



# Burnside Primary School

## Inspection Report

**Unique Reference Number** 108823  
**Local Authority** Sunderland  
**Inspection number** 288197  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** Geoff Cooper

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

<b>Type of school</b>	Primary	<b>School address</b>	Burnside Estate
<b>School category</b>	Community		Houghton le Spring, Tyne and Wear
<b>Age range of pupils</b>	3–11		DH4 5HB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 5536510
<b>Number on roll (school)</b>	206	<b>Fax number</b>	0191 5536510
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Lesley Cameron
		<b>Headteacher</b>	Mr Thomas Walker
<b>Date of previous school inspection</b>	1 February 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	24–25 January 2007	288197

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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. Most pupils come from the most disadvantaged wards within the borough. The proportion of pupils entitled to a free school meal is broadly average, as is the proportion of pupils with learning difficulties and/or disabilities. However, a higher proportion than usual have a Statement of Special Educational Need. Many of these pupils are identified as autistic. Almost all pupils are White British and all speak English as their first language. Attainment on entry is below average.

## 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 strong features in the pupils' personal development and the curriculum.

The pupils' achievement is satisfactory. Children join the Foundation Stage with below average attainment. They make good progress from their starting points and most are on track to achieve the goals set for children of their age by the time they are ready for Year 1. Some are already working on elements of the Year 1 curriculum, which is well above what would be expected. In Key Stage 1, pupils are making satisfactory progress and standards are broadly average in reading, writing and mathematics. Standards are below average in Key Stage 2. In 2006, the results of national tests for Year 6 were below average in English and mathematics and failed to meet the school's targets. These pupils did not make the progress that they should have made but current pupils are doing much better.

Pupils' personal development and well-being are good. Pupils behave well and have positive attitudes to lessons. Attendance has improved a great deal recently and is beginning to edge above the national average. Pupils take part enthusiastically in physical exercise and know how to stay safe and healthy. They cooperate with others and accept responsibilities willingly. Although their basic skills are weaker than they could be, overall, the pupils are adequately prepared for the next stage of education.

Teaching and learning are satisfactory. Although lessons have good features and teaching shows some improvement, it can be improved further. For example, teachers do not have consistently high expectations, and the marking of pupils' written work isn't always helpful. The curriculum is good: it meets national requirements and is enriched well by extracurricular activities.

Leadership and management are satisfactory. Recent appointments have strengthened the teaching staff and senior management. Parents' views of the school are very positive. In particular, they rightly praise the support for pupils with learning difficulties and/or disabilities. The school's self-evaluation is satisfactory but does not always focus clearly enough on how standards might be raised. However, more precise monitoring of pupils' progress has begun recently and this information is being used effectively to make continued improvements to the teaching and learning. The overall improvement since the previous inspection has been satisfactory, seen especially in the much better provision for the outdoor curriculum in the Foundation Stage. The school has satisfactory capacity to improve and provides satisfactory value for money.

### What the school should do to improve further

- Raise standards in Key Stage 2, especially in English and mathematics.
- Ensure that there is more consistency in teachers' expectations of the standards pupils can achieve and in the marking of their work.
- Improve the accuracy and effectiveness of self-evaluation.

## **Achievement and standards**

### **Grade: 3**

The pupils' achievement is satisfactory. The children's overall attainment when they join the school is below average, with particular weaknesses in their personal development and in early literacy and numeracy. The assessment of the Reception children for 2006 shows that they made satisfactory progress towards the goals set for the Foundation Stage but it was not as rapid as that of other schools within the local authority. However, currently, children are making good progress towards the standards expected by the end of the stage.

Standards are broadly average at Key Stage 1 and pupils make satisfactory progress. The results of national assessments of Year 2 pupils in 2006, show that pupils were close to the national averages in reading, writing and mathematics, as they have been for a number of years.

Standards are below average in Key Stage 2. The results of the national tests vary considerably from one year to another. They were below average in 2006 and this particular year group failed to make the progress that they should have made. Statutory targets for 2006 were missed in English for average and higher-attaining pupils and in mathematics for higher-attaining pupils. However, the target in mathematics for average-attaining pupils was exceeded. The inspection focused on the progress of Key Stage 2 pupils, in particular, those in Year 6, and found that they are all now making satisfactory progress, including those with learning difficulties. This important improvement has been brought about through much more effective monitoring of the pupils' progress, which has led to improvements in teaching.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils have good attitudes to learning. Behaviour is almost always good, owing to the positive climate created by staff. Attendance has improved considerably. Spiritual, moral and social development is good. Pupils have regular opportunities for reflection and their cultural awareness, developed mostly through the religious education programme, is satisfactory. Pupils enjoy school and are very enthusiastic about their work in most lessons. They feel safe and know how to stay safe in and outside of school and take advantage of a wide range of opportunities to learn about healthy lifestyles. Consequently, pupils know the dangers of substance abuse and the importance of a healthy diet and exercise. They make suggestions to improve the school community and funds are raised for charity. Well-developed social skills and good manners stand them in good stead for their future economic well-being, although their literacy and numeracy skills are satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Lesson planning is satisfactory and lessons usually have clear objectives. Most activities are relevant to pupils' needs although they are not always planned to take prior learning sufficiently into account. Teaching in the Foundation Stage is lively, with very good teamwork; children in this stage learn well, especially in literacy and numeracy. Pupils' behaviour is well managed despite the challenge of some pupils with more profound behavioural difficulties, and those with learning difficulties are well supported. Lessons are often brisk and challenging but sometimes the pace is too slow and expectations of pupils are not always high enough. The teachers generally ensure, through precise questioning, that pupils are engaged and making progress. Marking of written work is regular, often helpful and explains what pupils need to do to improve. Sometimes, however, focuses too much on weaknesses and not enough on what pupils have done well.

### Curriculum and other activities

#### Grade: 2

The curriculum is good, meeting national requirements and enabling pupils to make satisfactory progress. The Foundation Stage curriculum and extracurricular provision are good features. In a well-attended drama club, pupils thoroughly enjoyed rehearsing for a performance of *Oliver*. A good range of sporting activities promotes healthy lifestyles. Visitors to school, such as the African Children's Choir, enrich learning. Older pupils have a valuable opportunity to develop self-confidence, team-building and problem-solving skills during annual residential trips. Whilst curricular provision for the basic skills is satisfactory, the school enables pupils to make good progress in their personal and social skills.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. Procedures for safeguarding are thorough and risk assessments are undertaken. Staff work hard to ensure pupils' health and safety, as shown in lessons, around school, and in the quality of supervision at break-times. A new system for monitoring pupils' progress is enabling the school to identify those who are underachieving, and shows the staff how to help these pupils to make better progress by improving the way such pupils are taught. Good links with outside agencies ensure that the needs of most vulnerable pupils are met. The teaching assistants effectively support pupils with learning difficulties and disabilities. A good partnership with parents and the educational welfare officer has brought about good improvements in attendance.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The senior management team and teaching staff have recently been strengthened by new appointments. Good features of leadership and management include strategies for well-focused monitoring of lessons, a well constructed improvement plan and procedures for managing the performance of staff. Governance is satisfactory and ensures that legal obligations are fulfilled.

The school's self-evaluation is satisfactory, although it is sometimes over-generous and it is not focused sharply enough on raising standards. Despite this, recent improvements in the effectiveness of teaching and pupils' progress show that the school has a satisfactory capacity to improve.

The school uses its spacious accommodation well, including the successful development of the outdoor classroom for the Foundation Stage, an improvement from the previous inspection.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Burnside Primary School

Burnside Estate

Houghton le Spring

Tyne and Wear

DH4 5HB

24 January 2007

Dear Children

Thank you very much for welcoming us to your school during our recent visit. Thank you, too, for talking to us and allowing us to watch you work during lessons.

You and your parents show a lot of confidence and pride in your school and you are right to do so. Your school works hard to make sure you are happy, healthy and safe. You told us so yourselves and we agree. We know that you and your parents understand about healthy living. We saw all the fruit and good sandwich fillings in your lunch boxes. We saw good behaviour and positive attitudes to learning. Your attendance has improved very much and is now as good as it is in most other schools. The building you work in is a lovely place to be, with plenty of space and it is clean and neat. The important outdoor space for the youngest children has been made an exciting and interesting place in which to learn and they are getting on really well.

There are some things that need to get better. We think that some Year 6 leavers did not make enough progress last year and we hope that the test results will be much better this year. We are confident that you can do better, especially in English and mathematics, if you try harder. We think that your teachers will keep a closer eye on how well you are doing, expect higher standards, and help you to learn more quickly when they mark your work. You can help in this by working hard in all of your lessons.

We left your school with the happy memory of some lovely singing, both in assembly and in the Oliver rehearsal.

Yours sincerely

Geoff Cooper

(Lead inspector)