

Burnopfield Primary School

Inspection report

Unique Reference Number	114035
Local Authority	Durham
Inspection number	289785
Inspection date	19 April 2007
Reporting inspector	Graeme Clarke

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	327
Appropriate authority	The governing body
Chair	Mr Brian Alexander
Headteacher	Mrs Sarah Taylor
Date of previous school inspection	1 January 2002
School address	Front Street Burnopfield Newcastle upon Tyne Tyne and Wear NE16 6PT
Telephone number	01207 270397
Fax number	01207 272856

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The pupils come from the large village of Burnopfield and the surrounding area. Almost all are from a White British background. The socio-economic characteristics of the locality are broadly average; although, a below average proportion of the pupils take free school meals. The number on the roll of the school, including those in the nursery unit, is higher than found in schools' nationally. The school has a special facility for pupils with learning difficulties and/or disabilities and therefore more pupils have special educational needs than is usual. A company with charitable status provides before and after school care on the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Burnopfield Primary is a good school and several aspects of its work are outstanding. Pupils receive a good education. The headteacher's excellent leadership and enthusiasm has, in a relatively short time, set the school well on the road to improvement. She promotes a clear philosophy that every child does indeed matter in this school and there is outstanding equality of opportunity for all. She ensures that through good teaching, an excellent curriculum and high levels of care and support pupils make good progress and achieve well in their work. Their personal development is outstanding.

Outstanding provision in the Foundation Stage ensures that children make excellent progress in all areas of learning, particularly in their language and personal development. By the end of the Reception class, almost all are doing very much better than is expected of children at that age. Pupils continue to make good progress in Years 1 and 2 and, as they move through Key Stage 2, most pupils sustain their progress and leave school with above average standards. Year 6 pupils did very well to gain results in the 2006 national tests that were much higher than the national average, especially in mathematics and science. Results in English were closer to average. The school recognises that some pupils could have made better progress in writing and its prompt action is improving written work.

The school works well to foster pupils' personal, spiritual, social, moral and cultural development from when they join the nursery. Pupils' cheerfulness and confidence in and out of lessons show that they really enjoy school. The Healthy School award reflects their awareness of the need to keep healthy and wholehearted involvement in physical activities. They are polite to one another and to adults, follow routines well and behave impeccably in and out of lessons. Pupils actively promote friendship, safe conduct and anti-bullying tactics through their school council and contribute well to the wider community. They are very well prepared for moving on to the next stage in their school career.

Accordingly, an overwhelming majority of parents are delighted with their children's progress, that they enjoy school and feel safe. One parent sums up their views well, 'My daughter is very happy at school and is making good progress...She asked me to tell you how much she likes school!' Much evidence shows the school actively seeks and acts on parents' views and frequently shares information with them. Even so, a very small number feel more could be done to take their opinions into account.

Good leadership and management stem from the governors', headteacher's and leadership team's diligent work to ensure that the school derives best value from its resources. School self-evaluation is good. They have accurately evaluated the school's strengths and identified areas for development to raise standards and achievement further. Their determination, clear sense of direction and track record of development since the last inspection suggests an outstanding capacity for further improvement.

What the school should do to improve further

- Extend and consolidate arrangements to improve standards in English especially in writing.

Achievement and standards

Grade: 2

Pupils achieve well. Children make excellent progress in the Foundation Stage. From often well below average levels of ability when they join the nursery, they quickly develop confidence, skills and knowledge and do much better in all areas of learning than expected for their age by the time they enter Year 1. This stands them in good stead for the next stage of their education.

Results of teacher assessments at the end of Year 2 in 2006 fell sharply from those recorded in 2005. They were much lower than average in writing and mathematics, and were broadly average in reading. However, these pupils made good progress given their particular starting point in Year 1. The school's careful monitoring of performance and effective action, including improved teaching of phonics, has raised standards and this year pupils are on track to attain more highly than their counterparts last year.

Overall results in the 2006 Year 6 tests were well above average, which continued an improvement seen the previous year. Notably, a large proportion of pupils gained the higher levels in mathematics and science. Given their backgrounds and starting points, most pupils sustained good progress throughout Key Stage 2. They did very well in mathematics but relatively less well in English, especially in their written work. Here, girls did better than boys. New approaches to teaching writing are improving skills and many Year 6 pupils are now on course to exceed their targets.

Pupils with learning difficulties and/or disabilities make good progress and many do well to attain higher results than pupils with similar educational needs elsewhere.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding as a result of very effective spiritual, moral, social and cultural development. This is a strength which the school now recognises. Pupils say they greatly enjoy school and they respond positively to the many exciting and fun opportunities available to them. Attendance is in line with the national average. Excellent relationships and considerate and safe behaviour are evident throughout the school. Pupils' awareness of healthy living has been rewarded with a Healthy School award and many take part in a wide range of physical and sporting activities during and after school. Pupils' exceptional contribution to the school community plays a major role in developing their perception of good citizenship. The school council, although recently established, already plays a very influential role in school life. Its members are rightly proud of their improvements to the playground, their 'playground buddies' scheme and their help to visiting parents. Pupils show sensitivity and concern for the world around them and appreciate the work of the gardening club in developing the school grounds. Their well developed language, numeracy and information and communication technology (ICT) skills are recognised by Quality Marks and, through effective links with the local secondary school and the Young Enterprise initiative, pupils are exceptionally well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some teaching that is outstanding. Overall good progress results from the positive climate for learning, which teachers and support staff create throughout the school. Excellent teaching in the Foundation Stage helps children make outstanding progress, especially in their social and language development. Throughout the school, lively teaching and activities that are managed with flair lead to very good progress. Some teaching is slower and more methodical but is nonetheless effective in helping pupils develop basic numerical and literacy skills. Teachers know their pupils very well and diligently plan activities that closely suit everyone's abilities. In turn, pupils pay rapt attention and work hard. Occasionally, they are reticent when asked to contribute to class discussions, but willingly talk about their work in close conversation. Pupils are taught to reflect on what they have learned and they enjoy the sense of accomplishment that comes from success. Marking often includes congratulatory remarks and awards recognise good work, but occasionally, advice about what pupils need to do next to improve is not given. Teaching is planned cooperatively with support staff, who are a great asset in helping pupils with learning difficulties and/or disabilities make good progress in lessons.

Curriculum and other activities

Grade: 1

Pupils benefit from an outstanding range of experiences provided for them. Children in the Foundation Stage make excellent progress through carefully planned first-hand learning activities that help them learn in and out of doors. Throughout the rest of the school, a well designed programme of National Curriculum subjects, modern language teaching and personal, social and health education fosters good progress. The stunning quality of pupils' work about Old Testament stories displayed in the hall and of an international dimension in corridors and foyers reflects the substantial contribution the curriculum makes to pupils' spiritual and cultural development. Educational outings, such as to a residential outdoor centre, arts centres and museums, and visitors' contributions all add to the richness of pupils' learning experience. Many pupils participate in a very wide range of after-school activities; especially, sport, music, dance and drama, which further enhance their physical and social development.

Care, guidance and support

Grade: 2

The pastoral care that pupils receive is a strength of the school. The welcoming atmosphere and the climate of care and purpose, stems from the helpful demeanour of staff and the way they support and take good care of all the pupils. Routines for safeguarding, child protection and health and safety are fully in place. Initiatives to promote pupils' awareness of their rights and responsibilities, coupled with a system of rewards and consequences are promoting good and safe behaviour. Pupils say they appreciate this approach. Pupils with learning difficulties and/or disabilities receive very effective support; the very effective links with outside agencies and parents make a very positive contribution to their education. Good procedures, in partnership with parents, ensure that children settle quickly into school and close liaison with the secondary sector helps smooth the transition into Year 7. The school diligently collects information about pupils' attainments and tracks progress each term. Information is used well to judge their

progress and to identify those pupils who are starting to fall behind and require a boost to accelerate their progress during the year. However, these procedures are relatively recent and more time is needed to judge how well the support given is working.

Leadership and management

Grade: 2

Good leadership and management, and the exemplary direction the headteacher gives, all play a crucial part in ensuring all pupils thrive. The headteacher, governors and leadership team systematically analyse information about pupils' performance and diligently monitor and gauge the effectiveness of all aspects of school life. Governance is good and governors are usefully extending their association with the school's management. As a result of this collaboration, the school's self-evaluation is mostly accurate, although somewhat modest in gauging the extent of pupils' personal development and the quality of the curriculum. Performance management is effective and the school responds promptly to concerns. Improvements to teaching and the way all staff are helped to do a better job are reflected in the Investors in People award. Importantly though, the school improvement plan rightly focuses on raising standards. By giving intensive support in Year 3 to raise attainment since last year and more attention to teaching writing in Year 6 especially, standards are rising. However, these initiatives are relatively recent and it is too early to judge their long term effect. The relatively new leadership team's effectiveness can be seen in the good progress made in addressing issues that have emerged since the last inspection.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

20 April 2007

Dear Pupils

Inspection of Burnopfield Primary School, Tyne and Wear, NE16 6PT

I really enjoyed my visit to your school. Thank you for helping me when I came into your classrooms and your assembly to see you at work. You were very polite and really helpful. I enjoyed talking to you and was impressed with the school councillors. It was great to see how much you enjoy coming to school and how you contribute to school life. I know the headteacher and staff are all very proud of you.

Your school has a warm and welcoming atmosphere. I am pleased you feel safe and happy because all the adults in the school look after you very well. Many of your lessons are good and some really stand out. I was impressed with your hard work and the way you like to take part. Last year, results in the Year 6 mathematics and science tests were very good, but English results were lower than they should have been. Since then the school has found ways to make English, especially writing, more interesting and I saw you doing some good written work.

I have asked the school to concentrate on finding more ways to help everyone do better in English, especially in writing.

Some of you will leave at the end of this year to join a new school. You have had many opportunities at Burnopfield Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector