

Burlington CofE School

Inspection report

Unique Reference Number	112281
Local Authority	Cumbria
Inspection number	337893
Inspection dates	26–27 May 2010
Reporting inspector	Juliet Ward

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Mrs Jackie Fallows
Headteacher	Mrs Jan Bath
Date of previous school inspection	1 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, including an extended visit to a session off site that was part of the Forest Schools project. A number of shorter visits were also made to classrooms to look at, for example, samples of pupils' work. Five members of staff were observed teaching. The inspectors held meetings with three governors, including the Chair of the Governing Body, staff, parents and carers, and pupils and looked at a wide variety of documentation, including teachers' planning, the school's development plan, monitoring and evaluation sheets, assessment records, safeguarding and health and safety information, and the reports from the School Improvement Partner. The responses given on questionnaires from pupils and staff were analysed, as were the responses from 50 parents and carers.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the progress made by all pupils, including the high proportion who enter the school at times other than in the Reception Year
- the extent to which teachers make suitable allowance in their planning for the different needs of pupils
- the progress made by pupils with special educational needs and/or disabilities
- the impact of the school buildings and accommodation on children's learning in the Early Years Foundation Stage
- the usefulness of the school's improvement planning in guiding improvement.

Information about the school

Burlington is much smaller than most primary schools. Almost all pupils are White British. A very small number are known to be entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is higher than found nationally. The number of pupils who join and leave the school other than in the Reception Year and at the end of Year 6 is high. The Early Years Foundation Stage consists of children in the Reception Year who are integrated into one class with pupils from Years 1 and 2. The school has breakfast and after-school clubs, which are well attended. In recognition of its work, the school has received Healthy Schools Status and the Activemark award and is a leading school in the Forest Schools project.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where pupils achieve well at all stages. It has many exceptional features that result in outstanding outcomes for pupils overall. Since the last inspection, the school has improved significantly, as has the quality of the teaching, and the progress pupils make is rapidly accelerating. The curriculum is now outstanding, taught by very able, enthusiastic teachers totally committed to making sure that individual pupils achieve every success possible. The pupils enjoy school greatly and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Outstanding care, guidance and support ensure that the safety of pupils is given very high priority. Parents and carers are overwhelmingly positive about the school. For example, one reflected the views of many and highlighted the school's great focus on individuals' needs and the community by saying, 'The head and staff cater fully for the individual and their needs. It is also the hub of the community working with other organisations and churches, everyone is welcome.'

Given the widely varying skills and needs of pupils on entry, together with the small numbers in each year group, the performance of individual pupils has a big influence on the average levels of attainment from year to year. The school has an excellent reputation for individualised support for each pupil, including those with identified learning and emotional needs, resulting in these pupils making significant strides in their learning. Most pupils make good and sometimes better progress throughout their time at Burlington and, by the end of Year 6, attainment is above average in all key subjects. The outstanding teaching and curriculum are crucial factors in the progress pupils make. The teachers plan exceptionally well for the varying ages and abilities of the pupils in the classes. The teachers make effective use of assessments on how well pupils are doing to set work which challenges those who are more able, although the younger pupils have little say in assessing how well they are doing. The school has done much to promote community cohesion, in school and locally. Pupils' understanding of the cultural diversity to be found within the United Kingdom and internationally is being developed extremely well.

The headteacher and members of staff are a dedicated team, committed to improving the provision they make for pupils. Self-evaluation is mostly accurate. Importantly, it is successful in pinpointing where improvement is needed. The governors support the school's work well, but their actions as critical friends, although developing, are at an early stage of development. The improvements that have been made since the last inspection and the quality of the current provision show that the school has an outstanding capacity to improve even further.

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What does the school need to do to improve further?

- Sharpen the impact of day-to-day assessment to accelerate learning further by involving pupils in assessing how well they are doing and in helping them to set their own targets.
- Ensure that the governors develop their role as critical friends, including by taking a lead in projects for which they have particular strengths.

Outcomes for individuals and groups of pupils

1

From variable starting points and in relation to their differing needs, pupils make good, and sometimes better, progress throughout Years 1 to 6. By the end of Year 6, attainment is above average in English, mathematics and science, and is very high in information and communication technology. The pupils really enjoy their learning and, in all the lessons observed, they were fully engaged. In two English lessons seen in Key Stage 2, the clear and helpful explanations by the teachers on the use of exciting vocabulary and research on the internet resulted in pupils improving their written work. Pupils with special educational needs and/or disabilities achieve very well. In a practical geography lesson observed in Key Stage 1, for instance, the teacher was most careful to include pupils with special educational needs and/or disabilities fully in discussions, so that they knew exactly what was expected of them. Boys and girls perform equally well and any slight unevenness in achievement between groups is reducing rapidly. Pupils' achievement, together, for example, with their confidence in working collaboratively and taking responsibility for a number of projects, such as managing the healthy tuck shop, means that the school is preparing them exceptionally well for their future economic well-being.

The pupils clearly like school very much and this is reflected in their first-rate behaviour and high levels of attendance. They have very sensible attitudes to their work. They are polite and courteous, but delightfully chatty about all that happens at school. They eat fruit and healthy meals and readily take part in physical exercise. They say that they are pleased to have contributed towards the school's Healthy Schools status and have led the organisation of a healthy tuck shop. Their strong spiritual, moral and social development underpins their very good understanding of the multicultural society in which we live. They enthuse about raising funds annually to support a young man's higher education in Kenya. They take on the very many responsibilities that the school offers them readily and conscientiously. They are proud to be members of the school's eco council and they speak with particular enthusiasm about their roles in the Forest School and about the herb walks. The pupils are also very involved in the local village community, compiling and publishing a newsletter for all members of the village and local churches. They take part in and arrange activities such as at the annual horticultural festival and their 'save the bees' fundraising projects.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is outstanding and the staff are an effective team. In classes, relationships are strong, the teaching assistants are deployed well and the teachers make excellent use of a variety of resources and strategies to make the lessons interesting. One pupil commented, 'Teachers don't stick to the same old stuff, they make changes every day.' As a result of exciting lessons, the pupils are exceptionally well behaved, keen to learn and ready to work hard. The teachers make very good use of the interactive whiteboards and laptops to motivate pupils and to develop the pupils' understanding. The teachers use information on how well pupils are doing to plan carefully for the varying needs of the different ages and abilities of pupils in the class. Pupils who have special educational needs and/or disabilities generally make very good progress. One parent/carer commented that her child could 'remain in mainstream school due to the support beyond what is required'. Pupils are provided with detailed targets for improving their work in English and mathematics, although discussions with the pupils suggest that some know these better than others. Oral dialogue is successful in clarifying for pupils how to develop their work further; younger pupils are only just beginning to involve themselves in assessing their work and setting their own targets.

The curriculum contributes very well to the pupils' progress and their enjoyment of school. The pupils speak enthusiastically about the excellent range of outings and after-school clubs that enhance the curriculum. The school has very successfully

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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concentrated on developing cross-curricular links to produce a more innovative and exciting curriculum. Pupils benefit from the learning opportunities provided in the school's grounds and when visiting the Forest School. A particular strength is the provision for music, where pupils learn to play the recorder and sing together. During the inspection the pupils' singing was stunning as they sang in three parts in Latin at the close of assembly. The exceptional care, guidance and support provided for pupils contribute very well to both the pupils' enjoyment and their learning. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Pupils who join the school mid-way through the year are helped to settle quickly into their new surroundings. Several parents and carers whose children joined the school mid-way through the year commented on the smoothness of the transition from one school to this one. Pupils are regularly reminded about the need to take care, for instance when using computers, and can talk confidently about how the 'blocking system' works to protect them when using the internet.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, with the robust support of other members of staff, has been highly successful in creating a very caring and happy learning environment for pupils. Exceptional care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted highly effectively. Weaknesses in the performance of some pupils entering the school mid-year have been successfully tackled. At the time of the inspection, safeguarding procedures were consistently and very effectively applied, to ensure that all pupils were exceedingly well protected. A strength is the way pupils undertake their own risk assessments before each session in the Forest School. The school's self-review has been modest, but mainly accurate in identifying strengths and areas for development. There is clearly a strong ambition to improve and no stone is left unturned for every pupil's benefit. Community cohesion is promoted very well in the school. There are exceptional community links, both in school and locally, and the school recognises that links beyond the local community are just as important in developing pupils' understanding of life in a diverse society.

The teachers demonstrate an excellent understanding of their role in leading and managing the various subjects for which they have responsibility; they work as a team

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and have actively supported strategies for making improvements. The governing body is very supportive of the school and is keenly developing its role as a critical friend, although it is only recently taking a lead in some areas, such as safeguarding. There are exceptionally good working relationships with parents and carers, as well as with the local pre-schools. The excellent partnerships the school fosters with the local small schools means that the best value is exacted from sharing resources, such as training and workshop activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When children start the Reception Year, their knowledge and skills are mostly similar to those expected for their ages, although for some their skills are at lower levels. Through the year, children achieve well and, by the end of the Reception Year, attainment is usually at least broadly as expected for their ages and occasionally higher. Children receive an excellent confidence-boosting welcome and there is a careful analysis of their needs. As a result, children are very happy in school; they enjoy themselves and they particularly value the company of the older children in the class. The children's behaviour is excellent and they are very keen to get on and do their best with their written work. The staff create a friendly and caring learning environment and children also benefit from the excellent induction period, when they visit the school weekly for the year prior to their start and when strong links are established with parents and carers and the pre-school. Adults provide the children with a good balance between teacher-led activities and opportunities for the children to choose for themselves and, as a result, children are becoming independent learners from an early age. Adults take

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every opportunity to help children develop their various skills. The children tackle their work with enthusiasm. The staff know the children very well and the frequent observations and assessment of their progress result in fresh tasks, well matched to the children's needs.

A good range of resources is provided, with the outdoor area being used in all aspects of the curriculum, whenever possible. The difficulties arising from the school building and the site being beside a busy road has made developing easy and free-flow access to outdoor facilities impossible. However, the staff make every attempt to ensure that this does not adversely affect learning. The Early Years Foundation Stage leader uses her specialist knowledge and enthusiasm very well in making excellent provision for children. Other adults provide good support to leaders and managers to help meet children's various needs. The provision made for the welfare of children is exceptional.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost all the families returned the questionnaire. The overwhelming majority are extremely happy with their children's experience of school. Inspectors agree with the many positive views expressed through the questionnaires and in formal and informal conversations during the inspection. One concern raised was that parents and carers had insufficient opportunities to meet with teachers. This was not found to be accurate during the inspection; parents and carers are welcomed every morning before school in addition to the parents' and carers' meetings and weekly assemblies the school holds. A very few parents and carers made a comment that homework was not set. During the inspection, the pupils detailed all the homework they had been given, including that set for each pupil in Years 5 and 6, in their profiles on the website.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burlington CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	78	11	22	0	0	0	0
The school keeps my child safe	36	72	14	28	0	0	0	0
The school informs me about my child's progress	30	60	18	36	2	4	0	0
My child is making enough progress at this school	32	64	16	32	2	4	0	0
The teaching is good at this school	35	70	15	30	0	0	0	0
The school helps me to support my child's learning	30	60	17	34	1	2	1	2
The school helps my child to have a healthy lifestyle	36	72	14	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	66	14	28	1	2	0	0
The school meets my child's particular needs	33	66	14	28	2	4	0	0
The school deals effectively with unacceptable behaviour	33	66	15	30	1	2	0	0
The school takes account of my suggestions and concerns	29	58	19	38	1	2	0	0
The school is led and managed effectively	39	78	11	22	0	0	0	0
Overall, I am happy with my child's experience at this school	39	78	11	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Burlington CofE School, Kirkby-in-Furness, LA17 7UH

I thank you all for making me so welcome when I inspected your school, as I had such a good time, especially when I visited your Forest School. Yours is an outstanding school and I agree with you when you told me 'Every day work is exciting.' Here is a list of some of the things that I judge are brilliant about your school.

- The school looks after you very well and you all make good progress in your learning.
- Your behaviour is exemplary and you get along with each other really well and feel completely safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you have to say.
- You understand well how to live healthily. Well done on managing the healthy tuck shop!
- You find lessons interesting and enjoy school.
- There are plenty of exciting things for you to do in school, including going to Forest School sessions, and on visits and in clubs.
- The school is very well led and managed.

The school, quite rightly, has many plans on what it needs to do to improve next. To help it move onwards, I have asked the school to build even more on your independence; you are grown up enough to help the teachers set your individual targets on how to improve. After my discussions with you, I judge also that you would be very good at checking how well you are doing. I would like the governors to lead on some of the school's work, just like you do when you set up your projects.

Yours sincerely

Mrs Juliet Ward

Lead inspector

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