the chair of governors.
- The inspectors met with leaders to discuss reading, SEND, the curriculum, pupils' behaviour and attendance, and the provision for pupils' personal development.
- The inspectors considered responses to Ofsted Parent View, including the free-text comments. They took account of the responses from staff to Ofsted's online survey and gathered the views of staff and pupils throughout the inspection. There were no responses to Ofsted's online survey for pupils.
- To inspect safeguarding, the inspectors met with leaders, staff and pupils. They checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.
- The inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. The inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- The inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector	His Majesty's Inspector
Debbie Withey	Ofsted Inspector

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