

## INSPECTION REPORT

### **BURLINGTON JUNIOR SCHOOL**

Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 117832

Headteacher: Mr Terry O'Reilly

Reporting inspector: Mr Paul Evans  
20737

Dates of inspection: 4<sup>th</sup> – 5<sup>th</sup> November 2002

Inspection number: 247815

Short inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Marton Road Bridlington
Postcode:	YO16 7AQ
Telephone number:	01262 674487
Fax number:	01252 608652
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Angela Norton
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Burlington Junior School is a large junior school situated in Bridlington on the east coast of Yorkshire. It provides education for 314 pupils aged 7 to 11 years, 160 boys and 154 girls. The proportion of pupils identified as being eligible for free school meals is broadly in line with the national average, as is the proportion on the school's register of special educational needs. However, the proportion of pupils who have a Statement of Special Educational Need is above the national average. There is a higher than average number of pupils for whom English is an additional language, although none of these pupils are in the early stages of learning English and are truly bilingual. The majority of pupils who attend the school live within the catchment area, which is made up of private, local authority and some social housing, although some do travel from various parts of Bridlington. Areas of the catchment are rated in the lowest quartile nationally and in the lowest 10 per cent locally in the index of deprivation. Pupils' attainment on entry to the school is in line with expectations for their age.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of Burlington Junior School is excellent. The overall quality of teaching is very good. The school promotes excellent personal development, and relationships between pupils, and between pupils and their teachers, are also excellent. Pupils' attitudes to school are excellent. This promotes the above average standards achieved by pupils when they leave the school. The school provides an excellent range of extra-curricular activities, visits and visitors to the school, which contributes to pupils' learning. The leadership and management of the school are excellent.

Considering its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, the school provides very good value for money.

#### **What the school does well**

- The leadership and management of the school provide excellent vision and an extremely high level of educational direction.
- The richness and depth of experiences provided by the very good curricular and excellent extra-curricular provision raise the self-esteem and self-confidence of pupils', thus promoting their skills as independent learners.
- The level of care that the school offers to all its pupils is excellent.

#### **What could be improved**

- Burlington Junior School has no significant weaknesses.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1997, when concerns were raised about the quality of teaching in Year 5 and pupils' Individual Education Plans. An intensive programme for the monitoring of teaching was introduced and this has led to consistently very good teaching throughout the school. Pupils' Individual Education Plans are now very good and issues raised at the last inspection with regard to these plans have been addressed. Overall, the school has made very good improvement since the last inspection. In addition, it has improved standards in information and communication technology and maintained high standards in the arts, gymnastic and music. Standards have also been improved in English, mathematics and science at the end of Year 6. Throughout the school, the shared commitment to improvement and the capacity to succeed are excellent.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	D	B	C	A
Mathematics	B	C	B	A
Science	B	C	B	A

  

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2002 national tests for 11-year-olds the school's results were above average in mathematics and science, and average in English. This shows an improvement in mathematics and science from 2001, when the school's results were average in both subjects. Standards in English have fallen slightly from above average in 2001 to average in 2002. However, the school's results have improved in English from 2000, when standards were below average. Although standards fell slightly in 2001 in mathematics and science, they have risen in 2002 to the above-average standards achieved in 2000.

In 2002 the school's results in national tests were well above the average for similar schools in all three subjects. Inspection evidence supports the above, and sometimes well above average standards that the school achieves in national tests. Standards in physical education, art and design and music are well above national expectations at the end of Year 6. The school sets realistic and challenging targets and has excellent strategies for achieving them. Pupils with special educational needs and those for whom English is an additional language, make the same progress as their classmates.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. All pupils enjoy attending school and have very positive attitudes to their work.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour both in and out of classrooms was excellent.
Personal development and relationships	Excellent. The relationships between pupils, and between pupils and their teachers, are excellent. Pupils undertake the responsibilities offered to them with great enthusiasm.
Attendance	Satisfactory. Attendance is in line with the national average.

Pupils learn to understand the behaviour expected of them by all school staff. They acquire good manners and are welcoming and helpful to all visitors. They show great enthusiasm when undertaking responsibilities and develop excellent relationships between themselves and with their teachers.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During a short inspection few lessons are observed. Overall judgements are based not only on teaching seen in lessons but also on evidence gained from looking at pupils' past work. Twelve lessons were seen during the inspection; the quality of teaching in one lesson was excellent; teaching was very good in four and good in two. In the remaining five lessons the length of observation was too short to make an overall judgement on the quality of teaching. Teachers plan lessons very well and have very high expectations of pupils' presentation of their work. Marking is regular and is used very well to guide pupils on how to improve their work. Pupils are very willing learners, and because of the very good teaching, the quality of learning throughout the school is very good.

The school's strategies for teaching literacy are good and those for the teaching of numeracy are very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The statutory curriculum is fully in place and is enhanced by an excellent range of extra-curricular activities, visits and visitors to the school.
Provision for pupils with special educational needs	Excellent. The school's provision for pupils with special educational needs is very good. The support given to these pupils by teachers and teaching assistants is very good.
Provision for pupils with English as an additional language	The school has pupils for whom English is not their native language, but none of these pupils are in the early stages of learning English and all are truly bilingual.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Excellent overall. Provision for pupils' spiritual, social and cultural development is excellent. Their moral development is very good.
How well the school cares for its pupils	Excellent. Procedures for monitoring and promoting good behaviour and supporting pupils' personal development are excellent.

The partnership between the school and parents is very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent clear educational direction for the school.
How well the governors fulfil their responsibilities	Excellent. The governing body have an excellent understanding of the strengths and weaknesses of the school and play their full part in shaping the direction of the school.
The school's evaluation of its performance	Excellent. The school has very high-level targets for the achievement of all its pupils. The procedures for evaluating its performance and for modifying its actions to ensure that these targets are met are excellent.
The strategic use of resources	Excellent. The school fully ensures that all resources available are used appropriately and effectively.

The headteacher's excellent vision for the educational direction of the school is fully supported by all staff. There is an exceptionally strong relationship between the headteacher and the deputy headteacher. All staff fully accept the responsibilities they are given, knowing that support is always available to them. The outstanding team work between all members of the school staff is a strength of the school. The application of the principles of best value is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The range of extra-curricular activities offered by the school</li> <li>• The high expectations that the school has for their children</li> <li>• The fact that they are comfortable to approach the school with any questions or concerns</li> <li>• The leadership and management of the school</li> <li>• The fact their children like attending school</li> <li>• They feel that the quality of teaching in the school is good</li> <li>• The fact that the school helps their children to become mature and responsible</li> <li>• The good progress that their children make in school</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children receive</li> <li>• The information that they receive about their children's progress</li> <li>• They feel that the school could work more closely with parents</li> </ul>

Inspection evidence supports the positive views of the parents who completed the questionnaire and attended the meeting. The school makes good use of homework, which is appropriate to the age of children and increases through the school. The school's links with parents are very good and the information given to them about their children's progress is also very good. In these areas inspection evidence does not support the contrary views of a small minority of parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The leadership and management of the school provide excellent vision and an extremely high level of educational direction for the school.**

1. The highly dedicated headteacher provides excellent educational direction and vision for the school. This is well documented and very clear to all. All staff are encouraged to accept responsibilities, which they do willingly, knowing that support is always available if required. This leads to an excellent level of teamwork throughout the school. An audit of staff strengths has been undertaken, ensuring that all staff are happy and confident with the responsibilities that they have undertaken. Subject managers undertake reviews of their subjects, taking note of the views of all their colleagues. They prioritise the issues raised and include these in the action plans that they develop. These are then considered together with the senior management team and very closely matched to the priorities in the school development plan. The subject managers then put the plans into action, evaluating the outcomes and feeding the results of evaluation into the performance-management process and the next round of school development planning. This excellent management of all subjects has the effect of raising the level of learning of all pupils and the standards that they achieve. This level of learning includes those pupils with special educational needs, for whom the provision is excellent.
2. The partnership between the headteacher and the deputy headteacher is of the highest quality and contributes to the excellent leadership seen in all the school's work. A great strength of the school is the excellent teamwork amongst all staff. Teachers work in year-group teams, planning closely together, ensuring the highest quality of provision and a very high level of consistency between classes of the same age group. These year-group teams join together in lower- and upper-school teams which extend planning, review pupils' progress and set realistic but challenging targets for themselves and for all pupils. These teams join together in the whole school team which is fully included in the excellent level of whole-school planning. All these teams are given complete responsibility for the development of the various areas of the school or the curriculum. Team leaders and team members feel that they are given a very high level of authority to manage their own areas and that the work that they undertake is very highly valued by the headteacher and the Senior Management Team. This high quality delegation has the effect of raising the levels of self-esteem and self-confidence of all staff, including teaching assistants, the very good kitchen staff and lunchtime supervisors and the very high quality clerical and administrative staff, and this is reflected in the very high quality of work that all undertake in the school. This in turn is reflected in the standards that pupils achieve.
3. The special-educational-needs team pervades the whole school. The excellent co-ordinator for special educational needs works in very close contact with all teaching assistants and with a very effective member of the special-educational-needs support staff of the local education authority. During the inspection this member of the support staff was observed providing a very impressive homework club. This was mainly attended by pupils of lower ability, by those with special educational needs and by some traveller pupils. One element of this excellent provision was to enable pupils who have difficulty undertaking homework at home to be included in the school's homework provision. It reflects the excellent level of care that the school offers to all its pupils, which is evident elsewhere in this report.
4. This combination of outstanding leadership, the very good quality of teaching throughout the school, the extremely effective management of all areas of the school's provision and the education of each pupil according to their needs, ensure that all achieve very well.

5. A very clear programme of staff meetings provides a constant review of the school's provision. Performance-management procedures are fully in place. All staff have been set challenging targets which are based on the excellent monitoring and evaluation of their teaching. These include the implementation and development of national strategies, the priorities of the school development plan, the results of the school's excellent self-evaluation, and the particular needs of individual members of staff. The excellent programme for staff development is aimed at meeting these requirements and succeeds in doing so.
6. The planning of the curriculum is undertaken in an atmosphere of true teamwork which underpins the work of the school. The statutory curriculum is very effectively organised and is deepened and enriched by the excellent provision of extra-curricular activities. The outstanding range and quality of clubs include information and communication technology, French, library and a varied range of music clubs. There is an excellent range of sports clubs which include five gymnastics clubs, rugby, soccer, netball and two swimming clubs. The very high quality of these clubs raises the standards that pupils reach in many areas. For example, in gymnastics the school is both the current Yorkshire Primary Schools and Yorkshire Gym Club champions. Last year the school's mixed team was National Primary Schools champion and this year it was third in the same competition. Almost all pupils leave the school with qualifications in swimming that far exceed the national expectations. Visits and visitors to the school also contribute greatly to pupils' learning. For example, an especially good range of musicians from British, European and world cultures visit the school. These include South African 'a cappella' singing and dancing workshops, and dance and musical groups from India, Africa and the Caribbean. Also included are a Welsh harpist, a string quartet, a Russian cellist and an English opera singer amongst many other British and European visitors. These exciting activities fulfil the school's mission statement:

*'Burlington Junior School aims to provide quality teaching and learning experiences which encourage all within the school community to develop their abilities to the full, working together within a caring, stimulating and supportive environment in which all are valued'.*

These experiences have a very positive effect on pupils' learning.

7. The governing body is a strong group of dedicated people who bring particular expertise to the management of the school. Their monitoring of the school's budgets and spending is excellent. All spending decisions are based on a consideration of the options available. When appropriate, a number of quotations are sought, and the final decisions made are always led by a consideration of what is best for pupils' learning, not on the basis of cost alone. Overall, the governors are outstanding at supporting and monitoring the work of the school. The governing body ensures that it fulfils its statutory duties. There is one minor omission from the school's prospectus which was already in hand before the inspection was completed. Governors are also aware of the new requirement to include statements about pupils with disabilities and are planning to include these in their next report to parents. The governors are invariably fully involved in making important, strategic decisions that affect the future direction of the school. The relationship between the headteacher and the governors is excellent. Within the excellent performance-management programme the headteacher has targets set by the governors. Governors have a very clear understanding of the strengths and areas for further development of the school. For example, they have worked in close partnership with the senior management team to address the matter of extending gifted and talented pupils and, while the school is doing very well in this already, further improvements are in development. Frequent contact with the school is a notable feature of the governors' strategy, and they are completely involved in monitoring and evaluation.

8. The analysis of test results and the strategies, which were introduced to improve pupils' standards, have been successful over time. The school now has very good strategies for the assessment of pupils' progress. These assessments are also used in a very effective 'tracking' system to plan, target and closely evaluate pupils' progress through the school.
9. Since the last inspection the school has made very good improvement. The standards that pupils reach have been steadily improved in English, and standards in mathematics and science have shown a steady trend of improvement since 1998. The quality of teaching throughout the school is now very good and individual education plans for pupils with special educational needs are also very good. These were the areas for improvement at the time of the last inspection. The school has responded very well to the previous inspection, and all the key issues have been addressed successfully.
10. The monitoring strategies of the school are excellent and are a significant factor in the quality of education that it provides for all its pupils. The headteacher, deputy headteacher and governors regularly monitor the quality of teaching and the delivery of the curriculum. When areas for development are identified they become part of the staff development programme and are included in the school development plan and its self-evaluation. The priorities for development are very well matched to the needs of staff and pupils. Monitoring pro-formas are successfully used to evaluate how effectively pupils are taught and learn. Assessment and performance data show that, overall, the school is performing very well. It makes excellent use of its financial resources, grants and other funding. Educational priorities are supported through the school's outstanding financial planning. The senior management team and the governors ensure that financial administration systems are of the highest quality. All staff are aware of and familiar with new technology to support administration and pupils' learning. This was seen both in lessons and in the work of the excellent school senior admin officer, who gives excellent support to the governing body and to the senior management team.
11. The school ensures that specific grants are used for their designated purposes. It monitors the effectiveness of its spending very well in all areas, and governors are fully informed. The principles of best value are applied very well to further the opportunities open to all pupils.
12. The match of teachers and support staff to the demands of the curriculum is very good. The school's accommodation is satisfactory overall. However, there are no covered walkways between the main school and the annexe or the swimming pool. Some classrooms are too small for older pupils and there is very limited storage for resources for teaching and learning. While the school manages its buildings very well and all spaces are put to the very best uses, improvements in these areas would further enhance the learning environment of the school. Classrooms and common spaces are enhanced by the very good quality of the pupils' work, which is displayed in many areas. Resources for teaching and learning are good overall.
13. The overall effectiveness of Burlington Junior School is excellent. Considering its context, the level of education that it provides, the standards that it achieves and the money that it spends, the school gives very good value for money.

**The richness and depth of experience provided by the very good curricular and excellent extra-curricular provision raise the self-esteem and self-confidence of pupils', thus promoting their skills as independent learners.**

14. Throughout the school there is an atmosphere of celebration of the achievements of all pupils. This is evident in the high standard of displays of pupils' work, for example in art, information and communication technology, geography and literacy. Pupils' achievements in all their endeavours are celebrated in assemblies when awards are presented, not just

for achievements in school but also for activities outside school. All pupils value these awards greatly and are proud to receive them.

15. The school has developed an excellent approach to promoting pupils' talents to the highest level in all areas. The school ethos is based on the philosophy 'You can', and strives to identify strengths in all its pupils. The creative curriculum is one area where this is evident. Pupils are given opportunities to draw, paint and use information and communication technology to create their own work in art and design. Very skilful teaching promotes very good learning and many pupils are so proud of their achievements in art and design that it promotes great self-esteem and self-confidence. The school works very hard to enable every pupil to identify a strength, to take pride in their achievements and to build on this to become independent learners.
16. Rather than using the National Literacy Strategy solely to teach English, the school uses it as a teaching medium for other subjects. A scrutiny of pupils' work shows that the subject matter in literacy lessons in all classes includes main study texts from other subjects. Often trips are used to promote learning in more than one subject. For example, a study of a river undertaken by Year 6 on an educational visit involved learning about habitats in science, the physical elements of a river and the practical use of mathematical skills of measuring. On their return to school the pupils produced large cross-sectional pictures, drawn to scale, and annotated with the data that they had collected, thus promoting their learning in art and design, and in mathematics. This is a particularly effective way of using the skills of one subject in learning in other subjects. Pupils gain in self-esteem and self-confidence when using what they already know, understand and can do in some subjects to support their learning in others.
17. The school has a very good inclusion policy and all pupils, including those with special educational needs and those for whom English is an additional language, take part in all activities provided by the school. From the time that they join the school all pupils are provided with experiences which broaden their view of the world around them. The curriculum takes account of the racial differences in the community both in this country and in the wider world. The range of visitors and visits provided by the school is excellent. For example, there have been visits to the school by a very wide range of musical, dance and literacy groups. A very good number of ethnic groups such as the Raymond Otto, South African 'a cappella' singing and dancing workshops, the Anna Purna Indian music and dance group, a South American Salsa dance workshop, Black Unfolosi African 'a cappella' group workshops, and Winston Nzinga music and stories from the Caribbean, visit the school to perform and to teach the pupils an appreciation of their arts. Pupils are also provided with first-hand experiences of their own culture and traditions and those of our European neighbours. For example, the English Camerata have provided the school with visiting professional musicians such as a Russian Cellist, a Welsh Harpist, a string quartet, a brass ensemble, a trombone quartet, a percussion group, piano recitals and an English opera singer. These visitors have a very positive effect on the learning and achievement of all pupils. They promote a very high interest in music amongst pupils. The school provides extra-curricular experiences in guitar playing and recorders, and has developed a very good orchestra. All these clubs are open to all pupils and are all fully subscribed. During the inspection the school orchestra gave a very good performance of 'Autumn' from Vivaldi's 'Four Seasons' in assembly. For many pupils the opportunity to learn to play and perform music at a high level is the trigger to promoting their self-esteem and self-confidence, which has the effect of raising their performance in other subjects. The quality of singing is good throughout the school. Pupils listen to a good range of music in assemblies and take part in musical productions. This involvement in music and drama makes a very good contribution to the self-esteem and self-confidence of pupils, which in turn have a very good impact on the standards that they achieve. Music also contributes well to pupils' spiritual development, and the very good range of multi-cultural visitors contributes highly to the outstanding cultural development of pupils.

18. Physical education is another area which the school uses to boost the self-confidence and self-esteem of pupils. The school's provision for physical education within the curriculum is very good and the addition of an excellent range of extra-curricular activities extends this even further. The standard of gymnastics, dance, swimming and games is very good throughout the school. The school offers five gymnastics clubs each week, two swimming clubs, soccer, rugby, netball and other sports clubs according to season. The school's teams are successful in competitions and the gymnastics team is the present Yorkshire Primary Schools and Yorkshire Gym Club champion. Last year it was the National Primary Schools champion and this year it was third in the same competition. The success promoted by the school through this provision raises pupils' self-esteem and self-confidence, and this affects their learning in other subjects. During the inspection some excellent dance and gymnastics were seen. Pupils develop balance, poise and grace, and very good teaching, coaching and instruction produce performances at the very highest levels. The self-esteem and self-confidence of some pupils are developed through swimming. The school has its own covered swimming pool and uses it to the maximum benefit of its pupils. Swimming is a part of the curriculum for all pupils and, together with the clubs which the school provides, brings pupils' attainment to a high level. Most pupils leave the school with qualifications in swimming which are well above the national expectations in this area.
19. The school also offers clubs in information and communication technology, dance, library skills, and French. All staff give freely of their time to run this excellent provision of extra-curricular activities, and many clubs are run by two teachers or a teacher and a teacher's assistant. All clubs are available to both genders and all take advantage of these opportunities. For example, during the inspection a netball club was seen, and the balance of boys and girls was roughly equal.
20. Pupils are encouraged to think and to express their thoughts and feelings from the time that they first enter the school. They develop confidence, initially because they recognise that they can try anything in the highly supportive atmosphere that surrounds them. Steadily this builds into self-confidence, which is combined with excellent behaviour and self-discipline to produce highly motivated learners. The skills used by all staff, not just teachers, to help pupils behave well are of the highest level.
21. The excellent range and quality of these extra-curricular studies, visits and visitors are major factors in the standards achieved by pupils in the school. By the time they leave the school, pupils are confident and have high levels of self-esteem. They develop the confidence to perform in public, whether speaking or reading their own writing in assemblies, playing music, singing, acting or performing gymnastics before larger audiences. The range of activities is wide enough to enable every pupil to find a strength. This has a great impact on their personal development. Pupils develop high levels of maturity and skills as intuitive, independent learners by the time that they are 11 years of age.

**The level of care that the school offers to all its pupils is excellent.**

22. The school has excellent procedures for ensuring the protection and welfare of all its pupils. Two staff are fully trained in child protection procedures and training is planned for the co-ordinator for special educational needs. An 'at risk' register is kept and the very good monitoring which is in place ensures that pupils are removed from the register when the risk is clearly dealt with. There is an excellent tracking system for monitoring pupils about whom there is some concern, whether physical or emotional. In each classroom there is a special 'bubble time' poster on which any pupil can simply write their name if they wish to speak to their teacher privately. Many pupils use this system and it is highly

valued by them. There is a 'named person' known to all staff, who can explain very clearly what strategies they use if ever a pupil discloses information.

23. The school keeps a healthcare register which lists illnesses or conditions together with any medication required. The excellent school senior admin officer talks to parents during the school holiday before pupils join the school. She also liaises with the infant-school headteacher and builds up a plan for each pupil. Each plan contains a pupil picture, emergency contact numbers and emergency procedures. All members of staff have annual training in the administration of certain medications. A copy of the plan is given to the classroom teacher, another is kept in the pupil's file and yet another is kept in the school healthcare master file. The school secretary speaks to all members of staff every half term to raise the profile of healthcare. There are very good first-aid procedures in place, and emergency aid procedures are refreshed annually. Parents are very confident that all the classroom teachers, teacher assistants and the support staff know the details about their children and are very well equipped to deal with any emergency. All staff and governors are involved in regular training to deal with any possible serious incidents.
24. The deputy headteacher and the excellent caretaker carry out regular risk assessments. Together they carry out termly audits and also other informal checks, particularly of health and safety concerns. Following these checks improvements are carried out; for example, lighting has been changed and non-slip paint is used on floors, at the caretaker's recommendation. The caretaker is fully included in all school procedures and all staff work very well together in pursuing health-and-safety issues. All pupils know that they are very well looked after and this contributes to their excellent attitudes to school and their work.
25. The school's procedures for monitoring and promoting good behaviour are excellent and the highly consistent application of these policies results in excellent behaviour by pupils both in classrooms and around the school. Behaviour in the playground is somewhat boisterous, but does not exceed that normally seen in pupils' play. Pupils say that bullying does not take place and that they all know what to do if they ever feel threatened. While pupils know the rules and procedures well, none of those spoken to had ever had cause to use them. Parents also affirm that any incidents are dealt with swiftly, firmly and fairly by the school. This knowledge and understanding that they are working in a safe environment has the effect of raising pupils' attitudes to school and all their work.
26. The procedures for monitoring and supporting pupils' personal development are excellent. All staff know their pupils, treat them as individuals and work very closely with them and their parents in the development of pupils' excellent attitudes to school and their work. One result of this are the excellent relationships that pervade the whole school. All pupils show a very high level of respect for the achievements of their schoolmates and show great respect for all the adults that they deal with, including visitors.
27. The school has very good procedures for monitoring and promoting pupils' academic performance. Teachers and teachers' assistants evaluate pupils' progress in lessons and record these assessments to plan future targets for pupils. This information is added to the very good analysis of national and other tests that pupils undertake, and then used to track their progress through the school and to ensure that they all reach their true potential. This contributes very well to the excellent overall care that the school offers to all its pupils and to the above-average standards that they reach. However, in a very small number of lessons teachers do not clearly develop targets for what pupils will be able to understand and do.
28. The school provides very good opportunities for pupils to help others. They are involved in raising funds for various charities. The more immediate support of other pupils has the effect of raising the self-esteem both of those taking responsibility and of those who are cared for. One pupil volunteer per class act as a playground 'buddy', giving good support

to those who are alone or needing help. Pupils undertake monitoring duties with great responsibility and pride. All are aware of the school council, understand how to make their feelings and wishes felt and know that action will be taken on the decisions made by the council. This raises their self-esteem and self-confidence and gives them all a high level of confidence in their learning environment.

### **WHAT COULD BE IMPROVED**

29. Burlington Junior School has no significant weaknesses. However, there are some minor weaknesses, the improvement of which would help the school to improve even further. These are detailed below.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

30. In order to raise standards even further, the headteacher, staff and governors may wish to include the following minor weaknesses in their action plan:
- there are some rooms which are too small for the number of older pupils that work in them. There are no covered walkways between the school's main building and the annex or the swimming pool. The school has very limited storage for resources for teaching and learning;
  - in a very small number of lessons teachers' planning does not show clear objectives for the gains that pupils will make in their understanding and skills;
  - attendance rates are not included in the school's prospectus.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

7

Number of discussions with staff, governors, other adults and pupils

12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	4	2	0	0	0	0
Percentage	14.5	57	28.5	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than fourteen percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	314
Number of full-time pupils known to be eligible for free school meals	70

FTE means full-time equivalent.

#### Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	59

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	6
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	32	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	33	37
	Girls	25	25	29
	Total	56	58	66
Percentage of pupils at NC level 4 or above	School	80 (81)	83 (77)	94 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	32	35
	Girls	26	25	27
	Total	55	57	62
Percentage of pupils at NC level 4 or above	School	79 (83)	81 (80)	89 (89)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	309	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.4
Average class size	28.5

#### **Education support staff: Y3 – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	194

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	660,805
Total expenditure	659,881
Expenditure per pupil	2,283
Balance brought forward from previous year	89,770
Balance carried forward to next year	90,694

## Results of the survey of parents and carers

Questionnaire return rate 34.4%

Number of questionnaires sent out	314
Number of questionnaires returned	108

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	3	0	0
My child is making good progress in school.	42	44	3	0	3
Behaviour in the school is good.	35	54	6	0	5
My child gets the right amount of work to do at home.	27	50	18	5	1
The teaching is good.	56	41	0	0	2
I am kept well informed about how my child is getting on.	34	43	15	2	6
I would feel comfortable about approaching the school with questions or a problem.	63	34	2	0	1
The school expects my child to work hard and achieve his or her best.	67	30	3	0	1
The school works closely with parents.	36	47	12	0	5
The school is well led and managed.	62	31	0	0	5
The school is helping my child become mature and responsible.	55	41	3	0	2
The school provides an interesting range of activities outside lessons.	68	27	3	2	1

*Totals may not equal 100% due to rounding and to the fact that not all parents answered all questions.*

### Summary of parents' and carers' responses

The positive views of parents, reflected in their opinions offered in questionnaires and at the meeting with the registered inspector, are fully supported by inspection evidence. The school's use of homework is good. The links with parents and the information provided for them by the school are both very good. In these areas, inspection evidence does not support the views of a small minority of parents.