

Burnside School

Inspection report

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| Unique Reference Number | 122266 |
| Local Authority | Northumberland |
| Inspection number | 327678 |
| Inspection dates | 11–12 November 2008 |
| Reporting inspector | David Shearsmith |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 413 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 126 |
| Childcare provision for children aged 0 to 3 years | 35 |
| Appropriate authority | The governing body |
| Chair | Rev Sheena Ward |
| Headteacher | Ms Jane Ramsey |
| Date of previous school inspection | 1 October 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Durham Road Cramlington Northumberland NE23 3ST |
| Telephone number | 01670 736052 |
| Fax number | 0 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This newly established primary school has grown from a first school and has its first Year 6 pupils in 2008. The number of pupils on roll is above average and most pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is well below average as is the proportion of those with learning difficulties and/or disabilities. The Early Years Foundation Stage (EYFS) comprises a Children's Centre, Nursery and two Reception classes.

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: 2

Burnside is a good school that ensures pupils are happy, very well behaved and good citizens. The school, therefore, successfully contributes to pupils' outstanding personal development. Parents greatly appreciate the way teachers support their children and make learning interesting. Pupils' progress is tracked well and teachers are increasingly using this information to help them do better. Pupils know that there is always someone to turn to if they need help and, as a result, feel safe and secure. Attendance is well above average and behaviour is outstanding because pupils greatly enjoy school and achieve well. Pupils readily take on responsibilities, such as being school council members or prefects. They also have a very good understanding of how to keep healthy and stay fit, as the school strongly promotes all aspects of personal development. Pupils are well prepared for their next stage of education and are given a number of opportunities to develop their economic well-being through activities such as organising the sale of fruit in the school.

Teaching and learning are good with pupils being engaged in a good range of interesting activities which improve their basic skills. Teachers make learning exciting and make effective use of support staff to ensure all pupils make good progress in lessons throughout the school. The school's data show that Year 6 pupils are currently on track to achieve well above average standards by the end of the year. The curriculum is good. There is a strong focus on the basic skills and pupils have the opportunity to experience a wide range of activities within and outside the school as well as further afield. Pupils have access to a wide range of art and sporting activities that adds to their enjoyment of learning. However, they do not have sufficient opportunities to be independent in lessons and develop their own learning. As a result, some do not always make as much progress as they could.

Leadership and management are good. The new headteacher has built a strong team of highly committed teachers. The governing body and the senior leaders have good understanding of its strengths and weaknesses as they are involved well in monitoring and evaluating aspects of school life. They have a good understanding of what the school needs to do to improve. Actions, such as the new marking policy, are already having a positive impact on the school and pupils' progress. Subject leaders in core subjects of English, mathematics and science have a clear understanding of their roles and responsibilities and measure the outcomes of their actions on pupils' progress well. However, other subject leaders have not had sufficient opportunities to monitor and evaluate their subjects and, as a result, some areas are less well developed than others. The school has good capacity to improve due to the clear evaluation of the school's priorities and the success of actions already taken to implement change.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is good. When children start Nursery, they have skills at the levels expected for their age. Children make good progress and, by the end of the Reception year, attain skills above those typical for their age. Children are kept safe and secure because of the very good procedures that are in place. Welfare requirements are given high importance and are extremely well met. Children are successfully encouraged to lead healthy lifestyles in age-appropriate ways. Routines in the day care follow the needs of the children and are sensitively handled. Induction procedures are thorough, supporting children very well and helping to smooth the transition from one setting to another. Relationships are a strength and staff show real enjoyment at being with

children in Nursery and daycare. Their strong personal knowledge of each child means they know when to move learning forward. Overall, there is a good balance between child-initiated and adult-led activities and, as a result, children very much enjoy the experiences on offer. In Reception, however, children's opportunities to develop literacy and numeracy skills are limited to some extent as they are not given sufficient independent time to develop their own learning. The outdoor areas allow children to explore most areas of learning; the school has correctly identified areas for further development. Leadership of the EYFS is good in the way it has focused on developing the environment and building the new team. This has been successfully achieved with a clear plan for future developments that feeds into the school's development plan. The temporary day care manager has a good understanding of the needs of the EYFS and is successfully improving provision.

What the school should do to improve further

- Improve the opportunities for independent learning.
- Improve leadership of the foundation subjects.

Achievement and standards

Grade: 2

Pupils' current work shows that standards are well above average by Year 6 and achievement is good. They make good progress in the EYFS and their development is above that expected for their age by the time they begin Year 1. Pupils continue to make good progress during Key Stage 1 and Key Stage 2. Pupils in the current Years 2 and 6 are on track to reach well above average standards by the end of the year. These high standards have been shown in the results of the Key Stage 1 assessments over several years. The school has no previous Key Stage 2 results. Pupils with learning difficulties and/or disabilities also make good progress because the school ensures that their needs are accurately identified and sufficient support is given.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, and their spiritual, moral, social and cultural development, are outstanding. Pupils make very good contributions to the school and wider community, and school councillors proudly and successfully assume responsibility. In an excellent pupil-led initiative, for example, three Year 6 pupils produced a DVD by interviewing pupils and staff about their feelings and aspirations for the new school. In their time at school, pupils become mature, courteous and friendly citizens. They are very reflective through projects such as, 'I am a small part in the World', and know about their role in school life. Pupils value and know about being healthy and their success in competitive sport has helped the school gain the Activemark. Pupils feel safe, knowing that they can turn to an adult or find a friendly prefect. When asked about being troubled, one promptly and confidently replied, 'There are no bullies at our school.' Pupils love school activities, work hard and approach learning positively; consequently, behaviour is excellent and attendance well above average. Pupils have an excellent track record of raising funds for worthy causes such as the 'Children's Cancer Run'. These strong personal qualities and their good achievement in core subjects mean they are well prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and this promotes good progress by pupils. Staff work particularly hard to make the school an interesting place to work for their pupils; parents say, 'The learning environment is fabulous.' Pupils' behaviour in lessons is excellent because they enjoy the full range of activities and settle to work quickly. Teaching is good, planning is clear and, in most cases, teachers ensure that pupils understand the purpose of the lessons. In some lessons, however, insufficient time is given to independent learning and pupils make less progress. Teachers use assessment well to inform planning and identify where extra support or more challenge is needed to ensure pupils make good progress. A new marking policy, when used well, is helping pupils to understand when they are successful and what they need to do to improve further. Teaching assistants support well in lessons and, as a result, pupils with learning difficulties and/or disabilities also make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and provides opportunities for all pupils to make good progress. There is a strong focus on teaching the basic skills of literacy, numeracy, and information and communication technology (ICT). The school has taken successful action to address relative weaknesses such as boys' writing skills. Programmes in place successfully contribute to pupils' personal development. Art and physical education are strengths of the school and Key Stage 2 pupils also have the opportunity to learn French. The school is in the process of linking subjects together to make pupils' learning more meaningful and creative. Wide ranging enrichment activities develop pupils' attitudes, skills and self-esteem; activities include a range of after-school clubs and educational visits. Pupils contribute to the local community through fundraising activities and involvement with the local church and schools. They develop work life skills through participating in various jobs such as organising the school newspaper.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, with personal care and guidance being a strength of the school. Child protection, safeguarding and risk assessment procedures meet requirements and there are effective routines for managing, supervising and supporting pupils. The school provides good support for pupils with learning difficulties and/or disabilities with teaching assistants matching support sensitively to the needs of individual pupils. Regular assessments are used to track progress and inform decisions to provide additional support. Pupils with specific needs benefit from the good professional partnerships that are established with external agencies.

Academic guidance is satisfactory but has some inconsistencies that detract from the overall quality. The school's assessment systems give an accurate picture of how well each pupil is doing. Teachers often make good use of this information in planning work and identifying targets for groups of pupils. Older pupils are therefore developing an understanding of the levels they should be working towards. Not all pupils, though, are clear about the targets set

for themselves and for their classes. Marking is variable but much is good. The most successful marking leaves pupils in no doubt about what they need to do to improve.

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has worked successfully to establish a very effective and supportive team. She has a clear vision for taking the school forward and has focused on key areas for improvement to ensure success. As a result, staff now have access to the necessary training and the confidence to implement change successfully. Subject leaders for the main subjects have a good understanding of their roles and are effective in leading their subjects. Other subject leaders, however, have insufficient time to monitor, evaluate and develop their roles in order to be able to make further improvements. Governance is good and, like the staff team, governors are highly committed to improvement. They have a good knowledge of the school's strengths and areas for development, and take actions to make improvements. They are proud of their achievement in setting up strategies to develop the EYFS provision. The school's provision for community cohesion is satisfactory. There are good links with local organisations but few with the wider world, especially overseas. The school has a strong commitment and the skills to develop the school further, and has a good capacity to improve.

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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? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | NA |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 2 |

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? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| 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/or disabilities make progress | 2 |

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 | 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 | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| 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? | 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 3 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Burnside School, Northumberland, NE23 3ST

Thank you for making us so welcome when we inspected your school recently and for helping us in everything we did. We found out that your school is a good one, where you are well taught; you work hard and achieve well. We thought your outstanding behaviour and the kindness shown to each other gave your school a very warm and happy feel to it. The staff take good care of you. It was nice to see how well you worked in the good lessons your teachers plan for you. Your school helps you to develop outstanding personal qualities and you are tolerant, caring and good citizens. The very good displays around the school show you enjoy a lot of different and exciting learning experiences, both within and out of school.

I have suggested two things to make your school even better.

- Provide more opportunities for you to learn on your own.
- Improve how your teachers help each other to make the curriculum even better.

Please pass on my thanks to your parents for sending in their responses to the questionnaires. They obviously love your school as much as you do.

Yours sincerely

David Shearsmith

Lead inspector