

Burton Pidsea Primary School

Inspection report

Unique Reference Number	117839
Local Authority	East Riding of Yorkshire
Inspection number	312721
Inspection dates	29–30 January 2008
Reporting inspector	Joy Frost HMI

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	4–11
Gender of pupils	Mixed
Number on roll	
School	54
Appropriate authority	The governing body
Chair	Mr Tony Rookes
Headteacher	Mrs Linda Rimmer
Date of previous school inspection	1 January 2005
School address	Church Street Burton Pidsea Hull HU12 9AU
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Age group	4-11
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Introduction

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

Description of the school

Burton Pidsea is a small primary school which serves a rural community near Hull. The location of the school is quite isolated with a limited bus service to the nearest town or city. There is a mix of different housing in the area with private and some short term rental properties. There are no pupils currently entitled to a free school meal and the vast majority of pupils are of White British Heritage. The proportion that has learning difficulties and/or disabilities (LDD) is in line with the national average and rising. The school has suffered a falling roll over the last three years and the mobility of pupils is above the national average and increasing.

In June 2007 the school was totally flooded and had to relocate to join a neighbouring school in cramped accommodation. Staff and pupils moved back to their own building in November 2007 in reduced accommodation with Key Stage 2 taught in the school hall. Renovation work to the main school was completed in December 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

A distinct feature of this good school is the outstanding pastoral care and welfare it offers its pupils. Teachers know pupils very well and work tirelessly to offer a good standard of education to pupils of all abilities. There are excellent partnerships with other agencies which ensure that pupil's well-being is of the highest standard. During the recent flooding, all members of the school and the wider community pulled together to maintain the friendly and caring ethos of the school. This was just one example of the good leadership and management of this school.

'The caring nature of all staff, from the headteacher to the cleaners, shows through in the attitude and behaviour of the children. We feel our children get a whole rounded education and not just the purely academic,' was the view of one parent who echoed the views of many. The large proportion of questionnaires returned were overwhelmingly supportive of the school's work. The inspector agrees that the school takes excellent care of its pupils.

Pupils are articulate and friendly, and get along very well together. Their behaviour and attitudes are good and they enjoy their education as evidenced in lessons and around the school. Pupils talked knowledgeably about how to live a healthy lifestyle and know how to keep themselves safe from harm. They told the inspector that there is no bullying or harassment in their school because, if they have a problem, teachers sort it out. The school council is involved in many fundraising activities and older pupils readily take on roles of responsibility within the school which help them to make a good contribution to the community. Effective support means that older pupils are well equipped for life at secondary school and provides them with a secure base for future learning.

Pupils enter the school with skills and knowledge that are broadly average, although this varies year-on-year. An increased proportion of pupils, however, have social and communication problems. Nevertheless, they make satisfactory progress in the Foundation Stage and good progress throughout Key Stage 1 where standards in reading, writing and mathematics are well above average by the end of Year 2. In Key Stage 2, standards have improved over time and are well above average in English, mathematics and science; this represents good progress. The school's own records show that pupils who have attended the school for the whole of their education make consistently good progress.

Teaching is good overall and teachers overcome the difficulties associated with mixed age classes well. They plan activities which match pupils' abilities regardless of their age. Lessons have a brisk pace, are interesting and engage all pupils. The school uses support staff well to work with small groups of pupils and to support those who find learning difficult and make regular checks on how well pupils are progressing. However, the teaching of science does not currently offer enough opportunities for pupils in all key stages to carry out investigative work on their own. Currently there is not enough written feedback to pupils to tell them specifically what they need to do next to improve their work and the individual setting of targets for improvement is underdeveloped.

The curriculum is satisfactory, it meets all statutory requirements and French is taught to older pupils which they enjoy very much. The school is beginning to make links between different curriculum areas and to make better use of the new computers which have been recently installed. Currently, information and communication technology (ICT) is not sufficiently used across all curriculum areas.

Effectiveness of the Foundation Stage

Grade: 3

Provision for children in the Foundation Stage is satisfactory. The new Foundation Stage area is within the Key Stage 1 area and staffed by a very experienced nursery nurse. Teaching mainly consists of short, teacher-led activities focused on the six different areas of learning across the day with an emphasis on developing basic skills. Children's attainment on entry to the school is varied but their skills and knowledge are broadly typical of four-year-olds. Children make satisfactory progress in all areas of learning and good progress in their ability to read and write by the time they enter Year 1. The curriculum for the early years is currently too narrow because there are too few opportunities for pupils to experience play-based activities or make individual choices about their learning which hampers their communication, social and creative development. The outdoor area is under-used and activities on offer are mainly linked to physical development. Opportunities are missed to develop all areas of learning and to link outdoor learning to what is going on in the classroom. The school is aware of this and is actively reviewing its provision within the limited space on offer.

What the school should do to improve further

- Ensure that children in the Foundation Stage have high quality activities to develop their communication, social and creative development inside and outside of the classroom.
- Improve the rigour of target-setting and marking to ensure that pupils know the next steps in their learning.
- Improve pupils' investigative skills in science.
- Make better use of ICT across all areas of the curriculum.

Achievement and standards

Grade: 2

Pupils enter Year 1 with the majority having reached levels typical of five-year-olds. Their skills in reading and writing are above those expected due to the emphasis that the school places on reading and writing across the curriculum. They make good progress across Key Stage 1 and, by the end of Year 2, standards are above the national average in reading, writing and mathematics. This trend continues across Key Stage 2 with rising standards year-on-year to 2006. However, in the 2007 national tests for 11-year-olds, standards dipped to average in mathematics and science which represented satisfactory progress for this small group of pupils. Pupils' standards in science have been consistently below those of English and mathematics. This is because there are not enough good opportunities for pupils to carry out practical investigations in lessons. Pupils who have LDD make good progress because those who need help with their work are identified early through the school's good systems for checking how well pupils are doing and catch-up programmes are put in place.

Personal development and well-being

Grade: 2

The personal development and well-being of the pupils are good. They enjoy school as shown in their good behaviour, attitudes to learning, and very good relationships between all staff and pupils. The good behaviour and attendance were maintained despite recent events which were unsettling for many pupils. Pupils talk knowledgeably about how to live a healthy lifestyle and told the inspector they are looking forward to achieving the Healthy School Award. They

appreciate the many and varied opportunities to experience different sporting activities and often carry these on outside school. Pupils know how to keep themselves safe from harm and are proud that there is no bullying in their school. The older pupils readily take on roles of responsibility within the school and take care of younger pupils. They make a good contribution to the community through the school council and the many fundraising events they take part in. Spiritual, moral, social and cultural development are outstanding; pupils are thoughtful, respect themselves and others, and showed great empathy when discussing the recent flood with the inspector. Their good basic skills ensure that they are well prepared for their future economic well-being and the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. In the best lessons, good planning ensures that activities are closely matched to pupils' abilities. Teachers' questioning skills are good and used well to challenge pupils and develop their thinking; for example, in a Year 5/6 mathematics lesson, pupils were challenged to find missing numbers by using known strategies. Lesson planning is good and meets the needs of different groups of pupils in mixed age classes. Support assistants are well trained and work with small groups where appropriate and to deliver catch up programmes to those who need it. Teachers are beginning to use interactive whiteboards well to make lessons more interesting and pupils respond well to this approach. Pupils' work is marked regularly and assessments are generally used well to track pupils' progress but the information is not used consistently to inform future planning or tell pupils what specifically they need to do next to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It is broad and balanced, and meets all statutory requirements. There are, however, too few opportunities for pupils to carry out whole investigations in science lessons and opportunities to use ICT across the curriculum are not yet fully embedded. In some foundation subjects, there is an over-emphasis on using published schemes for planning and worksheets for recording which limits pupils' ability to write at length. French is taught to older pupils. During the recent flood, the school rightly concentrated on the basic skills and combined subjects together due to a lack of resources. They are now catching up on the subjects not taught and beginning to make good links between different subject areas which is enhancing pupils' learning.

A varied programme of visits and visitors to the school is in place, for example a visit to Eden Camp to study the Second World War and use of the local area to produce good work in geography. These visits and theme weeks such as Africa week enrich the curriculum. The school does not currently offer extra-curricular activities, although some parents said they would welcome them. The extensive and varied range of sporting activities already on offer in the curriculum is good and has led to the national award of Activemark for excellence in sport.

Care, guidance and support

Grade: 2

The school offers outstanding pastoral care for its pupils. The staff have excellent systems in place to ensure the care and welfare of all pupils. The school has established excellent partnerships with professionals and outside agencies who regularly visit school and offer advice and support. This ensures that pupils who need support get it quickly. The special needs coordinator knows individual pupils well. She has rigorous procedures in place to identify and support pupils who have a specific learning difficulty or who have emotional or social problems. All procedures to safeguard pupils are in place and the school places a high priority on pupils' personal, social, health and citizenship education. As many parents commented, 'The headteacher is always on hand and listens to what we have to say, she is very fair.'

However, academic guidance is only satisfactory because target setting and marking are inconsistent across the school. There are some good examples for older pupils where the next steps are clearly outlined but too often where targets are set they are too broad and do not tell pupils what specifically they need to work on next.

Leadership and management

Grade: 2

The leadership of this school is good at all levels but most noticeably the leadership of the headteacher; she combines her leadership role with a large teaching commitment very well. She has developed the staff into a close-knit team who work well together. With so few teachers in the school, some of whom work part-time, each teacher has many different areas of responsibility. Subject leaders are knowledgeable about their subjects and have developed good plans for improvement concentrated on raising standards and achievement in English and mathematics. All staff are keen to continue their professional development and this is a strong feature in this small school. The school's self-evaluation is accurate; the headteacher knows the school well. She regularly monitors teaching and learning, and has established a systematic programme of checking the work of the school. Performance management systems are in place and well linked to school improvement initiatives. Senior leaders and managers are aware of the strengths of the school but are not complacent and are keen to keep improving. The headteacher keeps the governors well informed about the impact of planned improvements and they in turn carry out their duties well. They offer a good balance between supporting the school and offering appropriate challenge. The governors ensure good financial management of the school and it therefore gives good value for money. The school has made good improvement since the last inspection and has good capacity to improve even further.

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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?	2
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

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	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	3
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

31 January 2008

Dear Pupils

Inspection of Burton Pidsea Primary School, East Riding of Yorkshire, HU12 9AU

Thank you so much for the very warm welcome you gave me when I visited your school recently to check how well you were doing. I very much enjoyed talking to you all and listening to how well you all coped last year when you had to move to another school because yours was flooded. Your teachers dealt with this very well and made sure that your education did not suffer. I agree with you that you go to a good school. Your teachers provide outstanding care and guidance which ensures that you are all safe and happy at all times. You told me that you enjoy coming to school and that was obvious in the happy and friendly atmosphere you have created. Your behaviour is very good and you all get along together famously. Well done!

I have asked Mrs Rimmer to make a few improvements that will make your school even better:

I have asked teachers to think of ways to provide the youngest children with high quality activities to develop their communication, social and creative development.

- I have also asked that you get more opportunities to use the new computers in lessons and carry out more investigations in science. I have asked the teachers to tell you what specifically you need to do next to improve your work. You can help your teachers by telling them when you think you have achieved a target so that you can get a new one!

I wish you all the very best in your learning and hope that you continue to enjoy all that the school has to offer you.

Kind Regards

Joy Frost HMI