

Inspection of Burlington Junior School

Marton Road, Bridlington YO16 7AQ

Inspection dates: 28 and 29 September 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders create a positive environment where pupils flourish. Pupils are happy to attend school. Parents say their children are 'well cared for, feel safe and can be themselves'.

Leaders have high expectations of pupils' behaviour. They identify pupils who need extra support in order to manage their behaviour. Support is carefully planned to meet their needs. As a result, pupils behave well around school and during lessons. If bullying occurs, pupils know who to ask for help and that staff will deal with it.

Leaders continue to develop a broad and balanced curriculum that raises pupils' aspirations. They are keen to 'sow the seeds of interest' regarding careers. For example, leaders plan aspects of the science curriculum in order to promote engineering. Leaders develop pupils' experiences beyond the community, including annual visits to London. Parents appreciate these opportunities. One said, 'My daughter was thrilled that trips are going ahead. She has missed spending time with her friends doing fun things and learning outside of school.'

Leaders provide a range of opportunities to develop pupils' interests. Pupils speak enthusiastically about the range of after-school activities on offer, with one pupil, expressing the views of many, saying, 'There is something for everyone.' Clubs range from golfing, cheerleading, football and rugby to mindfulness, yoga and knitting.

What does the school do well and what does it need to do better?

Leaders are passionate about ensuring that all pupils receive the education they deserve. They have worked hard to improve the education on offer. They are clear about the school's strengths and the areas that they need to develop. They strive to develop a curriculum that engages and inspires pupils. In English and mathematics, pupils, including those with special educational needs and/or disabilities (SEND), remember what they have learned over time.

Leaders plan a reading curriculum that instils a love of reading. They achieve this through daily story-time sessions and 'reading ambassadors' who promote reading with their peers. Parents comment that their children 'really enjoy reading for pleasure'. Daily phonics lessons and extra support in the afternoon take place for pupils who are at the early stages of reading. Furthermore, leaders invite pupils to attend after-school sessions to help them catch up quickly. Pupils take home books that match their phonics ability. This helps them to become confident and fluent readers.

In other subjects, such as geography and history, leaders are reviewing and refining their plans. However, some pupils, particularly those with SEND, struggle to engage in some lessons because it is not clear what information teachers want pupils to learn and in what order. Pupils with SEND do not consistently receive support at the

right time to help them. Leaders do not always check that support identified in plans is taking place. As a result, pupils are not as successful in these subjects.

Pupils learn about fundamental British values and equality through personal, social and health education (PSHE) lessons and assemblies. They can describe the difference between a democracy and a dictator. PSHE lessons support pupils to lead healthy and active lives. Leaders encourage good mental health through nurture sessions and a 'nature' programme. As a result, pupils have a good knowledge of how to keep physically and mentally healthy.

Behaviour and attendance continue to improve throughout school. The school has put in place a range of strategies and interventions to support pupils with their emotional health and well-being and behaviour. Pupils can explain the behaviour policy and the rewards and consequences. They understand that some pupils struggle with their behaviour and that they are supported to manage this.

Staff, including those at the early stages of their careers, say they feel supported to fulfil their roles. They receive training around safeguarding, curriculum development and managing behaviour.

Subject leaders are invited to share curriculum plans with governors. Governors are beginning to understand how leaders are developing their subject. They ask questions to gain further understanding. However, challenge about the effect of the curriculum is limited.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive appropriate training and support. Governors check safeguarding arrangements are in place. Staff know how to identify pupils who are at risk of harm and neglect and know the procedures to follow if they have any concerns. Leaders and staff plan a PSHE programme that considers local risks such as water and rail safety and how to stay safe online. As a result, pupils can explain how they would keep themselves safe in a range of situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified and sequenced the precise knowledge they want pupils to know and remember in subjects such as geography and history. As a result, some pupils are not as confident in these subjects. Leaders need to identify and order the knowledge they want pupils to remember so that pupils become successful in all areas of the curriculum.
- Pupils with SEND do not receive support at the right time to help them learn in subjects other than science and reading. Leaders need to check that support is

timely and accurate to help pupils with SEND gain confidence and know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117832
Local authority	East Riding of Yorkshire
Inspection number	10200659
Type of school	Junior school
School category	Maintained school
Age range of pupils	7 to 11
Gender of pupil	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair of governing body	A. Moss
Headteacher	A. Beckett
Website	www.burlingtonjuniorschool.org
Date of previous inspection	19 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a larger than average-sized primary school.
- The vast majority of pupils are White British.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, members of the local governing body, senior leaders, teaching and non-teaching staff. A telephone call was held with the local authority school improvement adviser.
- The views of parents were sought face-to-face, and inspectors considered the 39 responses to Ofsted's Parent View.
- Inspectors considered the views of staff from meeting with staff and from the 36 responses to Ofsted's staff questionnaire.
- Inspectors met with pupils, listened to them read and looked at their work. They observed an assembly. They also spoke with pupils during breaktimes and lunchtimes and observed their behaviour during these times.

- Inspectors held meetings with the SENCo to consider the curriculum for pupils with SEND.
- Inspectors met with subject leaders to discuss curriculum plans. They visited lessons accompanied by senior leaders.
- Inspectors examined a range of documents, including safeguarding records, policies and attendance and behaviour logs.

Inspection team

Jennifer Thomas, lead inspector

Her Majesty's Inspector

Alison Stephenson

Her Majesty's Inspector

Angela Harper

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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