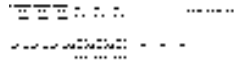




Burton-upon-Stather Primary School

Inspection Report



Unique Reference Number 117730
LEA North Lincolnshire
Inspection number 280141
Inspection dates 18 May 2006 to 19 May 2006
Reporting inspector Mr John Ashton

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Flixborough Road
School category	Community		Burton-upon-Stather
Age range of pupils	4 to 11		Scunthorpe, North Lincolnshire DN15 9HB
Gender of pupils	Mixed	Telephone number	01724 720394
Number on roll	225	Fax number	01724 720394
Appropriate authority	The governing body	Chair of governors	Mrs Jean Towers
Date of previous inspection	1 May 2006	Headteacher	Mr Alan Travis

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school in a relatively affluent suburb of Scunthorpe. The proportion of pupils claiming free school meals is low. Almost all the pupils are White British. Their attainment on entry to Reception varies from year to year between average and just above average. The proportion of pupils with learning difficulties and/or disabilities is below average, although five have statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. It provides satisfactory value for money. These judgements match the school's own view of its effectiveness. Most parents who responded to the questionnaire are very pleased with everything the school does for their children. Pupils' personal development and well-being, along with the care and guidance they receive, are both good. Behaviour and attitudes to learning are good. The pupils are enthusiastic learners and do their best to please their teachers. Satisfactory teaching and learning, together with a satisfactory curriculum, bring about satisfactory achievement overall. Enrichment of the curriculum after school and at lunchtime is good and this has improved since the last inspection. Children get off to a good start in Reception and are well prepared for Key Stage 1, mostly exceeding the learning goals expected of them. They make good progress in Key Stage 1 but satisfactory progress as they level off a little through Key Stage 2. By the time pupils reach the end of Year 6, standards are generally above average but sometimes not sufficiently above average, compared to their previous attainment, reflecting the varying quality of teaching and learning in Key Stage 2. Some potentially high attaining pupils do not meet the targets set for them. Leadership and management are satisfactory and improving rapidly. The new headteacher and senior leaders work well together with all the staff. They know that the school's self-evaluation and planning for improvement are not focused enough on raising standards. Governors, though very supportive, need to challenge the school more. All of the areas identified for improvement at the last inspection are being dealt with well. The school is demonstrating in this and through the accuracy of its self-evaluation that it has a good capacity to improve further.

What the school should do to improve further

- Iron out inconsistencies in the quality of teaching and learning in Key Stage 2, in order to improve pupils' progress, particularly that of higher attaining pupils.
- Make school development planning more sharply focused on improving pupils' learning.
- Governors need to challenge the school as much as they support it.

Achievement and standards

Grade: 3

The pupils, including those who have a statement of special educational need, achieve satisfactorily and standards are above average overall. Children's attainment on entry to Reception varies from year to year but is at least average, and in some years above average. Most children exceed the goals expected of them by the end of the Reception year and continue to make good progress until the end of Year 2. However, there is a measure of levelling off in Key Stage 2 with achievement satisfactory rather than good compared to pupils' standards at the end of Year 2. Results in the national tests at the end of Year 6 are generally above average, although in 2004 they were only just

above. The school sets challenging targets, which it usually meets, although not for higher attaining pupils in English in 2005. The pupils' use of information and communication technology (ICT) in their learning across the curriculum is satisfactory, and has improved since the last inspection.

Personal development and well-being

Grade: 2

Pupils' personal development is good and pupils are confident and happy in the school. Their spiritual, moral, social and cultural development is good.

Behaviour and relationships are good. The pupils work and play together amicably both indoors and out. Through the well-established school council, pupils suggest ways of improving the school, such as the arrangements for lost property or the setting up of a buddy bench for pupils feeling lonely. They know the value of healthy eating and have access to fresh fruit and a healthy choice of food at lunchtime. Pupils are keen and attentive in class. Their attitude to learning is good. Older pupils have a sensible and caring attitude and are good role models for younger pupils. Pupils thoroughly enjoy coming to school and their attendance is above average.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, although it is good in some year groups. Lessons are well planned and teachers use a good range of methods such as educational games, practical activities and the electronic whiteboards to engage the pupils' interest. This results in the pupils' enjoyment of learning and in their good behaviour. Effective question and answer sessions and discussion further involve pupils in lessons. Clearly explained information prepares pupils well so that they quickly settle down to set tasks. However, in some lessons in Key Stage 2, the pace is too slow, whole class sessions are too long and some activities lack sufficient challenge for higher attaining pupils. In some lessons, too much teacher direction limits the opportunities pupils have to take initiative for their own learning, for example, by discussing a topic with each other. Pupils' progress is regularly assessed and the information is used to identify the learning needs of different groups. However, systems are not yet sufficiently embedded to ensure that all pupils are making consistent progress as they move through the school. Teachers' written marking, although supportive, does not always make clear to pupils how they could improve their work. Pupils with learning difficulties and/or disabilities are well supported by all staff and specialists from outside the school. They are fully included in all activities and work at a rate suitable to their needs.

Curriculum and other activities

Grade: 3

Curricular provision is satisfactory. The school provides a balanced curriculum that meets the needs and interests of all pupils. Good emphasis is placed on developing literacy and numeracy skills and the school is beginning to work on linking subjects together to make learning more meaningful. The curriculum for children in the Foundation Stage is good, providing many practical activities that really engage their interest. Pupils enjoy the good range of after-school and lunch-time clubs, visits and visitors to the school, which effectively enrich their learning.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. All child protection, health and safety and other risk assessments operate efficiently. Relationships are good and staff know the pupils well. Behaviour is managed well. Pupils say they feel safe and secure in school, and know there is always someone to turn to with any worries or problems. Good induction procedures help the youngest pupils settle well into school routines. Pupils with learning difficulties and/or disabilities have clear targets and are well supported as they move through the school. A large majority of the parents who responded to the questionnaire are pleased with the care their children receive and the progress they make.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The relatively new headteacher leads quietly and effectively and is well supported by a knowledgeable senior leadership team and experienced governing body. The monitoring of the quality of teaching and learning is thorough and accurate. The depth, detail and accuracy of the resulting information mean that the school is well placed to make further progress. It has an increasingly good track record of recent improvements, although some are not yet completely embedded in its work. However, the school's self-evaluation is not focused enough on what needs to be done to raise standards further. Consequently, the school's improvement planning currently lacks coherence and bite. Governance is satisfactory and governors fulfil their legal responsibilities. They are very supportive of the school but do not provide enough challenge. To improve their knowledge of its strengths and weaknesses, plans to re-invigorate their involvement by individual attachments to classes and subjects are well in hand. Financial management is good, as it needs to be at a time of falling rolls. The opinions of parents and pupils are sought and carefully considered. The school has strong links with other schools and organisations. It makes good use of its learning resources and accommodation despite the constraints of the old buildings and large class sizes.

