

Bursar Primary School

Inspection report

Unique Reference Number	117968
Local Authority	North East Lincolnshire
Inspection number	339111
Inspection dates	7–8 July 2010
Reporting inspector	Derek Watts

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mrs E Norton
Headteacher	Mrs A Pomfret
Date of previous school inspection	28 June 2007
School address	Bursar Street Cleethorpes Lincolnshire DN35 8DS
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Introduction

This inspection was carried out by three additional inspectors. Twenty four lessons or part-lessons were observed and eight teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and the school's improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents and carers. The inspectors analysed 69 questionnaires completed by parents and carers, and others by staff and pupils.

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

- children's progress in the Early Years Foundation Stage, particularly in language development
- the effectiveness of strategies to improve pupils' performance in writing
- how well the more able are provided for so they can achieve as well as they can.

Information about the school

Bursar Primary is smaller than the average primary school. Most pupils are from a White British background. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is twice the national average and is therefore high. The nature of these difficulties includes moderate learning, behavioural, emotional and social difficulties and speech, language and communication difficulties. There is Early Years Foundation Stage provision for children in Reception. The onsite pre-school is inspected separately. The breakfast and after-school club was part of the inspection.

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

Strong leadership and good teamwork among the staff have led to considerable improvements since the last inspection. Bursar Primary is now a good school. There are some outstanding aspects to its work. High-quality care, guidance and support and the school's extremely positive ethos make a valuable contribution to pupils' personal development. There are first-rate partnerships with other agencies to support pupils' learning and development. Pupils are considerate, friendly and polite. They relate very well to adults and to their peers. Behaviour throughout the school is exemplary. Pupils feel extremely safe and show a good understanding of how to lead a healthy lifestyle. They make positive contributions to the school and wider community. Attendance levels are above average.

Pupils achieve well because of good teaching and an exciting curriculum. Children enter Reception with knowledge and skills below those expected for their age, particularly in language. They make outstanding progress in their personal development. Children make good progress in other areas of learning because of the interesting activities provided. Pupils continue to make good progress through Key Stages 1 and 2 and attainment by the end of Year 6 is average. Effective strategies have been implemented to improve pupils' performance in writing. More recently, speaking and listening activities have been increased to build pupils' confidence and to generate ideas for writing. Despite this positive action, a lower than average proportion of pupils reach the higher-than-expected levels in writing by the end of Years 2 and 6. Teaching promotes learning well. Teachers convey high expectations and establish very good relationships with their pupils. Lessons are purposeful and sharply focused. Assessment is used well to plan teaching and match tasks to pupils' different abilities. As a result, pupils, including the more able, are challenged well and make good progress. Pupils with special educational needs and/or disabilities receive well-targeted support. The curriculum is enriched by a good range of additional activities.

The headteacher has high expectations of pupils and staff and provides extremely good direction. She has successfully created a 'can do' culture. The headteacher is well supported by members of the senior management team who are fully involved in the monitoring and development of their areas of responsibility. The school demonstrates a good capacity to improve. Self-evaluation is accurate and the findings are used well to inform improvement planning. Effective action is taken to bring about improvements where needed. Since the last inspection, pupils' progress, teaching and the curriculum have all improved from satisfactory to good. Care, guidance and support have improved from good to outstanding. Parents and carers are very pleased with the care and education provided for their children.

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What does the school need to do to improve further?

- Extend the strategies for improving speaking, listening and writing so that a higher proportion of pupils attain the above-expected levels in writing by the end of Years 2 and 6.

Outcomes for individuals and groups of pupils

2

Pupils show very positive attitudes to learning and thoroughly enjoy their time at school. Assessments, pupils' work and the lessons seen indicate that all groups of pupils make good progress, including the high proportion of pupils with special educational needs and/or disabilities. Pupils' extremely good behaviour in lessons contributes considerably to their good progress. By the end of Year 6 attainment is average in English, mathematics and science. The boys perform better than boys nationally in writing but the girls do not do as well as the national norms for girls. Staff are working hard to raise the aspirations of girls.

Successful strategies have been implemented to improve pupils' performance in language and literacy. As a pupil remarked, 'Literacy is made fun with mystery and drama.' In a high-quality Year 6 lesson pupils made good progress in speaking and listening as they discussed arguments for and against junk food being served for school lunch. Skilful questioning by the teacher and role-play activities increased pupils' vocabulary and their understanding of balanced and biased arguments. In a successful lesson in Year 4 pupils used a range of vocabulary as they described the setting in a desert landscape photograph. The teacher promoted the concept that, 'Writing is easier if you have something to say.' Pupils realised that it is easier to write about a topic if you can talk about it.

Pupils' make good progress in reading because of the well-structured approach to its the teaching. Effective guidance and support are given to pupils who are falling behind. In mathematics pupils make good gains in their learning because of good teaching and interesting tasks that are well matched to pupils' abilities and needs.

Pupils' good moral and social development is reflected in their consideration and support for others. They work very well together in pairs or small groups. Pupils show an appreciation of the work of artists such as Richard Tuff, Barbara Hepworth, Claude Monet and Pablo Picasso. They feel safe and extremely well cared for at school. Pupils are confident that there is always a trusted adult they can turn to if they are worried or upset. Pupils take on additional responsibilities, such as serving on the school council. They support those less fortunate by raising funds for national and overseas charities. Pupils participate well in community projects. For example, those in the nature club tend the Bursar Primary School garden on Cleethorpes seafront. Pupils are well prepared for the next stage of their education. Their personal and social skills are extremely well developed. They make good progress in developing literacy, numeracy, and information, communication and technology skills and apply these well to new situations.

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

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	3
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	1
The extent to which pupils adopt healthy lifestyles	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching successfully promotes good learning and enjoyment for pupils. There are outstanding elements to practice. Teachers create attractive classrooms and a very positive climate for pupils to learn in. Teachers' relationships with pupils are a real strength. The purpose of lessons is effectively shared with the class so pupils know what they are expected to learn. Interactive whiteboards are used well to illustrate key teaching and learning points. Teachers use instruction, demonstration and explanations effectively to accelerate pupils' learning. Questioning is used well to challenge pupils' thinking and check their knowledge and understanding. Activities and tasks are well suited to pupils' abilities and needs. Those who need additional support receive good guidance from teaching assistants. The marking of pupils' work is effective. Praise is given for good work and constructive comments guide improvement.

The curriculum promotes good academic progress for pupils and makes a valuable contribution to their personal development. Provision for English and mathematics is good. Strategies to improve pupils' speaking and writing skills are having a positive impact on attainment and progress on some pupils but are not so effective for the more

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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able. There are meaningful links between subjects through exciting themes. Essential skills and independent learning are promoted well. Popular clubs include art, chess, French, football, modelling, tag rugby and tennis. Visits and visitors enrich the curriculum and pupils' learning.

Care, guidance and support are at the heart of the school's ethos. The well-organised, extremely safe and secure environment is recognised by pupils, parents and carers. Pupils with special educational needs and/or disabilities are carefully assessed. Effective programmes and support are provided to help them make good progress in their learning and often outstanding progress in their personal development. A very happy parent remarked, 'My child gets a lot of extra help with reading and maths which is really benefiting him.' High expectations by all staff and consistently implemented procedures and rewards lead to outstanding behaviour. A parent wrote, 'Behaviour problems are addressed well by school and outside agencies.' Procedures to monitor and promote good attendance are working well. In partnership with other agencies, the school is particularly successful in supporting the pupils and their families needing extra help. Parents and carers appreciate the well-managed breakfast and after-school club.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has brought considerable enthusiasm and vision to the school. She has successfully created the very positive atmosphere in which pupils learn and staff work well. The headteacher, staff and governors are well focused on doing the very best for all pupils. Through rigorous self-evaluation, the school knows what it does well and has taken successful action to bring about improvements. A parent wrote, 'The headteacher is very hands-on and approachable.' A governor commented, 'Every child and every adult who comes through the door feels valued.'

Governors make a valuable contribution to the school's effectiveness. They have a good understanding of the school's performance and value the commitment and dedication of the headteacher and staff. Governors are supportive and provide constructive challenge in order to hold the school to account. Considerable emphasis is placed on safeguarding. Policies and practice to protect and safeguard children are of a high quality. All staff are well trained in this area and safe practices are promoted very well through the school's curriculum.

Partnerships with a wide range of external agencies contribute exceptionally well to

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pupils' learning and to their personal development. These include the family resource service, speech therapist, referral and assessment services and the child development centre. There are good partnerships with parents and carers and the school strives to help them support their children's learning. During the inspection pupils were working with their parents and carers on an art project. Parents and carers, and pupils discussed their local community. Together they created attractive collages of the local area which included woodlands, Cleethorpes carnival, the beach and pier and other leisure areas. Equality of opportunity is promoted successfully and the staff strive to ensure that all groups do as well as they can. The school has a good understanding of the community it serves and promotes community cohesion well. There is a productive partnership with two local primary schools and the school is involved in a number of local community events. The curriculum includes topics to increase pupils' understanding of how people live in the wider global world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Good leadership and successful planning contribute to the good provision in the Early Years Foundation Stage. Children get off to a good start in the pre-school setting and the transition to Reception is smooth and seamless. Children make outstanding progress in their personal and social development because of the exceptionally good relationships between adults and children and the excellent attention given to care and welfare. Children feel extremely safe and secure, and grow in confidence. They learn and play exceptionally well together. Children's behaviour in Reception is outstanding.

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There are good partnerships with parents and carers; the school is working hard to involve parent and carers even further in their children's learning.

An interesting range of learning activities is provided. Children thoroughly enjoy their learning. Assessment of their attainment is accurate and thorough. Assessment information is used well to plan the next steps of children's learning and to set individual learning targets. Children are well taught and there is an effective blend of adult-led activities and those chosen by the children. Staff work well as a team in planning learning activities. Children have good opportunities to explore, be creative and to work independently. Some children enter Reception with limited language skills. Adults successfully integrate language development into all activities so children make good progress in this area. The teaching of letter sounds receives good attention and children are making good progress in acquiring and practising early writing skills. They also make good progress in mathematical development because interesting activities are well tailored to their needs. The school is improving access and provision to outdoor equipment to extend children's physical skills further.

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

All parents and carers who returned the questionnaire are very happy with their children's experience at the school. They are particularly pleased with safety in school, the sense of enjoyment, the quality of teaching, the way the school helps them to support their children's learning, information about their children's progress, leadership and management and the promotion of healthy lifestyles. The inspection team agrees with these positive views.

A very small minority of parents and carers who responded to the questionnaire do not believe that their children are making enough progress. A similar proportion do not believe that pupils are sufficiently well prepared for the future. Inspectors found that most pupils make good progress and the school strives to ensure that all groups of pupils achieve as well as they can. Pupils are well prepared for the future because their personal and social skills are extremely well developed. They are making good progress in essential skills such as literacy and numeracy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bursar 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	67	20	29	2	3	1	1
The school keeps my child safe	54	78	14	20	1	1	0	0
The school informs me about my child's progress	44	64	23	33	1	1	1	1
My child is making enough progress at this school	39	57	25	36	2	3	2	3
The teaching is good at this school	48	70	20	29	1	1	0	0
The school helps me to support my child's learning	46	67	19	28	2	3	1	1
The school helps my child to have a healthy lifestyle	40	58	26	38	3	4	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)	40	58	23	33	4	6	0	0
The school meets my child's particular needs	36	52	30	43	1	1	2	3
The school deals effectively with unacceptable behaviour	35	51	31	45	1	1	1	1
The school takes account of my suggestions and concerns	36	52	31	45	1	1	1	1
The school is led and managed effectively	48	70	20	29	0	0	1	1
Overall, I am happy with my child's experience at this school	50	72	18	26	0	0	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



09 July 2010

Dear Pupils

Inspection of Bursar Primary School, Cleethorpes, DN35 8DS

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school. It has some outstanding features.

These are the school's main strengths.

- You thoroughly enjoy school and your attendance is good.
- The school is an extremely pleasant place in which to learn.
- Children in Reception get off to a good start.
- You are making good progress because of the good teaching.
- A good range of learning activities is provided.
- You get on extremely well with each other and behaviour is outstanding.
- You have a good understanding of how to keep healthy and fit.
- You feel extremely safe at school because the teachers and other adults take excellent care of you and provide strong support and guidance.
- You make positive contributions to the school and to the local community.
- The school is very well led by your headteacher and she receives good support from other senior staff.

We have asked the headteacher and teachers to do the following to help make the school even better.

- Some of you, particularly the more able, could reach higher standards in writing. The school has clear plans to help this happen.

You can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Mr Derek Watts

Lead inspector

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