



Cramlington Burnside First School

Inspection Report

Unique Reference Number 122266
LEA Northumberland
Inspection number 281210
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Andrew Scott

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

Type of school	First	School address	Durham Road
School category	Community		Cramlington
Age range of pupils	4 to 9		Northumberland,, NE23 3ST
Gender of pupils	Mixed	Telephone number	01670 736052
Number on roll	300	Fax number	01670 738384
Appropriate authority	The governing body	Chair of governors	Dr Alan Dove
Date of previous inspection	1 March 2000	Headteacher	Mrs Jill Dove

Age group 4 to 9	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 281210
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Introduction

The inspection was carried out by 3 Additional Inspectors.

Description of the school

The school serves an urban neighbourhood with broadly average socio-economic conditions. Pupils begin school with average attainment and there are few pupils with learning difficulties. Virtually all pupils are from white British families, and there are no pupils whose first language is not English. The school offers considerable extended provision through its programme of breakfast and after-school activities, as well as holiday childcare throughout the year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many strengths. This judgement matches the school's own evaluation of its effectiveness and reflects the views of parents. The strong and clear-sighted leadership of the headteacher, well supported by senior staff and governors, has enabled the school to make good progress since the last inspection, maintaining its high standards and quality of care for pupils. Children achieve well in Reception and throughout the school because of consistently effective teaching, especially in Year 2 where standards are particularly high in English and mathematics. Pupils' personal development is outstanding. The welcoming and positive ethos of the school helps them to become very responsible, considerate and well behaved. The school provides good care and support for pupils' development, so that pupils feel valued and secure and receive challenging personal targets to improve. The curriculum is good and carefully adapted so that all pupils benefit equally, and it is enlivened by an interesting range of extra activities. There is a strong emphasis on literacy and numeracy, as well as on physical education and French, but not all subjects receive enough regular time. This is particularly true of information and communication technology (ICT). Teachers responsible for these subjects do not have sufficient scope to evaluate their subjects systematically and so develop them convincingly. Overall, though, the school offers good value for money, and it is in a good position to improve further.

What the school should do to improve further

- Improve the curriculum to ensure that all subjects benefit from enough time and establish stronger links between subjects, especially with ICT.
- Improve the work of subject leaders so that pupils' good achievement in English and mathematics is matched in all other subjects.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. They enter the school with average attainment and, by the end of their Reception year, most children exceed the goals expected of them. They make particularly good progress in their personal, social and emotional development. Pupils continue to make good progress and, by Year 2, standards are high in reading, writing and mathematics and have been consistently so over recent years, with the school's results usually in the top 5% of all schools nationally. This is due to the strong emphasis on basic skills and the high expectations of the teachers in Year 2. By Year 4, pupils' attainment is above average in English and in mathematics.

Pupils with learning difficulties achieve as well as other pupils because they benefit from well planned work and sensitive support in lessons. Similarly, the more able pupils achieve higher standards than average because they are encouraged to work at their

own pace. Attainment in other subjects, including science and ICT, is broadly average throughout the school.

Personal development and well-being

Grade: 1

Inspectors support the school's view that pupils' personal development is outstanding. Pupils clearly enjoy school. They respond extremely well to their teachers' high expectations and, as a result, behaviour is exemplary in and out of class. Pupils are very courteous, treat each other with considerable respect and work hard in their lessons. They know that staff greatly value their contributions in lessons and this generates considerable self-esteem. Pupils have an increasing awareness of other faiths and cultures through assemblies and specific activities such as the visit of a Zimbabwean musician. They show a high level of social responsibility for their age, and support charitable appeals locally and worldwide. School council members rightly believe their work leads to real improvements, such as the management of football games at break times. Consequently, pupils' spiritual, moral, social and cultural development is outstanding.

Inspectors agree with pupils that their school is a very safe place. Pupils have a very good understanding of a healthy lifestyle. Pupils in Year 2, for instance, readily talk about carrots being good for you and beef having useful protein. Attendance is similar to the national average.

Quality of provision

Teaching and learning

Grade: 2

The school is accurate in its assessment that teaching and learning are good throughout the school. Teachers create a relaxed yet disciplined atmosphere in lessons so that pupils are eager to learn and concentrate hard at all times. The teamwork of the staff has a very positive influence on pupils, enabling them to work well, whether on their own or in groups. Teachers explain new learning skilfully and constantly check to make sure that all pupils have understood. Teachers use resources thoughtfully to reinforce learning. Teachers ensure that pupils receive work that is right for their abilities. As a result, all pupils make good progress, including more able pupils and those with learning difficulties. In Reception, teaching is more highly structured than is usual yet the children respond very well. Pupils achieve especially well in Year 2 because teachers' expectations are higher and the pace of learning is brisk. In other classes, the pace of learning can falter when teachers are not dynamic in their approach or wait too long for pupils to answer. The school has already highlighted this aspect as an area to develop.

Curriculum and other activities

Grade: 2

Inspectors share the school's view that the curriculum is good. It is very well designed to benefit all pupils equally. The strong focus on literacy and numeracy results in pupils developing good basic skills. The school is keen to promote health education. The school has enriched the curriculum by providing an exciting range of visits and activities, such as the residential visit to Kielder Forest for pupils in Year 3 and 4. In addition, the introduction of French has brought an extra dimension to pupils' experiences.

However, the school does not give all subjects enough time over the year. This is particularly true of ICT, geography and history and restricts pupils' progress in these subjects. Similarly, there is no systematic linking of subjects to reinforce learning and put it in context. For example, ICT is rarely used to display graphs in mathematics. The Foundation Stage curriculum is good although children do not always have enough chance to learn through discovery.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. There are secure systems in place to ensure pupils' safety and these are regularly updated. Consequently, pupils are very aware of how to stay safe and are very comfortable approaching adults if they have any concerns. Child protection procedures are understood by staff and there is a programme of training planned to keep them up to date on procedures. The school caters well for the individual needs of pupils. Pupils with learning difficulties and/or disabilities, for example, are well supported and effectively included in the life and work of the school. There are good procedures for tracking the progress of all pupils and setting targets in literacy and numeracy so that most pupils now know what they need to do to improve. In Reception, all staff are alert to children's developing skills and record their observations very efficiently in order to guide children's future learning. The school promotes strong links with parents who have a high regard for the school.

Leadership and management

Grade: 2

The leadership and management of the school are good. The firm and purposeful leadership of the headteacher has ensured that the school has developed well over recent years, with continuing high standards and good care for pupils. The recently established Children's Centre is a clear example of the school's desire to provide for all the needs of children and their families. The emphasis on treating all pupils equally, whatever their individual needs, permeates the work of the school.

The headteacher knows her school thoroughly. The school's self-evaluation is accurate in all respects. A particular strength lies in the monitoring of the teaching. There is a good sense of teamwork among staff, and senior teachers develop their subjects and areas of responsibility well, particularly English, mathematics, the Foundation Stage

and the provision for pupils with learning difficulties. However, leaders of most other subjects are not given enough chance to evaluate and improve their subjects properly.

Governance is good. The governing body has a very good view of the school's strengths and weaknesses and is well involved in its development. Governors now visit the school more often to observe the life of the school at first hand.

The school actively seeks the views of pupils and parents and acts upon their suggestions. On one occasion, this led to French being introduced to the curriculum. In view of the good progress since the last inspection and the consistency of provision, the school is well paced to improve further.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	NA
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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Cramlington Burnside First School

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14 October 2005

Dear Pupils

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you all and getting to know your school.

We agree with you that yours is a good school. We liked many things about it. You are extremely well-behaved, polite and you work hard in lessons. You have a good headteacher; she makes sure that you have good teachers so that you do well in your work, especially in English and mathematics. The school takes good care of you and you are right to feel safe at school. You clearly like coming to school and that teachers listen to your ideas. The exciting activities that the school provides help you to learn about the world outside and give you more self-confidence.

Your headteacher, teachers and governors have the right ideas to make your school even better. However, we feel that the school could still improve in two ways. You should have enough time to study all subjects so that you are as good at them as you are at English and mathematics. Teachers should also have more time to develop these other subjects and make them more interesting for you.

I wish your school every success for the future.

Yours sincerely

Andrew Scott