

Burradon Community Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 108612 |
| Local Authority | North Tyneside |
| Inspection number | 324803 |
| Inspection date | 30 January 2009 |
| Reporting inspector | Linda Buller |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 168 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Joseph Cox |
| Headteacher | Miss Angela Hunter |
| Date of previous school inspection | 6 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Burradon Road Burradon Cramlington Northumberland NE23 7NG |

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|--------------------------|-----------------|
| Age group | 3–11 |
| Inspection date | 30 January 2009 |
| Inspection number | 324803 |

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and the following issues.

- The impact of actions taken by leaders and managers to halt the decline in standards.
- The impact of provision on pupils' personal and academic achievement.
- The impact of the school's contribution to community cohesion.

Evidence was gathered from the school's records of pupils' progress and the assessments of the standards they attain, from observing teaching and learning, from analysis of pupils' work in books and from discussions with pupils, staff and governors. Parents' responses to the Ofsted questionnaire were also analysed. 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 its self-evaluation were not justified and these have been included in this report.

Description of the school

The school is smaller than average and draws its pupils from an area which is more disadvantaged than others socially and economically. A higher proportion of pupils than is typical of other primary schools claim a free school meal. Most pupils are of White British background with very few from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. There has been considerable disruption to staffing since the last inspection caused by long-term absences, including senior leaders. Due to the long term absence of the headteacher, the deputy headteacher is leading and managing the school in an acting headteacher capacity. The school makes provision for children in the Early Years Foundation Stage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a sound education for its pupils. It has some significant strengths within aspects of its work. Its warm, friendly atmosphere ensures that pupils really enjoy coming to school and feel safe and secure. Parents are overwhelmingly supportive of everything the school does.

Children get off to a good start in the Early Years Foundation Stage. They enter Year 1 with standards which are broadly average. Currently, outstanding teaching in lower Key Stage 1, together with a curriculum which enables pupils to put into practice their well developed knowledge of letters and sounds, is resulting in good progress for these pupils. However, the school has been through some difficult times and this has affected standards. The acting headteacher has quickly identified that the disruption to staffing has adversely affected pupils' learning, particularly that of older pupils. A variety of strategies have been introduced to halt the decline in standards seen in the 2008 test results at the end of Year 6. Staff and governors share her determination and improvements are being systematically put into place. These include more rigorous checking of pupils' progress, a good creative, varied curriculum and good quality support and guidance. There are good links between subjects, which add meaning and relevance to pupils' learning. Verbal and written feedback ensures that pupils have a secure knowledge of how they are doing and how they can take responsibility for further improvement. As a result of the measures the school is taking, pupils' achievement is satisfactory overall and standards are in line with the national average.

Teaching is satisfactory overall, with some good features. These include the positive way that pupils are managed and the way their contributions to school and their work are valued. Information and communication technology is used well to support learning in many lessons and pupils speak with great enthusiasm regarding the learning portal which helps them to continue learning at home. Pupils with learning difficulties and/or disabilities are sensitively supported by staff to make the same satisfactory progress as their peers. Although there are strengths in teaching in Key Stage 2, there are times when the pace of lessons is not fast enough and pupils are not challenged to reach the standards of which they are capable.

The strong emphasis placed on developing pupils' confidence and self-esteem results in their outstanding personal development, including their spiritual, social, moral and cultural development. Pupils are polite, very well behaved and listen attentively while others speak. This is accompanied by a mature approach to their learning; they remain focused in lessons, cooperate and share ideas very well. They have an excellent knowledge of how to stay healthy and safe. Such messages are reinforced very well, for example, in the dining hall where pupils are encouraged to make healthy eating choices. Pupils are very well aware and proud of their local mining heritage and this provides a meaningful purpose to much of their work. Well developed skills in information and communication technology, excellent citizenship skills and a sound knowledge of basic literacy and numeracy skills prepare pupils well for their next stage of education and life after school.

The contribution made by the school to community cohesion is good. School leaders have a clear understanding of what is required to promote community cohesion and have planned effectively for this, based on a sound analysis of current provision. Good partnerships are established within the community and with other agencies. The school is central to the development of community initiatives such as the provision of sports facilities which contribute

to the health and well-being of pupils and the wider community. Pupils are very much aware of the importance of helping those less well off than themselves and contributing to the wider community. They raise funds for a variety of national and world wide charities. The school council represents the views of the pupils very effectively and the pupils' keen involvement reflects the importance they attach not only to school, but also to wider community and global issues.

The school is soundly led and managed. Self-evaluation procedures are detailed and give the school an accurate view of its strengths and weaknesses. A good range of strategies has been introduced to check the quality of the school's work and these are obviously having a positive impact on raising standards and achievement for all pupils. The school has made good progress in relation to the issues identified at the previous inspection. For example, there are increased opportunities for pupils to apply and develop their writing skills in other subjects of the curriculum.

Pupils are well cared for and safeguarding procedures meet national guidelines. Parents are confident that their children are well looked after. Governors are now involved in monitoring procedures and support and challenge the school well. Despite these important strengths, leadership and management are satisfactory because the school is operating under considerable financial constraints which have led to the setting of a deficit budget. The school has a satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start nursery with skills and knowledge below those typical for their age. As a result of good provision for their learning and development they achieve well during their time in the Early Years Foundation Stage and almost all attain average standards. Staff have very good relationships with children and plan well to cater for their interests and needs. A particular strength is the teaching of letters and their sounds. The children love these sessions and behave impeccably, listening carefully and responding with enthusiasm when asked to give initial sounds or segment words. A focus on mathematical development through activities such as sequencing numbers in the garden, making number lines in the outside classroom and placing legs on the spider are helping children to become more proficient at counting. However, there is a lack of opportunities for investigating and problem solving in mathematics which impacts upon children's ability to apply their knowledge. Whilst teaching assistants make a contribution to children's learning they are not always deployed effectively enough to ensure that progress is maximized.

The Early Years Foundation Stage is well lead and managed. Good attention to welfare requirements helps children to quickly settle into school and really enjoy learning. The staff welcome and value parents' and children's views and these contribute to how the school makes improvements. Parents are highly appreciative of what the school provides for their children. Typical comments include 'Since my child has joined this school, her learning ability has come on leaps and bounds and she seems more confident in her work and self-esteem'. Children's personal development is good. They play cooperatively in role play areas such as the dentist's surgery where they sign patients in for appointments, check patients' teeth and issue bills as they leave! They tidy up quickly and effectively at the end of sessions, using the 'tidy up music' as a prompt. They have a good understanding of keeping safe from germs and wash their hands before lunch and after going to the toilet.

What the school should do to improve further

- Improve the pace and challenge provided for pupils in Key Stage 2 lessons.
- Ensure that the school can operate within a balanced budget.

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

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Annex A

Inspection judgements

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| 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

| | |
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| 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? | 2 |
| The capacity to make any necessary improvements | 3 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ 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/or disabilities make progress | 3 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are 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 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| 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 | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| 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 |

Annex B

Text from letter to pupils explaining the findings of the inspection

3 February 2009

Dear Pupils

Inspection of Burradon Community Primary School, North Tyneside,

NE23 7NG

Thank you for welcoming the inspection team into your school. We enjoyed talking with you, watching your lessons and looking at your books. This helped us to see that your school provides you with a satisfactory education which helps you make satisfactory progress in your work. One of the things which the school does best is in helping you to become confident young people who behave very well, try hard with their work and have an excellent understanding of how to keep themselves healthy and safe.

I really enjoyed hearing about all of the things you have been involved in to improve your school and your local area. It was clear that you have a very good knowledge of the mining traditions of your village, as well as having a well developed understanding of those in other parts of the United Kingdom and the wider world. You told us that you enjoy your lessons and all of the extra things which the school provide for you. You were particularly proud of the use made of the learning portal which helps you to improve your work when you are at home.

To help you do even better we have asked the school to make sure that all of you work as fast as you can in lessons and to make sure that the work you are given is not too easy. We have also asked the school to be extra careful when planning what they are going to spend within school each year.

Yours faithfully

Linda Buller

Lead inspector