



Bursar Primary School

Inspection Report

Unique Reference Number 117968
LEA North East Lincolnshire
Inspection number 280199
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mr Keith Bardon

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

Type of school	Primary	School address	Bursar Street
School category	Community		Cleethorpes
Age range of pupils	4 to 11		DN35 8DS
Gender of pupils	Mixed	Telephone number	01472 691798
Number on roll	186	Fax number	01472 691798
Appropriate authority	The governing body	Chair of governors	Mrs Elizabeth Craig
Date of previous inspection	1 November 1999	Headteacher	Ms Angela Pomfret

Age group 4 to 11	Inspection dates 30 November 2005 - 1 December 2005	Inspection number 280199
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average primary school in the centre of Cleethorpes which provides education for boys and girls aged between 4 and 11 years. While the majority of pupils live in an area that has a measure of social and economic disadvantage, others come from more advantaged homes. Broadly speaking, the attainment of the children when they first start school is a little lower than usual. A small number of pupils are from minority ethnic groups. With few exceptions, all pupils are competent in English. A higher than average proportion of pupils has learning difficulties. The school had a new headteacher just over a year ago and a new deputy headteacher a little while before that.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it might reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and in the standards they attain by the end of Year 6.

The school feels it is reasonably effective, but inspectors cannot agree because too many pupils, particularly those in the junior classes (Years 3 to 6), are underachieving. This is the result of the weaknesses that have developed since the last inspection in 1999, which the school is now working hard to eradicate. Since taking up her appointment in 2004 the headteacher, ably supported by the deputy headteacher, has moved the school forward and laid a firm foundation for further improvement. Key aspects of the school, such as the quality of teaching and learning, and leadership and management have been brought up to a broadly satisfactory level, but this will not be enough to eradicate the legacy of underachievement, especially as not enough of the teaching is good. The carefully planned provision in the reception class provides children with a secure start to school. All pupils are friendly and very well behaved. Throughout their time at the school they make good gains in their personal development. The curriculum is satisfactory and the school cares for its pupils well. The cost of educating each pupil is around the national average but as a result of the underachievement the school is not providing value for money.

What the school should do to improve further

- Raise the achievement of all pupils so that they make faster progress and attain much higher standards at the end of Year 6.
- Increase the proportion of teaching that is good or better.

Achievement and standards

Grade: 4

Inspectors agree with the school that achievement and standards are inadequate. Too many pupils, particularly in the junior classes, are under achieving because they have not been taught well enough in the past. In 2005, the performance of Year 6 pupils in the national tests was significantly below average in all three of the core subjects of English, mathematics and science. The school made a concerted effort to accelerate pupils' progress in Year 6, with some success, but it was too little too late. Many of the Year 6 pupils who left the school in 2005 were inadequately prepared for secondary education because they had made insufficient progress in their junior years. Senior staff have implemented changes that are beginning to bring about improvement. In recent years the school has missed all the targets it set for pupils' performance, sometimes by a considerable margin. The targets set for 2006 are realistic but challenging and reflect the school's desire to improve. Lower down the school, pupils' achievement is satisfactory. The steady progress children make in the reception class

continues through Years 1 and 2 and pupils enter Year 3 with attainment that is approaching the national average. As a result of the support they receive, pupils with learning difficulties and/or disabilities make satisfactory progress. The achievement of pupils from minority ethnic backgrounds is also satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development is good and inspectors agree with the school's own evaluation. Throughout the school pupils behave very well. They are considerate and caring to each other. Pupils' enjoyment of coming to school and meeting their friends and teachers is reflected fully in their good attendance. Pupils' attitudes to learning are satisfactory. However, despite saying they now find learning fun, many pupils need frequent encouragement to participate and contribute during lessons. Pupils are encouraged to take on responsibilities around school, so at different times they will be helping in the school office, acting as library monitors or playground buddies. School councillors listen to the views of all pupils and enjoy making decisions on how to raise funds for charitable causes and the school. The school goes to some lengths to alert pupils to the need to stay healthy and safe. A carefully planned health education programme, as well as good opportunities to take part in physical activities, ensures that pupils understand clearly the need for healthy food choices and regular exercise. Pupils' spiritual, moral, social and cultural development is good overall. Social and moral development are particularly strong and promoted well through the lead all staff give in showing and expecting respect. This is especially noticeable at lunchtimes, where teaching assistants have high expectations of pupils to show good manners, talk quietly and, in pupils' words, 'try not to drop food on the floor'.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the school that the quality of teaching and learning is satisfactory. However, weak teaching in the past has left older pupils with a deficit in their knowledge, skills and understanding. The school is putting a great deal of effort into raising the quality of the teaching and this is beginning to have the desired effect. Teachers are setting clearer objectives for lessons and making better provision for pupils of differing abilities. Teaching assistants are being thoughtfully deployed to where their support can have most effect. However, as the school recognises, all satisfactory teaching is not sufficient to address the weaknesses in pupils' achievements and there is not enough good or better teaching. As a result of the way in which pupils have been taught in the past, some have become passive learners by listening to the information teachers are giving them but do not do a lot of thinking for themselves. Consequently, they experience difficulty with anything out of the ordinary and are often unable to apply what they have been taught when solving problems in subjects such as mathematics. There has been some improvement of late because teachers are

making far less use of worksheets and planning activities which involve pupils in doing things for themselves. However, the older pupils in particular often wait to be told when they should be working things out for themselves.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum with good features. Working together, teachers have identified ways of linking the different subjects in a meaningful way and this is making pupils' learning more relevant and interesting. Further development of the curriculum is needed to ensure that in all lessons pupils are actively involved in learning. The provision made for children in the Foundation Stage has recently undergone a major change and now provides stimulating learning opportunities and a range of new and exciting resources. Pupils acquire skills which equip them well for life. Good use is made of local opportunities, such as taking part in the local football club's 'Give racism the red card' campaign, which helps pupils to develop racial tolerance. Pupils spoke excitedly about the regular trips to places of educational interest which broaden their horizons. Provision for extra-curricular activities is good. Craft, computer, art, football and dance clubs are open to all pupils from Year 1 to Year 6, and even before school, pupils can access a cricket club. Due attention is paid to pupils' personal, social, health and citizenship education. The school has gained the Healthy School Award and is working towards physical education awards.

Care, guidance and support

Grade: 2

Overall, standards of care, guidance and support are good. Child protection arrangements are thorough and all staff have recently updated their training. Procedures for ensuring pupils' safety and well-being are very good. The headteacher and governors check any potential hazards carefully and take suitable steps, including professional risk assessments, to safeguard the pupils. For example, funding will provide sheltered areas in the school playground as pupils have said there is little shade in hot weather. Pupils are confident that there is always somebody to turn to if they are hurt or upset. They are especially close to their teaching assistants who organise a breakfast club and supervise them at lunchtime. Procedures to monitor pupils' progress and set challenging personal and group targets are satisfactory. Assessment notebooks give parents and pupils useful information on the progress that has been made. The school works closely with agencies to ensure that pupils with learning difficulties are fully included. Parents have every confidence in the care provided by the school.

Leadership and management

Grade: 3

Inspectors agree with the school that leadership and management are satisfactory. Since her appointment a little over a year ago the headteacher has provided the school with a far more realistic view of how well it is performing and instigated a large number

of carefully considered changes to the way in which it operates. Staff have a much clearer picture of how their work is influencing pupils' learning and are able to focus on the aspects that need to improve. Many of the new procedures that have been put in place have still to bed down fully, but the school has started to move forwards and the pace of improvement is accelerating. Much of this is due to the clear vision the headteacher has for the school's future and the determined way that she and the deputy headteacher have set about addressing its weaknesses. A great deal of time and effort has been devoted to raising the expectations of staff and instilling in the school a 'can do' culture. This well conceived approach has given the school ambition and confidence. Although it has some way to go before it is fully effective, the school has a positive ethos and the will to succeed. Strategies for self-evaluation and development planning are satisfactory and provide senior staff with an accurate picture of the school. However, many subject coordinators have too little understanding of how to evaluate pupils' achievements and require training to ensure that they are able to make a full contribution to school self-evaluation. Governors are supportive of the school and statutory requirements are met. However, until quite recently governors were unaware of the school's weaknesses. The need to improve monitoring procedures has been recognised and governors' ability to hold the school fully to account is increasing. The views of parents are sought regularly and the outcomes are acted upon appropriately.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Bursar Primary School

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Cleethorpes

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2 December 2005

Dear Children,

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school.

These are the things we particularly liked about the school.

The school is a happy place to be and everyone gets on well.

Children enjoy learning new things.

Children behave very well and pay attention in class.

Children willingly help each other and the staff.

Adults take good care of the children and are always there to help.

Children have a good understanding of how to do things in safe and healthy ways.

There are lots of very enjoyable after-school clubs with something to interest everyone.

Bursar Primary is becoming a better school and the headteacher and deputy headteacher are very clear about what needs to improve further.

We also looked at what the school might do next. Here are some of the things we suggested.

Help children to make faster progress and to learn more before they go on to secondary school.

Look for ways to make lessons even better by providing work that makes everyone think really hard all of the time and encourages them to work things out for themselves.

Keith Bardon

(Lead inspector)

Annex B

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