

Burnopfield Primary School

Inspection report

Unique Reference Number	114035
Local Authority	Durham
Inspection number	338278
Inspection dates	27–28 January 2010
Reporting inspector	John Paddick

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Mrs Katrina Haigh
Headteacher	Mrs Sarah Taylor
Date of previous school inspection	Not previously inspected
School address	Front Street Burnopfield Newcastle-upon-Tyne NE16 6PT
Telephone number	01207 270397
Fax number	01207 272856
Email address	burnopfield@durhamlearning.net

Age group	3–11
Inspection dates	27–28 January 2010
Inspection number	338278

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons, and held meetings with governors, staff, and groups of pupils. All teachers in the school at the time of the inspection were observed, in total for over eight hours. Inspectors observed the school's work, and looked at many examples of pupils' books, analysed 122 questionnaires from parents and carers and 70 from pupils in Years 3 to 6. They also scrutinised the school's records on pupils' progress, the school development plan and the monitoring records relating to it.

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

- whether the quality of pupils' writing has improved since the 2007 inspection
- the current rates of progress of pupils in English, mathematics and science
- the effectiveness of management systems in raising standards
- the provision for care, guidance and support of pupils.

Information about the school

This is a larger-than-average primary school. Pupils are mainly from White British backgrounds. There are small numbers from minority ethnic groups but none of them is at an early stage of learning to speak English as an additional language. More than a fifth of the school's pupils have special educational needs and/or disabilities, which is an above average proportion. The school has International School, Healthy School and Activemark awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Burnopfield Primary School provides its pupils with a good standard of education. There are some outstanding features relating to the promotion of equal opportunities and the care, guidance and support of pupils. Since the previous inspection in 2007, the school has very effectively raised the quality of pupils' writing. Capacity for further improvement is good and the school currently provides good value for money. Good leadership and management ensure that the school has a relentless and effective focus on moving up to the next level.

During their time in school, all groups of pupils make good progress with their learning. Achievement is good. Pupils' writing develops well as they move through the school, especially in terms of presentation, punctuation, sentence construction and the incorporation of imagination and flair into their work. In class, pupils are confident in their learning and enjoy the opportunity to explain what they are doing. Pupils of all ages behave well. They enjoy their education and relate well to their peers and the adults who work with them.

Good teaching and a quick pace underpin the strong progress that pupils make. A wide range of techniques and good deployment of classroom assistants mean that pupils remain fully engaged and that the learning atmosphere in classrooms is universally good. Teachers know exactly what standards pupils are reaching and plan their work to challenge them fully. However, pupils are not provided with enough opportunities to discuss and reflect upon the quality of their work and are not as clear as they could be about what improvements are needed.

The good curriculum provides pupils with secure pathways to progress well with their basic skills. It provides a wide variety of valuable additional experiences in subjects such as foreign languages, physical education, music and art. Extra-curricular provision is good and sporting activities have a high profile. Health education is exceptionally good. High quality care, guidance and support ensure that pupils are perfectly safe and outstandingly well supported.

What does the school need to do to improve further?

- Develop the programme of assessment further so that pupils have a better idea about how they are getting on by:
 - marking work so that pupils are always clear on how to make improvements
 - allowing pupils more time to discuss and review the quality of their work.

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

Outcomes for individuals and groups of pupils

2

Pupils really enjoy school and achieve well in their academic work and in their personal development. They display good attitudes in class, where they are attentive, cooperative, interested and keen to do well. As they move through the school they develop an increasing maturity and make strong gains with confidence and social skills. They keenly accept opportunities for taking responsibility, for example raising money for charity, being on the school council and helping to support younger children at playtime. Good progress in learning is sustained as children move from the Early Years Foundation Stage through to Year 6. On joining the school in the Nursery, children's stages of development are slightly below average yet by the time they leave Year 6, standards in English, mathematics and science are above average. This represents good achievement. A particularly strong feature of some of the older pupils' current work is the way that they present it, particularly in mathematics. There are some stunning examples which are of outstanding quality. The above average Year 6 national test results in the last two years broadly reflect the current standards in the school as observed by inspectors in lessons.

Pupils say that they feel absolutely safe in school. They fully understand the benefits of all of the security measures in place, for example, the closed circuit television, perimeter fencing and buildings' security. Pupils' attendance is broadly average. Most pupils attend well but figures are slightly depressed by a few parents and carers taking their children on holiday in term time. Pupils have an extremely extensive understanding of what constitutes healthy living and they participate very widely in physical activities both in school and in the wider community.

These are the grades for pupils' outcomes

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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1

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

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

The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good quality teaching ensures that pupils progress well with their learning in basic skills and personal development as they move through the school. Teaching is always at least satisfactory, generally good and occasionally outstanding. Lessons usually proceed at a brisk pace with a good variety of approaches being employed to keep pupils fully engaged. Explanations are consistently clear so pupils know what is expected of them. Occasionally, teachers take too long with oral question and answer sessions, causing pupils to lose concentration. Pupils are given good opportunities to use information and communication technology in their learning, which they enjoy and find stimulating. Teachers have a very clear idea about the actual standards being reached by their pupils and the school measures their progress well. Marking is regular and makes it clear to pupils what they have done well but it does not routinely inform them clearly enough about what needs to be done to improve their work to the next level.

The good curriculum provides secure pathways for all pupils to make good progress in basic skills as they move through the school. Careful consideration for pupils with special educational needs and/or disabilities ensures that they make the same good progress as other pupils. Provision for work with computers is good and pupils confirm that they are confident in using them. The school has a number of awards which means that pupils benefit from an exploration of a wide variety of topics, including international themes, healthy living and a wide range of physical activities. Pupils enjoy a good range of clubs and extra-curricular activities. For example, they really enjoyed the visits of the Expo chef and the Zulu warriors.

An outstandingly good quality of care, guidance and support means that pupils are all known extremely well as individuals and receive all the help that they could possibly want. All pupils, including those with special educational needs and/or disabilities, receive expert individual attention that enables them to thrive, particularly in their personal development. Transition arrangements into Nursery, from Nursery to Reception and from Year 2 to Year 3 are expertly and effectively managed. An exceptionally good partnership with the local secondary school provides pupils with all the information they need for a successful transfer. Parents and carers are provided with excellent opportunities to discuss their child's progress through regular meetings in school and more informally when they collect their child.

These are the grades for the quality of provision

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

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management at all levels provide the school with a strong and effective focus on continuous improvement. The governors, headteacher and staff have been successful in substantially improving the school's standing in the community from before the previous inspection to the present time. The very clear vision of the headteacher coupled with an effective system of distributed leadership results in careful planning and excellent evaluation of the quality of the school's work. Since the previous inspection, pupils' writing has improved considerably in response to the effective emphasis that managers have put upon it. Staff morale is good and the school is well placed to improve further.

Governors understand very clearly where the school's strong features lie and know what still needs to be improved. They challenge and probe extremely thoroughly and monitor the school's work well. They advise where they can and take a keen interest in all that goes on. They fully recognise the quality of the staff team whose success is reflected in the way that the atmosphere for learning is exceptionally good and that all groups of pupils achieve well. Equality of opportunity is at the heart of the school's work. All pupils are treated as individuals and their different needs are extremely carefully and accurately identified. There is no evidence of discrimination of any description. All required safeguarding procedures are fully in place.

The school has carefully analysed its religious, ethnic and socio-economic context. Its contribution to community cohesion is good because pupils have opportunities to become involved in many local activities and to enjoy productive links with pupils from different cultural backgrounds in the UK and in other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2

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

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage get off to a flying start with their education because provision is good. They start in the Nursery with a profile of development that is below average yet by the end of their time in Reception most children are working at expected levels and some are exceeding them. This represents good achievement. Children enjoy their experiences in the Nursery and Reception classes where they behave well and adopt a positive approach to learning. A good balance between activities led by adults and those initiated by the children in the indoor and outside areas enables them to develop social skills and become independent learners. A really strong feature of the provision is the way that members of staff provide stimulating activities through good teaching and themed approaches, which fully capture the children's interest. Parents and carers are provided with many opportunities to help with their children's education and have clear advice on the progress they are making. Leadership and management are good and all required safeguarding procedures are fully in place.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspectors fully support the views of parents and carers. The overwhelming majority are happy with their children's experience and the progress they are making. Inspectors received many letters praising the school for providing outstanding quality care and support for its pupils. Inspectors looked carefully at the areas where a small number of parents and carers expressed concern. For example, they found that arrangements for keeping parents and carers informed about their child's progress are good and that there was no evidence of unacceptable behaviour. They agree that a small number of pupils are not yet meeting their challenging academic targets but members of staff

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

know exactly who they are and provide extra tuition to help them to progress more quickly.

One satisfied parent wrote, 'My daughter really enjoys school. I feel she is supported well by the teachers and is always given positive encouragement. Any problems are highlighted immediately and dealt with. I cannot praise this school more.' This was typical of the large number of supportive comments that the inspectors received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnopfield Primary 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 314 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	52	55	45	3	2	0	0
The school keeps my child safe	62	51	54	44	0	0	0	0
The school informs me about my child's progress	44	36	66	54	5	4	1	1
My child is making enough progress at this school	47	39	65	53	5	4	1	1
The teaching is good at this school	50	41	65	53	2	2	0	0
The school helps me to support my child's learning	52	43	59	48	5	4	0	0
The school helps my child to have a healthy lifestyle	60	49	57	47	1	1	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)	47	39	64	52	2	2	0	0
The school meets my child's particular needs	52	43	60	49	7	6	1	1
The school deals effectively with unacceptable behaviour	43	35	68	56	5	4	0	0
The school takes account of my suggestions and concerns	44	36	70	57	4	3	2	2
The school is led and managed effectively	55	45	58	48	1	1	0	0
Overall, I am happy with my child's experience at this school	59	48	56	46	2	2	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



29 January 2010

Dear Pupils

Inspection of Burnopfield Primary School, Newcastle-upon-Tyne, NE16 6PT

Thank you for the warm welcome you gave us when we came to inspect your school recently. A particular thank you goes to those of you who spoke to us in groups or individually in class and at lunchtime. Thank you also to those of you who filled in our questionnaire. We were pleased to note that you are really positive about your school and enjoy your education. We were also pleased to note the quality of your writing when you explained things to us. When we looked at your work we were impressed by the quality of presentation and how you are learning to write well and at length. We wish to congratulate you on the confident and mature way that you conduct yourselves. We thoroughly enjoyed our visit and you will be pleased to know that Burnopfield Primary is a good school.

Your school is well led and managed at all levels. It provides you with a good quality of education. Teaching is good and enables you to make good progress as you move from the Nursery through to Year 6. We are pleased to note that the standards that you reach are above average. You and your parents and carers are right to speak extremely highly about the excellent quality of support you receive.

We have asked your headteacher, the staff and governors to improve one aspect of your school to make it even better. This is to:

- ensure that you have a clearer idea about the challenging targets that the school sets for you and how to reach them. As part of this, we would also like you to have more time to discuss and think about the quality of your work.

With very best wishes for the future

Yours sincerely

Mr John Paddick

Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.