

# Burton-upon-Stather Primary School

## Inspection report

---

Unique Reference Number	117730
Local Authority	North Lincolnshire
Inspection number	326672
Inspection dates	16–17 June 2009
Reporting inspector	Heather Richardson HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

---

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	205
Appropriate authority	The governing body
Chair	Mrs Jean Towers
Headteacher	Mr Alan Travis
Date of previous school inspection	18 May 2006
School address	Flixborough Road Burton-upon-Stather Nr Scunthorpe DN15 9HB
Telephone number	01724 720394
Fax number	01724 720394
Email address	head.burtonstatherprimary@northlincs.gov.uk

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 11 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at the school's documentation, including its development plan. Inspectors also analysed the views of parents through informal discussions and the parental questionnaires, 95 of which were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment, learning and progress for all groups of pupils
- the quality and impact of the school's assessment and tracking systems in promoting attainment for all groups and individual pupils
- The quality and impact of the school's systems for monitoring and evaluation in securing improvement in provision and in outcomes for pupils.

## Information about the school

Burton-upon-Stather Primary school is of average size and located in an area with relatively low levels of deprivation. There are more boys than girls, markedly so in some classes. The number of pupils joining or leaving the school is similar to the national average. However, there was higher mobility in the Year 6 class which left in 2008. Very few pupils are of minority ethnic heritage and none speak English as an additional language. The proportion of pupils entitled to free school meals is low. The proportion of pupils with learning difficulties and/or disabilities or with a statement of special education needs is broadly average. The school has the Healthy Schools Award and the Activemark. Childcare is provided on the school site through Burton Playgroup and Burton out of school club, managed by private providers. Both were inspected at the same time as the school and their inspection reports can be found on Ofsted's website.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

## Main findings

This is a satisfactory but improving school with some strong features, notably the care, guidance and support provided for pupils and aspects of pupils' personal development. The Early Years Foundation Stage is outstanding and enables pupils to make an excellent start to their learning and attain standards above national expectations. Pupils generally leave school with standards which are above the national averages. Although their progress across Key Stages 1 and 2 is satisfactory, it is variable and pupils do not gain the maximum benefit from the very good start they received in the Reception class. This is because the quality of teaching and of the curriculum is variable, especially, but not exclusively, in subjects other than English, mathematics and science. As a result of the school's focus on this area, teachers make better use of the assessments of pupils' learning to inform their planning. However, there is scope for this to be more precise and for teachers to have higher expectations of what pupils can achieve. Too few opportunities are provided for pupils to use information and communication technology (ICT) and reinforce their skills in literacy and numeracy across the curriculum, because this is not planned systematically. The school has accurately identified some areas of weakness, including writing and the progress of more able pupils. The actions it has taken are having a positive impact in raising standards, but, as the senior leaders acknowledge, there is more to do.

For the most part, pupils have very positive attitudes to learning and they enjoy coming to school. They feel safe and well cared for by their teachers and other adults. They are good ambassadors for the school and relish opportunities to take responsibility and to help other pupils as playground buddies or play leaders. Pupils have an excellent understanding of how to stay healthy and enjoy participating in a range of sporting activities.

The impact of actions to tackle weaknesses shows the school has satisfactory capacity to improve. The school sets challenging targets for pupils, which are increasingly met. With local authority support, senior leaders have improved the systems for monitoring and evaluating the school's work, but these are not yet rigorous enough to secure good progress for pupils. Governors have increased the challenge they offer since the previous inspection. Although there is clear commitment to continuous improvement, strategic planning by senior leaders and governors is underdeveloped. As a result, the school has not been entirely successful in securing appropriate teaching group sizes at all times. Arrangements for the large

Year 5 cohort work well in the mornings and some afternoons, but the teaching group is too big in some sessions for all pupils to make the best progress. Some provision for these pupils is too piecemeal. The size of the teaching group for Reception pupils is in breach of infant class size regulations, although the quality of provision for them is outstanding. Parents are generally very supportive of the school, but, despite improvements, a small-but-significant minority have concerns about communications.

## What does the school need to do to improve further?

- Ensure the national requirements for the size of infant classes are met.
- Accelerate the rate of pupils' progress from Years 1-6 through consistently high quality teaching including:
  - sharpening the use of assessment to plan learning;
  - ensuring that teachers have high expectations of what pupils can achieve; and
  - integrating the use of ICT into lessons.
- Develop a more coherent curriculum to provide pupils with well-planned opportunities to consolidate their skills in literacy, numeracy and ICT and improve progress across all subjects.
- Build on existing strengths in relationships with parents to develop the effectiveness of communications between home and school.
- Increase the rigour with which the school's work is monitored and evaluated, using the outcomes to inform strategic as well as development planning.

A small proportion of 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.

## Outcomes for individuals and groups of pupils

3
---

Pupils start in the Reception class with skills typical for their age. They get off to a flying start in Reception and, by the time they start Key Stage 1, most reach standards which are above national expectations. After a dip in 2008, evidence from lessons, pupils' work and the school's tracking shows that current standards at the end of Key Stage 2 are again above national averages overall in the core subjects. During a Year 6 lesson which started with a spelling test, pupils not only responded well to the challenge of spelling the words correctly, they also rose to an additional challenge by providing fluent and accurate definitions.

Pupils' academic progress across Key Stages 1 and 2 is satisfactory overall, but erratic. Standards at the end of Key Stage 1 have been broadly average for a number of years, indicating some underachievement at this key stage given pupils' starting points. However, standards are now beginning to rise and pupils are making better progress. For example, the school's focus on writing has raised standards at the higher level 3 at Key Stage 1, as well as raising pupils' enjoyment. Pupils with learning difficulties and/or disabilities make good progress. This is because the

school makes effective use of teaching assistants to support these pupils both in class and through the use of specific programmes targeted to their needs. The school has improved its provision for pupils with dyslexia, including providing guidance to parents and the specific support is promoting the progress of these pupils effectively. However, pupils are not making similar progress across all curriculum areas, because both the teaching and the curriculum are not as strong in other subjects as in English, mathematics and science.

Pupils are generally eager to learn and respond best when lessons are engaging and challenging. Their behaviour is usually good and sometimes outstanding. For example, some older pupils moved from a drama activity back to their writing task very purposefully and quietly, as the teacher had asked, so that they kept the ideas and feelings from the drama in mind for their writing. Pupils explained how this really did help them to produce better work. Pupils' behaviour slips, however, when lessons do not fully engage their attention or provide sufficient challenge.

Pupils feel safe in school and show good knowledge of how to keep themselves safe. They value the care which all adults provide and know there is someone to turn to if they need help. All the pupils interviewed by inspectors felt that the school dealt quickly with any instances of bullying. Pupils are particularly knowledgeable about how to stay healthy and they take part enthusiastically in activities to keep fit, including helping to lead the daily 'wake and shake' session. They are eager to contribute; pupils told inspectors enthusiastically about how, through the school council, they had helped to design the 'trim trail' and improve the school's recycling.

Pupils are developing good workplace and other skills through the school's focus on literacy and numeracy and on promoting collaborative working. Pupils' ICT skills are not as strong. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in their moral and social development. Their knowledge of cultures other than their own and of the diversity of British society is less well developed.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

their future economic well-being?	
What is the extent of pupils’ spiritual, moral, social and cultural development?	2

## How effective is the provision?

Very good relationships exist between teachers, teaching assistants and pupils, which promote learning. Teaching assistants support the learning of different groups very effectively; they are well trained and briefed on each lesson. Lessons clearly demonstrate that the school has promoted key strategies to improve the quality of teaching and learning. Effective use is made of ‘talk partners’ throughout the school, when pupils quickly discuss their ideas or possible answers to a problem with each other. This builds pupils’ understanding as well as developing their speaking, listening and social skills. All lessons have clear objectives and the work for different groups of learners is set out. This is an improvement, but, as yet, not all objectives and tasks are sufficiently well targeted to pupils’ needs or provide sufficient challenge. The school has yet to secure teaching which is consistently good or better to ensure pupils make the good progress of which they are capable.

Strengths of the curriculum include the range and quality of enrichment opportunities and experiences, including the many clubs and visits. The adaptation of aspects of the curriculum for pupils with learning difficulties and/or disabilities, including targeted programmes, contributes to their good progress. Higher-ability pupils benefit from curriculum links with the high school. However, the curriculum lacks some coherence to ensure that learning in one area, such as literacy or ICT, is reinforced elsewhere and that pupils learn skills in all subject areas progressively. The school provides good care for pupils. Teachers know individual pupils well and the effect of this is seen, for example, in pupils’ confidence and enjoyment.

*These are the grades for the quality of provision*

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

Senior leaders show clear commitment to raising standards and improving the quality of provision, and they have secured the commitment of staff. Where actions have been taken, as in developing assessment, there has been improvement. Similarly, the monitoring and evaluation of the school’s work has improved, although it is not yet sufficiently robust. Governors increasingly hold the school to account for aspects of its work. However, this work by senior leaders and governors is not translating into effective strategic planning to explore options and maximise the use of resources to benefit pupils’ progress. The school is in breach of national regulations for infant class size in the Reception class. The school has identified and improved outcomes

for several groups of pupils, including the more able and those with dyslexia. This demonstrates satisfactory promotion of equal opportunities. There is a sound action plan to promote community cohesion and links have been established with another school to develop pupils' understanding of other cultures. The school's arrangements for safeguarding pupils meet government requirements.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

All children thrive in the Reception class, because of the high-quality teaching and care they receive. When they join, children's skills are broadly typical for their age. The very warm and caring relationships between adults and children, along with the bright, lively and particularly well-resourced learning environment, both indoors and outside, ensure that children quickly develop a real thirst for learning. Children make outstanding progress and, by the time they start Year 1, many are working beyond the level expected nationally for this age. Children's personal, social and emotional development is outstanding. Adults make the most of opportunities to encourage children to talk about their learning, to develop their independence, take on small responsibilities and to understand routines and boundaries. As a result, they become eager young learners who behave extremely well. Teachers and support staff work together closely to assess and record children's progress. They use this information very precisely to plan future activities. Consequently, learning builds very effectively on what children can already do. Incisive analysis of children's progress by the Early Years coordinator pinpoints swiftly and precisely where provision can be adapted further. The leadership and management of Early Years by the coordinator are outstanding in securing the high quality of provision and outcomes for children. However, the school has not met the requirements for infant class size for this class.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	2



Overall effectiveness of the Early Years Foundation Stage	1
---	---

## Views of parents and carers

The response rate to the questionnaires was relatively high and a high proportion of parents took the opportunity to make additional comments. Most parents commented very positively on the work of the school and the care provided by all staff. This view was endorsed by those parents to whom inspectors spoke informally. A small number of parents noted concerns over the way in which bullying was handled, although other parents noted that it had been handled well. A significant proportion of parents commented on the large class sizes in both Reception and Year 5 and inspectors reviewed the impact of this, as reported above. A concern raised by about 10% of parents who completed the questionnaire was the effectiveness of the school's communications with parents. Inspectors followed this up in discussion, reviewing examples and noting improvements which have been made. It is the view of the inspectors that there is scope to build on the strengths to bring about further improvement.

Ofsted invited all the registered parents and carers of pupils registered at Burton-upon-Stather Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 95 completed questionnaires. In total, there are 400 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	54	43	7	

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



18 June 2009

Dear Pupils

Inspection of Burton-upon-Stather Primary School DN15 9HB

I am writing to thank you for all the help which you gave to Mrs Dodd and me when we inspected your school recently. We enjoyed talking to you and hearing your views about the school. Most of you eagerly told us how much you enjoy school and about all the activities you can do. We were pleased that so many of you take part in school activities and help other pupils. Through the school council, you really have made a difference.

There are lot of good things about your school. These are some of them:

- you get off to a really good start because the Reception Class is outstanding
- by the time you leave school, you usually reach high standards
- you know how to stay safe and you are particularly good at being healthy
- the school provides good care for you
- your lessons are getting better and teachers are making more use of their knowledge about what you can do when they plan them for you.

We have said that your school is satisfactory overall. We can see that it is improving but it needs to get better still so that you all make the best progress possible. We have asked Mr Travis, the teachers and governors to do several things to make this happen. We have asked your teachers to look at how they might group pupils to avoid very big classes. We have also asked them to continue to improve the lessons by making sure they really challenge you and include more use of information and communication technology (ICT). In addition, we have asked them to look at the way in which the different subjects are planned. Finally, we have asked Mr Travis and governors to ask even more challenging questions about how well the school is doing so that they can make the best possible plans for the school.

I hope you continue to enjoy your time at school and will continue to rise to the challenge of working hard and doing your best. I wish you every success in the future.

Yours sincerely

Heather Richardson HMI  
Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).