

# Burstwick Community Primary School

Inspection report

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<b>Unique Reference Number</b>	117838
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312720
<b>Inspection dates</b>	17–18 October 2007
<b>Reporting inspector</b>	Derek Sleightholme

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vince McKeown
<b>Headteacher</b>	Mr Allan Scarlett
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Main Street Burstwick Hull East Yorkshire HU12 9EA
<b>Telephone number</b>	01964 623411
<b>Fax number</b>	01964 624593

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized village school in a rural setting. It serves a mixed social community in a generally favourable context. All pupils are from a White British background. The percentage of pupils entitled to free school meals is below average. The proportion of those with learning difficulties and/or disabilities is below average as is the proportion with a statement of special educational needs. The school has Investor in People status and holds a Healthy School award.

## 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. The headteacher is supported by a committed staff and standards are improving. Most parents hold positive views of the school.

Pupils' personal development and well-being are satisfactory. Pupils know that good diet and regular exercise contribute to being healthy. They feel safe and can access help readily. Most enjoy lessons because they find the activities interesting. Those learning about Greek culture were proud to convey their knowledge to a full audience during an evening performance. Pupils cooperate well with others in lessons. Behaviour is satisfactory because most pupils behave sensibly, but a minority sometimes misbehave during breaks and lunchtime. Pupils contribute well to the local community. They responded positively to a non-uniform fund raising day knowing the proceeds were going to support village families affected by the recent severe flooding. This disaster affected pupils' attendance; it is average overall.

From typical starting points most pupils achieve satisfactorily and they make satisfactory progress. At the end of Key Stage 1 the results of the 2006 assessments were broadly average, but in 2007 the results improved, significantly so in reading. In the 2006 national tests for eleven year olds, standards were average, but dipped in 2007. However, this cohort had a high number of pupils with learning difficulties and/or disabilities who, nevertheless, made satisfactory progress. The quality of teaching and learning is satisfactory. It is good in lessons where pupils are well managed, content is delivered confidently and literacy and numeracy skills are taught through other subjects. However, an analysis of the quality and range of work in pupils' books and assessment data shows that teaching sometimes lacks pace and challenge. As a result, pupils make no more than satisfactory progress overall. Pupils with learning difficulties and/or disabilities make similar progress to other pupils.

The curriculum is satisfactory and meets statutory requirements. It is enriched well through whole school topics and projects. It is adapted to meet the needs of pupils when they are working in mixed age classes but the challenging activities planned to stretch the more able are not yet producing consistently better standards for these pupils. Care, support and guidance are satisfactory. Pupils receive sound advice on what they need to learn next and those with learning difficulties and/or disabilities are also supported appropriately.

Leadership and management are satisfactory. School leaders have accurately interpreted pupil performance data as a basis for identifying school priorities and consequent actions have resulted in some improved achievement. Their monitoring of provision has led to a secure view of the schools strengths and weaknesses. Some aspects of day-to-day organisation and management are not as robustly monitored as they should be and there are examples of incomplete records. Governors support the school appropriately through regular visits to check the progress of initiatives. The school has a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory. Children enter the Reception class with skills that are typical for their age. They make satisfactory progress and by the end of Reception, most reach the nationally expected levels as they enter Year 1. The quality of teaching and learning is satisfactory. Children are provided with an appropriate balance of adult led and independent experiences and a stimulating learning environment assists in maintaining interest

and motivation. Recent improvements to the outdoor area have facilitated the development of a wider range of activities and experiences which enhance the children's learning. Leadership of the Foundation Stage is satisfactory.

### **What the school should do to improve further**

- Implement strategies to ensure all pupils make good progress throughout the school.
- Reinforce strategies for promoting positive behaviour, particularly during lunch and break times.
- Improve the rigour in monitoring the day-to-day operation of the school to ensure all records are kept up to date.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupil achievement is satisfactory and standards are average. Children in the Foundation Stage make steady progress and most reach the national expectations for children of their age by the end of Reception. Pupils continue to make steady progress so that by the end of Year 2, standards are broadly average in reading, writing and mathematics. This was confirmed by the results of the 2006 assessments, although results in mathematics were slightly better than those in reading and writing partly because more pupils reached the higher levels in this subject. Early indications from the 2007 Year 2 tests show an improvement in all three subjects with pupils making much better progress in reading.

Pupils continue to make satisfactory progress in Years 3 to 6 so that by the end of Year 6 standards in English, mathematics and science are average. The 2006 test results confirmed a trend of slowly rising standards over four years. Although standards in each subject were average, the most noticeable improvement was in mathematics. However, few pupils reached the higher level in English. Provisional Year 6 results for 2007 indicate a dip in standards. This can be traced to a cohort with a higher proportion of pupils with learning difficulties and/or disabilities and some pupils did not attend this school throughout all their junior years. For those who did, school tracking data shows most made satisfactory progress between Years 2 and 6. The inspection has shown there is no difference in the attainment of girls and boys. Pupils with learning difficulties and/or disabilities make similar progress to other pupils when set against their starting points.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils say they feel safe in school. They understand how to access support if they are troubled. Most understand the importance of a healthy diet and how to keep fit. Pupils are motivated by and clearly enjoy the physical exercise 'Activate' activities.

Pupils' spiritual, moral, social and cultural development is satisfactory. By thinking about global issues and developing links with an African school pupils learn how they might support others. Behaviour in school is satisfactory. School records of incidents show a minority of pupils do not always behave well in their breaks and lunchtimes. The school recognises through its own

self-evaluation that improving pupils' attitudes is a priority. During the inspection behaviour in lessons and assemblies was good. Pupils' good conduct during the harvest festival service was recognised by governors through the school rewards scheme.

Pupils enjoy their lessons and enrichment activities. Girls and boys looked forward to representing their school as they set off to take part in a 'Rugby World Cup' event. Pupils regularly contribute to both school and village communities. School councillors have helped to organise fund raising activities. Pupils' handprints and initials in the paving is an example of how Year 6 pupils continue an annual tradition by leaving their 'mark' on school permanently in an artistic form. Through core subject lessons and access to information and communication technology (ICT) pupils are satisfactorily acquiring skills that will help them in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and, as a result, most pupils make satisfactory progress. Some good teaching was seen but the pace in lessons is not always sufficiently brisk and the level of challenge does not always encourage effective learning. Nevertheless, in aspects such as speaking, writing and calculating teachers are more challenging and learning accelerates. Better aspects of teaching include the way learning is linked to a local context. For example, in the Reception class the teacher used the recent severe flooding in the village to help children learn about the fire service. In the class covering Years 3 and 4 the teacher used the Battle of Stamford Bridge, a location close to the school, to add realism to the history study unit. This lesson was a good example of cross-curricular work as the pupils used their literacy skills to create a news report describing an historical event. Pupils' exercise books show marking is used to provide satisfactory guidance on how to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum that meets statutory requirements. All subjects are taught with priority given to literacy, numeracy and physical education. Pupils with learning difficulties and/or disabilities access programmes designed to help them make expected progress. Those pupils identified for booster support benefit from a mixture of whole class teaching and withdrawal setting support. Although the curriculum does include activities designed to challenge more able pupils' pupil performance data show the outcomes in terms of pupils reaching the higher levels to be inconsistent from year to year.

The enrichment programme is used well to extend pupils' learning experiences. Regular use of the ICT facilities throughout the school, particularly interactive boards, enhances the learning in many subjects. Curriculum planning includes delivery of whole school themes such as 'Take one Picture' currently displayed in the school hall. Pupils learn to play basketball, elementary French, a musical instrument and attend a residential experience.

### **Care, guidance and support**

#### **Grade: 3**

The care, guidance and support pupils receive is satisfactory. Policies and procedures for safeguarding child protection, health and safety are in place and meet government requirements.

The behaviour log is up to date. It records clearly the incidents and actions taken to resolve matters that have related to a small number of pupils.

Well-trained teaching assistants support pupils with learning difficulties and/or disabilities appropriately. In an English lesson the sensitive support and encouragement of a teaching assistant helped maintain the interest of pupils with learning difficulties. School staff collaborate well with those from external agencies to support pupils. The delivery of the SEAL programme, designed to support pupils understanding of the emotional needs of others has been satisfactorily introduced.

There is a satisfactory approach to setting pupil's progress targets. For example the exercise books of Year 2 pupils contain general guidance on how to improve writing and handwriting skills but they do not address pupil's individual learning needs. Pupils in Year 6 confirmed they were about to agree their targets to help them individually.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leadership provided by the headteacher is satisfactory. He is working positively with staff to meet the school aims one of which is, 'helping imagination to flourish'. The impact so far is that, since the previous inspection, standards have improved and are now average. Leaders carefully scrutinise pupils' results in order to identify which subjects merit priority attention and the actions required to achieve improvement. This approach helped improve mathematics standards at the end of Key Stage 2 in 2006. The targets set for pupils currently in Year 6 cohort are sufficiently challenging when set against the pupils starting points.

Governors use a focussed programme of visits to monitor how school developments are progressing. Monitoring by school leaders is satisfactory. One strength is the analysis of pupil data. A weakness is that some of the school's record keeping is not sufficiently well organised and internal checks have failed to pick this up. The school's use of self-evaluation has helped leaders to draw up relevant key objectives for standards and pupils' personal development. Although the school has a sound understanding of its strengths and weaknesses it rates some aspects of its provision too highly. The school has satisfactory capacity to improve further. It provides sound value for money.

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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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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

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

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

19 October 2007

Dear Pupils

Inspection of Burstwick Community Primary School, East Riding of Yorkshire, HU12 9EA

Thank you for the help you gave us when we inspected your school. We enjoyed visiting your classrooms, looking at your work and talking to you about your school.

These are the things we found out about your school. You attend a satisfactory school. We know that you make satisfactory progress as you move through each school year and by the time most of you leave at the end of Year 6, your knowledge, skills and understanding are what is expected for pupils at that age. You told us you feel safe in school and that you can get help when you need it. We know by your enthusiasm for 'Activate' that you understand the importance of being healthy. We observed that most of you behave sensibly. We remember how everyone was most impressed with your behaviour during the harvest festival and how the governors acknowledged this through the first whole school green card this year. We know how you contribute well to school, for example as councillors, and how you have worked hard to raise funds for good causes.

We have suggested that the staff and governors should:

- improve the rate of progress that you make from when you first start at school to the end of Year 6
- make sure that you all understand the importance of good behaviour
- regularly carry out checks on how the school organises its record keeping.

You can help by working hard and doing the best you can for your teachers.

Derek Sleightholme

Lead inspector