

Burlington Junior School

Inspection report

Unique Reference Number	117832
Local Authority	East Riding of Yorkshire
Inspection number	354361
Inspection dates	16–17 June 2010
Reporting inspector	Clive Moss HMI

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Mrs Angela Norton
Headteacher	Mrs Cheryle Adams
Date of previous school inspection	13 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 14 lessons and observed 12 teachers, observed other activities in which pupils were learning, held meetings with governors, members of staff and groups of pupils, spoke with pupils in lessons and around the school, and looked at pupils' work. They observed the school's work and looked at school policies and plans, records relating to support for pupils and monitoring work carried out by the school. Also, they looked at questionnaires completed by pupils and members of staff and 85 completed by parents and carers.

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

- how well the school analyses and evaluates pupils' progress and takes action to raise their achievement
- how effectively the school promotes good attendance
- how effectively leaders and managers at all levels are improving the quality of teaching
- how well the school ensures that pupils get equal access to all the opportunities it provides.

Information about the school

Burlington Junior School is larger than average. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils whose first language is not English is low. The proportion of pupils with special educational needs and/or disabilities is below average overall but there are average numbers of pupils with statements of special educational needs. The proportion of pupils known to be eligible for free school meals is broadly average.

The school has received several awards for the quality of its work, including the Healthy Schools Award, Artsmark, BECTA ICT (Information and Communication Technology) award, Heartbeat award and the Active Mark. The school is undergoing a period of significant changes in staffing after a long period of stability. This includes the appointment of a new headteacher, who took up post at the start of this academic year. The childcare provision at the site is managed separately to the school and subject to a separate 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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils and a welcoming environment in which the pupils feel cared for and safe. Overall, pupils' attendance in the period since the last inspection is average. The school has taken effective action to improve attendance and, at the time of this inspection, the level of attendance had improved and was above average. The pupils told the inspectors that they enjoy being at school. Most of the pupils behave well but the pupils told the inspectors that sometimes, as one pupil put it, 'some children are just silly'. The pupils said that the staff deal with any misbehaviour promptly and effectively.

The quality of teaching is satisfactory and inspectors observed examples of good practice. In conjunction with the opportunities provided by the curriculum and a good level of care and support for pupils, the teaching ensures that pupils make satisfactory progress from their starting points to achieve average levels in public tests at the end of Key Stage 2. There are no significant differences in the rates of progress made by different groups of pupils, including those with special educational needs and/or disabilities. In the lessons observed, however, the teachers made relatively limited use of assessment data to plan and adapt work for the pupils. As a result, the work provided was not always sufficiently interesting to sustain the pupils' interest and concentration, or challenging enough to ensure they made good progress. Displays in the classrooms and around the school are generally attractive and well kept but contain little of pupils' work and do not enable pupils to understand what constitutes good work.

The curriculum provides a good range of opportunities for pupils. The pupils enjoy the various activities that enable them to be involved with their local community and there are many topics in lessons through which they learn about the wider world. Inspectors' discussions with pupils revealed, however, that their understanding of the different communities within Britain is restricted by a lack of opportunities to gain direct experience of such diversity. The pupils told the inspectors that many of them take part in the various extra-curricular activities available and in taking on responsibilities in school. The pupils described how activities are so popular that they are often over-subscribed but that there was usually an equally attractive alternative for anyone who missed out. The school does not, however, routinely monitor the extent to which different groups of pupils are benefitting from the full range of opportunities available.

The school has satisfactory capacity to improve further. With the exception of 2009, when the results in national tests were below average, pupils' test results and rates of progress have been sustained in each year since the last inspection. However, improvements in results nationally mean that the school is no longer significantly above average as it was at the time of the last inspection. The change in the relative

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performance of the school has prompted the headteacher and governors to revise their evaluation of the work of the school, based upon more thorough monitoring and analysis of the quality of teaching. This has resulted in accurate assessments of both pupils' progress and the quality of provision at the school and has, for example, led to more consistent approaches to the marking of pupils' work in numeracy. But much of the marking seen by the inspectors across the range of subjects did not inform pupils about what specifically had been done well and what needed to be done to reach a higher level. The governors, senior leaders and managers are contributing increasingly to the school's monitoring and evaluation of its work, but the revised systems for doing so are at an early stage of development and some members of staff are still finding their feet with their new responsibilities. The day-to-day management of the school runs efficiently.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring more widespread use of the best practice seen at the school to provide pupils with lessons that consistently engage their interest fully
 - ensuring teachers' planning is based on precise use of good quality data about pupils' attainment and progress, so that pupils of all abilities are given work at an appropriately challenging level
 - focusing verbal comments and the marking of pupils' work consistently on what specifically has been done well and what needs to be done to reach a higher level
 - making better use of displays in classrooms and around the school to celebrate pupils' work and encourage higher levels of achievement.
- Provide more opportunities for pupils to gain direct experience of diverse communities and cultures by implementing a more rigorous, systematic and planned approach to promoting community cohesion.
- Increase the involvement of senior and middle managers and governors in evaluating the quality of the school's work by:
 - ensuring systematic, regular and frequent monitoring of lessons, planning, assessment of pupils' progress and marking of pupils' work, and then disseminating good practice
 - monitoring how well all individuals and groups of pupils benefit from the full range of opportunities provided by the school, in order to ensure that no-one is missing out
 - providing training and development opportunities for managers and governors to improve their confidence and skills in carrying out their roles.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Outcomes for individuals and groups of pupils

3

The inspectors found the pupils to be polite and considerate young people, who enjoyed engaging in discussions about a wide variety of topics. The pupils are capable of exemplary behaviour as was seen during a choir practice, when they sustained very high levels of concentration throughout; the inspectors were highly impressed by the quality of the singing. The pupils showed ability to reflect on the experiences the school provides them with, as was shown by the comments they made during an assembly when asked about what they had learned during visits to various local employers' premises. On another occasion, a pupil spoke about how the teachers help pupils to grow up: 'They help us sort out our own problems. That's good because it makes us responsible for everything we do. I think it makes us more mature.'

The pupils demonstrated good knowledge about how to eat healthily and enjoy being active. They spoke with justifiable pride about their sporting prowess, for example as members of the successful, mixed-sex netball team. The wide range of playground equipment designed for physical activities is used so extensively that the school has had to devise a rota for when different groups of pupils may do so. The pupils demonstrated a sound understanding of fairness and equity when discussing the value of the rota with the inspectors, though such was their keenness to use the equipment that they would also have liked unrestricted access for themselves! Many pupils showed pleasure at being able to take on a wide range of responsibilities that contribute to the smooth running of the school, from staffing the healthy snack tuck-shop to ringing the bell indicating the end of break-time.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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

How effective is the provision?

In the best lessons seen during the inspection lively teaching combined with well-targeted work ensured the pupils were motivated and made good progress. For example, in a Year 3 religious education lesson, imaginative and well-organised activities and effective use of ICT led to significant development of pupils' understanding of links between different faiths. One pupil remarked, 'This is awesome!'

There is a clear focus in the curriculum on English and mathematics. Provision for ICT, in particular, has been developed well and permeates the curriculum. The pupils respond well to the opportunities provided. For example, 60 pupils participate in the school choir. The curriculum is enhanced significantly by a range of visits and visitors to the school. Such experiences have a significant impact on pupils' learning. For example, the pupils told an inspector about how a trip to Dalby Forest had given them an understanding of environmental issues. The inspectors observed pupils enjoying working with a visiting artist and taking part enthusiastically in a skipping challenge led by local sports coordinators.

The pupils have a high level of trust in the staff and state that there is always someone to help them when they need it. One pupil said, 'The teachers make me want to come to school.' Pupils needing additional help are given effective support. The teaching assistants work productively in partnership with the teachers and the school works equally productively with a range of external support agencies. The inspectors were made aware, however, of individual examples of occasions when parents and carers did not receive a timely response from the school in relation to concerns about their children, but such examples are exceptions.

These are the grades for the quality of provision

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

How effective are leadership and management?

Ways of working at the school are undergoing significant and rapid changes. The staff

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are responding well to the new arrangements, but the inspectors found evidence that communications occasionally do not work entirely smoothly. Nevertheless, the school is rising to the challenge to find ways of enabling pupils to make more progress. A very large majority of parents and carers is happy with their children's experience at the school. There are clear procedures for safeguarding pupils and members of staff are trained appropriately. The school has in place the required policies for promoting equal opportunities and takes action to ensure there are no significant differences in the progress made by different pupils, but does not review its progress in implementing the policies sufficiently rigorously or regularly. The school has a good understanding of the nature of its local community and tentative plans are in place to increase the opportunities for pupils to experience a broader range of communities different from their own but has not approached its duty to promote community in a systematic way.

These are the grades for leadership and management

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

Views of parents and carers

Parents and carers expressed high levels of satisfaction with the school. Almost all reported that the school keeps their children safe and a majority agreed strongly that the school did so. Most parents and carers think that the teaching is good and that their children are making enough progress. The inspectors found that pupils are making satisfactory progress, but that, overall, the quality of teaching was satisfactory rather than good. The arrangements for safeguarding pupils are satisfactory and pupils feel safe at the school as a result of the care provided by the staff. A very small minority of parents and carers raised concerns about the effectiveness with which the school deals

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with unacceptable behaviour. The inspectors judged pupils' behaviour to be satisfactory and found that, generally, the school deals effectively with instances of misbehaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burlington Junior 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	49	42	48	1	1	0	0
The school keeps my child safe	51	59	35	40	1	1	0	0
The school informs me about my child's progress	36	41	45	52	5	6	1	1
My child is making enough progress at this school	33	38	47	54	6	7	0	0
The teaching is good at this school	45	52	38	44	3	3	1	1
The school helps me to support my child's learning	31	36	48	55	8	9	0	0
The school helps my child to have a healthy lifestyle	34	39	46	53	6	7	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	38	44	51	4	5	0	0
The school meets my child's particular needs	32	37	49	56	5	6	0	0
The school deals effectively with unacceptable behaviour	28	32	42	48	7	8	7	8
The school takes account of my suggestions and concerns	20	23	52	60	4	5	4	5
The school is led and managed effectively	32	37	46	53	6	7	0	0
Overall, I am happy with my child's experience at this school	41	47	39	45	6	7	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.



18 June 2010

Dear Pupils

Inspection of Burlington Junior School, Bridlington, YO16 7AQ

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. Here is a summary of the main findings, which I hope will be of interest to you.

- The school provides you with a satisfactory education.
- You make satisfactory progress from your starting points when you join the school and your test results at the end of Key Stage 2 are similar to the average for pupils across England.
- Your attendance is average, but I was pleased to note that it has improved this year and is above average at the moment. Keep it up!
- The staff cares for you a great deal and works hard to make sure you get good support.
- You said that you enjoy school and feel safe.
- You behave well and also get on with each other well, although you said that, sometimes, some children are silly. The inspectors noticed some silly behaviour.
- Your parents and carers think well of the school and I can understand why.
- The school provides a good range of topics in lessons and other activities that excite you and are helping you to learn.

I have asked the headteacher, the governors and all of the staff to improve your learning by making sure that lessons are usually interesting and challenging for all of you. I have asked them to make sure that you are told clearly about what precisely you have done well and how you can make your work better. I have asked them to make more use of your work in displays. I want you to get more chances to find out directly about the different people who live in Britain and around the world. Finally, I have asked the people responsible for managing the school to improve the ways in which they check on how well the school is doing. I know that many of you already make a very important contribution to the school and I am sure all of you will want to do everything you can to support the staff in making Burlington Junior School better still.

Yours sincerely

Mr Clive Moss

Her Majesty's Inspector

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