

Burlington Junior School

Inspection report

Unique Reference Number	102564
Local Authority	Kingston Upon Thames
Inspection number	308050
Inspection date	13 February 2008
Reporting inspector	David Whatson

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	355
Appropriate authority	The governing body
Chair	Mr S Bown
Headteacher	Mrs B Chevis
Date of previous school inspection	22 March 2004
School address	Burlington Road New Malden KT3 4LT
Telephone number	020 8942 2687
Fax number	020 8942 3522

Age group	7-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- What are the reasons for the school's success in national tests, with specific reference to the quality of teaching and learning?
- What are the key features of the school's provision that support the pupils' personal development and wellbeing?
- The extent to which self-evaluation gives leaders an accurate view of the school's areas for improvement?

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This school is larger than most primary schools. The percentage of pupils eligible for free school meals is less than the national average. The school is ethnically diverse. The two largest ethnic groups are those from a White British heritage and those of an Asian background. The proportion of pupils learning English as an additional language is very high, although few are at an early stage of learning English. The percentage of pupils with learning difficulties is below the national average, as is the number with statements of special educational needs. In the last two years the school has been awarded the Basic Skills Quality Mark, Intermediate International Award, Healthy Schools Bronze Award, Eco Schools Award, and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

One parent's words 'Burlington Junior School is a brilliant school' was echoed by many others. Another parent wrote, 'My son enjoys school very much. He looks forward to going to school. His teacher is very good and his friends are well behaved and caring.' One girl summarised her view of the school by saying, 'You can come from another country and be very welcomed.' Her friends agreed.

There are many reasons why this outstanding school is so successful. Of greatest significance is the contribution of high quality teaching, very strong leadership, a highly stimulating curriculum, the intensive support and guidance given to all pupils and pupils' eagerness to learn. As a result of this powerful mix, pupils make very good progress in their academic and personal development, including their spiritual, moral, social and cultural development. Pupils arrive in Year 3 with standards that are broadly average. The school builds particularly well on their previous learning so that, by the end of Year 6 in 2007, standards were very high, as they have been for several years. The school has not been complacent during this time, and standards have risen steadily. Future targets are realistic and challenging.

Staff monitor pupils' academic and personal needs very carefully in their efforts to ensure that they fulfil their potential. Systems to assess pupils' work are very rigorous and the information is regularly analysed to track their progress. Consequently, staff know exactly how individual pupils are doing, who needs extra help and who is capable of extra work. High quality support is provided very quickly to those pupils with learning difficulties or those with particular gifts and talents. In lessons, pupils of all abilities and backgrounds achieve their best because staff have high expectations. Skilful questioning in lessons, and pupils' frequent involvement in assessing their own learning, add considerably to teachers' understanding of their pupils' progress. This enables them to accurately match work to pupils' differing needs. Carefully planned lessons usually include an exciting range of tasks that maintains pupils' interest and enthusiasm. The pace of learning in many lessons is fast and pupils are full of excitement and anticipation. They are very keen and confident and always eager to discuss their work, as they know that teachers value what they have to say. Pupils learning English as an additional language are fully included in lessons. Teachers' use of language, and the high standard of language they expect their pupils to use, helps these pupils achieve very well. Pupils are very appreciative of the extensive help put in place by teachers to help them improve. Pupils' very positive attitude towards school is shown in the excellent attendance.

The pursuit of academic excellence in English, mathematics and science is not at the expense of pupils' learning in other subjects. There is a very broad and well balanced curriculum. It includes both French and German and well-established links between subjects makes learning interesting and meaningful. The curriculum supports pupils' personal development exceptionally well. A very good range of visits, for example to Brighton, visitors such as musicians, and special events such as 'Creative Week' add to pupils' enjoyment and provide many opportunities for extending their learning beyond the classroom.

The school places a high priority on pupils' welfare. Systems to promote their safety and security are robust. There is very good support for pupils with learning difficulties that means they often achieve as well as their classmates. For example, one on one support that pupils receive in Year 4 is excellent. Capable teaching assistants and the good use of specialist teachers and outside agencies contribute significantly to these pupils' progress. Pupils thrive in this caring,

supportive atmosphere and they are very well prepared for their future both academically and socially. They are very proud of their school and the many roles and responsibilities, such as playtime mediators and 'Official Helpers', that they undertake. There is an atmosphere of quiet and orderly calm. Behaviour throughout the school is excellent. Pupils report that they feel very safe because bullying is very rare and there is always a friend or a teacher to help them. One parent wrote, 'The children are 'good citizens' and have respect for each other, adults and celebrate and share the variety of cultures and religions represented at the school.' The school council is rightly proud of its independence and the success it has had in raising money through book and calendar sales. Pupils have a deep awareness of the wider community, especially in relation to protecting the environment. They have a very good understanding of how to lead healthy lives and follow these principles well by making healthy choices at lunchtime and by joining the school's early morning fitness club or the 'Dancebite' club.

There is a very strong sense of team work at all levels of leadership and management. Through extensive monitoring systems, the school has an accurate view of its effectiveness. In English, mathematics and science, subject leaders analyse pupils' performance data very thoroughly and plan extensively to meet the needs of different groups of pupils in order to maintain high standards and improve provision further. As the monitoring of teaching in these subjects is very comprehensive, the quality of teaching has improved since the last inspection. However, in a few subjects, such as religious education, the level of monitoring although good, does not include sufficient direct observations of lessons. The school does not, therefore, always have a very accurate view in these subjects of the quality of teaching or where improvements could be made. The school improvement plan identifies clearly the school's vision and its priorities. Parents are extremely appreciative of the efforts of all staff. One, typical of many, wrote, 'The staff are superb'. The excellent headteacher has improved the school on many fronts. The recently appointed deputy head has added considerably to the strength of leadership. Governors contribute strongly to evaluating the school's work through events such as the recently introduced 'Governors' Visiting Week', and hold the school's leaders to account. The school's capacity to meet the challenges of the future is outstanding.

What the school should do to improve further

- Monitor the quality of teaching in all subjects as thoroughly as they do in English, mathematics and science.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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

27 February 2008

Dear Pupils

Inspection of Burlington Junior School, New Malden, KT3 4LT

Thank you all so much for your warm welcome during my recent visit. I really enjoyed spending time in your school, watching some of you working in lessons and chatting with you in the playground and the dining hall. Everything I saw convinced me that you go to an outstanding school.

Your work is of a high standard and you make very good progress. The teaching is very good. Lessons include something to interest and challenge every group in the class. You show great care and respect for each other and your teachers. You have good relationships with each other and you concentrate and work hard. Your behaviour is excellent, as is your attendance. The school gives you many opportunities to take responsibility and adults listen to your ideas about how to improve the school. You are proud of your school and the independence you are given. Teachers and other adults take extremely good care of you. The teachers offer you many interesting activities and visits. You thoroughly enjoy school, especially activities such as the fitness club or 'Dancebites'.

The headteacher, teachers and governors do an excellent job in running the school. They constantly look at how well the school is doing so they can improve it even more. They have been very successful, especially in English, mathematics and science. There is one little thing that could help the school be even better. Teachers in charge of subjects need to look a little more carefully at the teaching in subjects such as religious education, so that they have a better idea about how good the teaching is in these subjects, or what needs to be improved.

I hope you will continue to work hard and enjoy your school.

David Whatson(Lead inspector)