

Burlington Junior School

Inspection report

Unique Reference Number	117832
Local Authority	East Riding of Yorkshire
Inspection number	290941
Inspection date	13 June 2007
Reporting inspector	Christopher Keeler HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	335
Appropriate authority	The governing body
Chair	Mrs Angela Norton
Headteacher	Mr Terry W J O'Reilly
Date of previous school inspection	1 November 2002
School address	Marton Road Bridlington East Riding of Yorkshire YO16 7AQ
Telephone number	01262 674487
Fax number	01262 608652

Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a larger than average junior school that draws its pupils from a mixed area, part of which is regarded as deprived. The proportion of pupils who are eligible for a free school meal is higher than most schools. There are very few pupils from a minority ethnic background or who speak English as an additional language. There are an average number of pupils with learning difficulties and/or disabilities.

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 some outstanding features. The school benefits from the excellent leadership of the headteacher that is focused on raising standards while giving considerable attention to pupils' social and emotional development. Pupils enter school with standards that are generally just below national expectations. Some pupils display challenging behaviour and poor working habits which the school deals with exceptionally well. As a consequence, all pupils, including those with learning difficulties and/or disabilities make good progress as they move through the school. By the end of Year 6, standards are slightly above the national average. A significant feature is the number of pupils attaining the higher Level 5 in English and mathematics which reflect the national average. In science, performance is considerably better than the national average.

An outstanding feature of this school is the quality of care, guidance and support. Teachers know and understand their pupils well. Every pupil is valued and respected as an individual and great care is taken to meet their learning needs both academically and emotionally. This impacts positively on their self-esteem and confidence and underpins the good progress that they make. Pupils are friendly and courteous and their behaviour during lessons and at playtime is generally good. There are occasions when the behaviour of some pupils lapses. This is well managed by staff and the dialogue that ensues from such incidents is seen as an important learning opportunity that effectively promotes pupils' personal development. The excellent curriculum enables pupils to acquire a range of skills, knowledge and understanding. The provision for music, art and drama is strong and makes a valuable contribution to pupils' all-round development. Learning is planned effectively and enriched by a very good range of extra-curricular activities that afford pupils the opportunity to experience success and to learn how to engage cooperatively with others. The emphasis on teamwork and the impact it has on pupils can be seen in the success experienced by the school sports teams at both local and national level.

The progress made by all pupils reflects the quality of teaching, which is good. Teachers create a positive climate for learning and have high expectations of pupils. Pupils have targets for improvement and their progress is monitored carefully.

Intervention programmes are put into place quickly, should pupils require additional support. Teaching assistants provide valuable support for those pupils with learning difficulties and/or disabilities.

Leadership and management are good overall. The headteacher has a clear educational vision that is successfully communicated to and embraced by all staff. Together they ensure that all pupils are fully included in all aspects of school life. The quality of school evaluation, arising from close monitoring by the headteacher and the senior management team, is excellent. Subject leaders are not sufficiently involved in monitoring and evaluating the impact of teaching and learning across the school. They have a significant role to play in raising standards further. The governing body provides good support and is developing the ability to hold the school to account. The school has made good progress since the previous inspection and is well placed to improve further. The school provides good value for money.

What the school should do to improve further

- Develop the role of subject leaders so that they are able to make a more effective contribution to raising standards.

Achievement and standards

Grade: 2

Pupils' attainment when they start school is generally, slightly below that expected for their age with regard to the core subjects of English, mathematics and science. Some pupils exhibit poor levels of emotional and social development which impact on their progress. They make good progress as they move through the school because of consistently good teaching and exceptional care, guidance and support. Since 2004, standards at the end of Year 6 have been in line with the national average and above similar schools. Over this period the school has worked hard to improve the standard of boys' writing, to good effect. In 2006 pupils' performance exceeded the national average in English, mathematics and science. The number of pupils attaining the higher Level 5 also matched the national average except in science, where results were considerably higher. The school expects a similar outcome in 2007 and work seen during the inspection supports this. The school makes good provision for pupils with learning difficulties and/or disabilities and these pupils achieve well as a result.

Pupils make equally impressive strides in their personal development with particular regard to their standard of behaviour and social skills. Pupils develop better working habits and more receptive during lessons. This helps them to make good academic progress.

Personal development and well-being

Grade: 2

Pupils display very positive attitudes to school. They like their teachers and enjoy their lessons. The atmosphere in lessons is good and this reflects the good relationships between staff and pupils. Teachers and support staff go to great lengths to raise pupils' self-esteem and to develop their confidence. As a result, pupils try hard to improve and react positively to encouragement. This gives them a good sense of well-being and pride which helps them to tackle new situations. They feel safe and turn readily to their teachers for help should they require it. Pupils are conscious of health issues, including the dangers associated with drugs, smoking and alcohol and older pupils receive sex and relationship education. They understand what constitutes healthy eating and this is influencing their choice of food. Some pupils exhibit challenging behaviour but the overwhelming majority of pupils behave well. The school takes great pride, justifiably so, in managing pupils' social and emotional development. This is done well and is making a considerable difference to the way in which they conduct themselves. The school has a zero tolerance attitude towards bullying and incidents are dealt with quickly and emphatically. The provision for pupils' spiritual, moral, social and cultural development is good. However, the school recognises that there is work to do in relation to making pupils more aware of what it means to live in a multi-racial society. The school council affords pupils the opportunity to play an active role in the school community. They are beginning to learn a great deal about the democratic process.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is consistently good. Good relationships between adults and pupils are a feature in all lessons. Teachers have high expectations and pupils respond well. Lessons are well planned, although the plenary sessions are not always used to gauge the progress made by individual pupils during the lesson as well as they might. A range of teaching styles is used in order to make lessons exciting and stimulating. Teachers deliver lessons with pace and are particularly adept at asking questions that cause pupils to think prior to making a response. This helps to clarify their thinking, contributes to understanding and enhances progress. All staff use technology to support teaching and this helps to sustain pupils' interest and attention. Teaching assistants provide good quality support to individuals and groups of pupils, particularly those with learning difficulties and/or disabilities. Teachers mark work regularly and give pupils clear direction as to how they might improve their work.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding. It meets all statutory requirements and it is broad and balanced. The school sets out to provide a curriculum that is 'accessible to all' and in this it succeeds. The curriculum is adapted to meet the needs of all learners. Those with learning difficulties or special abilities are identified early and given appropriate support. Links between subjects stimulate learning and provide opportunities for pupils to practise and to apply a range of skills. This not only develops basic skills but also supports learning in other subjects such as history and geography. The quality and range of extra-curricular provision is excellent and it includes arts, music and sporting activities. This helps to develop pupils' skills whilst nurturing a sense of personal fulfilment.

The Social and Emotional Aspects of Learning (SEAL) programme is a distinctive part of the curriculum. This is taught as a discrete lesson in every class and it is designed to improve pupils' attitudes and behaviour both in and out of the classroom. This programme is well managed and delivered and is making a difference to pupils' performance in the classroom.

Care, guidance and support

Grade: 1

The excellent quality of care, guidance and support is a strength of the school. It is recognised as such by parents, who appreciate the work of the headteacher and his staff in this respect. Pupils' learning needs are identified early and appropriate support arranged that enables pupils, particularly those with learning difficulties and/or disabilities, to make good progress. Teaching assistants are deployed effectively to support pupils in their learning. Child protection systems are in place and staff receive regular training. Pupils are set individual targets in English and mathematics to help them improve and their progress is closely monitored over time. This school is very concerned with every aspect of pupils' development, as the SEAL programme demonstrates. However, this would not be so effective if it were not for the commitment shown by all members of staff to providing excellent support and guidance for all pupils, but especially those who experience emotional difficulties. This is evident in every aspect of school life.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher is outstanding as he is the driving force behind securing and sustaining the good reputation that the school rightly enjoys in the community. Through his leadership the school aims to provide quality experiences that enable all pupils to make good progress and it is successful in so doing. Excellent self-evaluation procedures and effective planning ensure that senior leaders know what needs to be improved and how it can be realised. The headteacher and governors are aware that there is room for improving standards still further. Subject leaders are too focused on managing their subjects on a day-to-day basis and they are not sufficiently involved in leading initiatives in teaching and learning which could result in improving pupils' performance. The governing body is very supportive of the school and is proud of its achievements. Individual governors visit school on a regular basis and, together with the headteacher, monitor aspects of school life.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
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?	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	2

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?	1

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	3
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

14 June 2007

Dear Children

Inspection of Burlington Junior School, Bridlington, YO16 7AQ.

As you know, I came to your school recently to find out how well you are learning. You all made me feel so welcome and I really enjoyed talking to you during lessons and at playtime. I particularly appreciated meeting the school council who told me a great deal about the school. I thought that the PowerPoint presentation about 'bullying' was very impressive. You told me that Burlington Junior is a good school and I agree.

These are things that I particularly liked.

- Your headteacher, Mr O' Reilly, leads the school very well and is determined that you will succeed in all that you do.
- Your teachers do a good job and care for every one of you.
- You are making good progress in English, mathematics and science. I was very pleased to notice that the boys have improved their writing skills and that the girls in Year 6 are getting better at solving difficult mathematical problems.
- The range of activities you can take part in after school, especially arts, music and sport.
- The behaviour of the overwhelming majority of pupils during lessons.
- The SEAL programme. It is helping you manage your behaviour better and as a result you are learning a lot more.

To help you do even better I have asked the school to:

- let the teachers who are responsible for each subject take a closer look at how you are taught and how you are learning in order help you get even better.

But what about you? How can you help your school to get even better? You can make sure that you attend school every day and continue to listen carefully to the messages you receive as part of the SEAL programme. It is good advice and will help you a lot.

Yours sincerely

C Keeler

Her Majesty's Inspector