

# Burlington Junior School

Marton Road, Bridlington, East Riding of Yorkshire, YO16 7AQ

**Inspection dates** 20–21 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement. Pupils do not make consistently good progress and, as a result, the standards they achieve are lower than they could be, particularly in writing and mathematics.
- Teaching requires improvement because recent developments to improve teaching have not been in place long enough to secure consistently good progress for all year groups and for all groups of pupils in the school.
- Teaching does not consistently meet the needs of all pupils. On occasions, it lacks challenge for the most able and does not provide sufficient guidance and structure for lower-attaining pupils.
- There is not enough opportunity to apply and deepen mathematical knowledge and skills through problem-solving activities.
- Teaching assistants are not always given clear guidance from teachers on how to support learning effectively, especially that of the disabled pupils and those who have special educational needs.
- Teachers' expectations of what pupils can complete in lessons are not high enough.
- Leadership and management require improvement because the pace of improvement has been too slow since the previous inspection.
- The subject leaders including those for literacy and numeracy are not fully involved in checking the progress made by pupils and the quality of teaching in their areas.

### The school has the following strengths

- Most pupils are now making good progress in reading.
- Pupils make good progress in all subjects in Years 4 and 6, with activities better targeted to the abilities of pupils.
- The gaps in the attainment of disadvantaged pupils compared with other pupils are closing.
- The headteacher, supported by governors, is taking steps to ensure that all the areas of recent underperformance are now being addressed.
- Training and partnership work have improved some aspects of leadership and teaching.
- The school successfully promotes pupils' spiritual, moral, social and cultural development, and pupils are well prepared for life in modern Britain.
- Pupils have good attitudes to learning and are well behaved in lessons and around school.
- Procedures to ensure that pupils are safe are effective. Pupils feel safe and well looked after by staff.
- Governors have undertaken training and have a clear understanding of their roles and responsibilities. They are committed to supporting and challenging the school.

## Information about this inspection

- The inspection team visited every class and observed 16 part lessons, six of these jointly with the headteacher or deputy headteacher. An inspector attended a whole-school assembly. Pupils' behaviour in lessons, around the school and on the playground was observed
- Inspectors talked with groups of pupils, as well as individual pupils, during their lessons and at playtimes to find out their views about the school.
- Meetings were held with the headteacher, two groups of pupils, members of the senior leadership team and middle leaders. An inspector also met with the Chair of the Governing Body and five other governors. A telephone call took place with the school's improvement partner.
- Inspectors looked at a range of evidence including: the school's self-evaluation and improvement plans; the school's checks on its own performance; the school's data relating to pupils' progress; the school's use of the primary sport and pupil premium funding; the school website; work in pupils' books; and displays of pupil's work around school. They also scrutinised records relating to behaviour, attendance and safeguarding.
- Inspectors talked informally with parents to gauge their views of the school, took account of 25 responses to the online questionnaire (Parent View) and analysed 50 responses from the staff questionnaires.

## Inspection team

Lindsay Hall, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Jennifer Firth

Additional Inspector

## Full report

### Information about this school

- Burlington Junior School is larger than the average-sized primary school. It has three classes per year group from Year 3 to Year 6.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils known to be eligible for support through the I funding known as the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There has been significant disruption to senior leadership since the previous inspection. The headteacher was appointed to the post in December 2014 following a period of acting headship in the school. The deputy headteacher has been temporarily seconded to the school from a local secondary school and a permanent deputy headteacher has been appointed to start in September 2015. The special educational needs coordinator came into post in January 2014 and the mathematics coordinator came into post this academic year.
- The school runs a breakfast club and a wide range of after-school clubs.
- A review of governance has been completed.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise standards and strengthen pupils' progress across the school, particularly in writing and mathematics, by ensuring that all teachers:
  - plan activities that are at the right level of difficulty, providing challenge for the most able and sufficient structured guidance for low-attaining pupils
  - give more opportunities to apply and deepen mathematical knowledge and skills through problem-solving activities
  - raise their expectations about how much work pupils can complete in lessons
  - give teaching assistants clear guidance about how to support pupils' learning, especially for the disabled pupils and those who have special educational needs.
- Improve the effectiveness of leadership and management, and ensure that the improvement to teaching and learning picks up at a good pace by strengthening the role of subject leaders, including those for numeracy and literacy, so that they are fully involved in checking and developing the quality of teaching and improving pupils' progress in all year groups.

## Inspection judgements

### The leadership and management requires improvement

- The past uncertainty about leadership and staff change has now ended and the recently appointed headteacher, ably supported by the deputy headteacher and senior leadership team, has established a strong sense of team-work among all who work in the school. This strengthened leadership and clear vision ensure that the school has the capacity to improve further. All staff and governors share the headteacher's determination to quicken the pace of improvement. Leaders, including governors, have an accurate view of the school's performance.
- The school has recently introduced strategies to increase the rate of pupils' progress in mathematics and writing and there is evidence of some recent improvement in the quality of teaching. However, expectations and achievement are not consistently high enough and progress is uneven across the school. The school relies too heavily on the accelerated progress in some years where teaching is strongest, particularly Year 6, for pupils to reach expected levels of attainment and progress.
- The headteacher has started to tackle the key issues raised by the previous inspection but the pace of improvement has not been rapid enough to ensure that pupils' learning is consistently good.
- The headteacher links checks on staff performance and pay progression to raising the quality of teaching and pupils' learning. However, in recent years these checks have not always been used effectively enough to secure consistently good teaching.
- Some subject leaders are relatively new to their posts and have not yet had the opportunity to make a substantial improvement to pupils' progress. However, all subject leaders have a good view of what is needed to increase pupils' achievements in their subjects and helpful plans to show how this will come about. Recent training and partnership with other schools is supporting development into their leadership roles.
- Leaders use additional government funding to boost the skills in literacy and numeracy of disadvantaged pupils and have frequently reviewed its effectiveness. The school's information about how well pupils are doing shows that any gaps in attainment are beginning to close as a result of this: some disadvantaged pupils' attainment and progress, particularly in reading, is higher than others in their year groups.
- The school makes good use of the primary sports funding to ensure that pupils experience a wide range of sports and after-school clubs. This is having a positive impact, as pupils say they enjoy sports and learning about healthy lifestyles.
- The school provides an effective, well-balanced and broad curriculum. Pupils enjoy the way the curriculum is presented through themes and extended by visits and visitors. Literacy is strongly promoted across the curriculum and pupils have a wide range of opportunities to read and write about different subjects. For example, the recent themes of 'Ancient Greece' and 'Anglo-Saxons and Vikings', covered in Year 5, has captured pupils' interest and sparked their imagination.
- The school's breakfast and after-school clubs are well managed. There is a good range of after-school sports and other activities, which are well attended.
- All pupils have full and equal access to the activities on offer. Although not all classes and groups of pupils are making good progress, leaders are committed to striving for equality of opportunity. They ensure that most pupils are keen to come to school. Leaders foster good relationships and ensure that there is no discrimination.
- Weekly homework is set in all classes to reinforce learning and the practical project homework encourages parental involvement in their children's learning.
- The school is in the process of trialling some new approaches for measuring pupils' progress over time, in response to the national changes being made to assessment arrangements.
- Pupils attend daily value-based assemblies and learn about different world faiths represented in the wider United Kingdom. As a result they are increasingly aware of lifestyles different to their own, as well as about similarities in religions. This helps pupils to develop shared British values, preparing them well for life in modern Britain. It also contributes strongly to their spiritual, moral, social and cultural development.
- Leaders and other staff engage effectively with parents. Parents are rightly confident that their children's personal needs are met well. The school website is also very informative and weekly newsletters from the headteacher keep parents up to date with events and news from school.
- The local authority has brokered a lot of support and guidance for the school through the period of recent difficulties in staffing. The school has now begun to foster good links with a support partner school in Market Weighton and with other local schools, which are starting to have a positive impact of progress.
- Safeguarding procedures are robust and meet statutory government requirements. Clear systems are in place to check closely on pupils' attendance and other aspects that keep pupils safe.

### ■ The governance of the school:

- The current recently reconstituted governing body has high aspirations and high expectations for the school. They have a realistic overview of the school's performance. They recognise the improvements in the quality of teaching that have taken place over the last year and are acutely aware of areas of underperformance. Their good understanding of the school's performance and data enables them to challenge the leaders and hold the school to account. Governors check the impact of spending of the additional funding on disadvantaged pupils' achievement. The financial position of the school is reviewed carefully, as are other resources, such as the primary sports funding in providing additional opportunities for pupils to take part in competitive sports. Governors understand how increases in salaries for teachers are linked to the achievement of the pupils in the school. They know what is being done to tackle underperformance. They make sure that all safeguarding procedures are robust and meet requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good, which contributes well to their learning. This is equally true in lessons and at playtimes.
- Pupils have very positive attitudes to learning and most are always busy at their work in lessons and are keen to do well. The relationships within class are good and are a key feature in the positive working atmosphere that exists in lessons. Pupils collaborate well with each other, whether when discussing questions posed by their teachers or working on the practical tasks that they have been set. Any loss of concentration is rare, and usually when teaching is not challenging or interesting enough. Pupils respond rapidly to their teachers as they know what is expected of them.
- Pupils are polite and helpful and show high levels of respect to all adults and to each other. They know the difference between right and wrong.
- Older pupils take on the responsibility of being play leaders and there is an active school council with members from each year group.

### Safety

- The school's work to keep pupils safe and secure is good and ensures pupils are well cared for while in school. Pupils understand how to keep themselves safe, including road safety, stranger danger, safety near the sea, the dangers of drug and alcohol misuse and risks when using the internet.
- They say that they can fall out with each other but that they are able to sort things out between themselves, or go to an adult for help, if necessary. They have a good understanding of the different types of bullying including verbal, physical and cyber bullying.
- Almost all parents who responded to the online questionnaire (Parent View) agree their children feel safe in school and, during the inspection, pupils supported this view that they like school, are happy and feel safe.
- Any accidents or behavioural incidents are recorded and followed up sensitively and efficiently by staff.
- Robust action is taken to identify and tackle patterns of absence. Consequently, attendance has improved over the last two years and is now in line with the national average.

## The quality of teaching requires improvement

- Although teaching is improving, there is still not enough good or better teaching to ensure that pupils consistently make good progress from their different starting points in writing and mathematics.
- During the inspection pupils were observed learning well in a number of lessons. However, where teaching was weakest the activities did not meet the needs of all the pupils. There was a lack of sufficient guidance to support the learning of low-attaining pupils and those with special educational needs. Pupils were not helped well enough by adults to develop their understanding. In other lessons, expectations were not high enough and there was a lack of challenge. At times this led to some loss of concentration, limiting progress.
- Teachers mark pupils' books regularly and accurately, and pupils are encouraged to respond to comments made by their teachers, although this is not done consistently.
- A number of interventions have been introduced to support pupils who have fallen behind. These have been targeted to meet pupils' needs and make a positive contribution towards helping them to catch up.

These have been successful in reading.

- In some classes, teaching assistants provide appropriate support that enables lower-ability pupils and those with special educational needs to make expected progress in lessons. They also provide effective help and guidance to small groups of pupils to improve their skills in reading, writing or mathematics. On occasions, teaching assistants are not given enough guidance from the class teacher. They do not give pupils enough time to work things out for themselves or they leave it too long before stepping in to support learning.
- There are supportive relationships between the pupils and adults. Teachers manage pupils' behaviour in their classes well, so that learning takes place in a calm atmosphere.
- Expectations of what pupils can achieve and the amount of work they can complete, particularly for written work, varies from class to class. Pieces of written work are often too brief to include sufficient detail and a progression of ideas.
- The teaching of reading is good. Pupils enjoy reading and through the daily guided reading sessions receive good support for developing their reading skills. Individual intervention programmes, using phonics (letters and the sounds they make) have led to outstanding progress in reading, from their individual starting points, for disabled children and those who have special educational needs.
- In Years 3 and 4 a systematic approach to the teaching of reading and writing has recently been introduced. It develops the use of adventurous vocabulary, supported by a phonics programme and accurate use of grammar and punctuation. It is beginning to have a positive impact on progress for pupils in these year groups. Grammar, punctuation and spelling are taught well higher up the school but previous weaker teaching has slowed progress overall.
- Teaching in mathematics does not provide pupils with enough opportunities to apply a wide range of skills to problems or enable the most able pupils to deepen their understanding further. This is further hindered because teaching has not been successful in enabling pupils to have secure knowledge and instant recall of basic mathematical facts.
- Teaching in Year 6 is particularly strong and so pupils make rapid gains in their learning. This is because teachers question well to deepen pupils' understanding, have high expectations and provide challenging tasks for all pupils.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because inconsistent teaching over time has not enabled pupils to make the good progress of which they are capable. The rate of progress from their starting points in reading, writing and mathematics is too variable across school. Progress is sometimes rapid, as in Years 4 and 6, in response to consistently strong teaching, but the same level of progress is not evident in other year groups.
- In 2014, the attainment of pupils in mathematics, reading and writing at the end of Year 6 was broadly in line with national averages, although too few pupils reached the higher Level 5 in writing. The proportions of pupils who improved from the expected levels at the end of Year 2 to the higher levels at Year 6 were above the national average in reading but below in mathematics and writing.
- In the national tests in 2014 not all of the most able pupils achieved the higher levels in all subjects. The current cohort of pupils in Year 6, however, is working at these levels. Where teaching is strongest there are indications that the most able pupils are well challenged and their needs are met effectively. However, progress for the most able pupils varies from class to class.
- The school targets its use of additional funding for disadvantaged pupils effectively. The gaps in attainment between these pupils and other pupils are now beginning to close by the time pupils reach the end of Year 6. In 2014 national tests, the gap in reading and writing was two terms behind other pupils in school and three terms behind in mathematics. Current school assessment information indicates that in Year 6, this gap has now closed and disadvantaged pupils are working at the same level as other pupils in school in writing and mathematics and a little ahead in reading. When compared with all pupils nationally in 2014, they were just under two terms behind in mathematics and reading and just under three terms behind in writing. The proportion of disadvantaged pupils making above-expected progress was above the national average for reading, below for mathematics and well below for writing.
- Pupils enjoy the daily guided reading and the weekly opportunities to use the school library. Older pupils enjoy taking on the responsibility as monitors for the 'book-swaps' in class and Year 4 pupils are reading buddies to younger pupils in the nearby infants school. By the time pupils get into Year 6, they are reading with accuracy, developing expression and enjoying books by a wide range of authors.
- Disabled pupils and those with special educational needs make similar progress to others in school.

Although the school is now focusing on improving the progress these pupils make, currently their skills in writing and mathematics lag behind their reading, as for other pupils in the school.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	117832
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462268

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Micky Booth
<b>Headteacher</b>	Alison Beckett
<b>Date of previous school inspection</b>	4 July 2013
<b>Telephone number</b>	01262 674487
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