

# Burgh By Sands School

Burgh By Sands, Carlisle, Cumbria, CA5 6AP

## Inspection dates

12–13 March 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are happy and safe in this friendly school.
- Achievement is good. Pupils make particularly brisk progress at Key Stage 2 and reach high standards in mathematics.
- Teaching is good. Pupils enjoy lessons and are eager to learn.
- Behaviour is good. Pupils are polite and respectful.
- The headteacher's good leadership expects the very best from pupils and staff.
- Methods for checking on the quality of teaching and pupils' progress are good. Well chosen training helps teachers to get even better. Achievement and teaching have improved since the last inspection.
- The governing body provides good support and challenge to the school.
- Parents are supportive and agree that their children are happy in school. One summed this up by saying, 'The school is at the heart of the community.'

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Work is not always set at just the right level. Sometimes lessons based on worksheets do not engage pupils or stretch the more able.
- At Key Stage 1, pupils' progress in writing is not as strong as in reading.
- Pupils are sometimes unsure how to check their work and improve it.
- Middle leaders need further experience to develop their skills in leading improvement.

## Information about this inspection

- The inspector observed teaching in all classes and saw seven lessons.
- The inspector looked at the work in pupils' books to get a view of current achievement and progress over time. The inspector spoke to groups of pupils to get their views on, amongst other things, how teaching helps them to learn and what they think about behaviour in the school.
- The inspector took account of 12 responses from parents to the online questionnaire (Parent View). The inspector also talked with parents as they brought their children to school.
- Meetings were held with the Chair of the Governing Body, teaching and classroom support staff and a representative from the local authority.
- The inspector looked at a number of documents, including the school's self-evaluation, records of the quality of teaching, the improvement plan, results in 2012 standardised assessment tasks, and the school's tracking of pupils' progress. The inspector also looked at safeguarding documents and the school's records of behaviour and bullying incidents.
- The inspector listened to pupils read and checked the school's records of reading progress.

## Inspection team

David Law, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- All pupils are from White British backgrounds. No pupils speak English as an additional language.
- Staff have identified a greater than average proportion of pupils who are supported through school action because they have a disability or special educational needs.
- A below average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is much smaller than average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or are children of families in the services. The school has no pupils who are looked after by the local authority or who are children of families in the services but a very small number are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so more is outstanding by:
  - making sure work is always set at the right level for pupils of different abilities
  - reducing the use of worksheets and providing more practical learning that engages all pupils and in particular stretches the more able
  - providing opportunities for pupils to check their work and improve it so they gain a secure understanding of how well they are doing
  - improving the teaching of writing at Key Stage 1 so pupils make better progress and become more confident and skilful writers.
- Improve leadership and management by developing the skills of middle leaders so they are able to check on the quality of teaching and support the continual improvement of teaching methods.

## Inspection judgements

### The achievement of pupils is good

- Overall, pupils make good progress. Pupils leave Year 6 with standards of attainment in English and mathematics above those seen nationally having entered the Early Years Foundation Stage with skills, knowledge and understanding that are typical for their age. The last three years has seen a trend of improvement in all subjects at the end of Key Stage 2.
- In the Early Years Foundation Stage, good progress is made because children settle well to routines and thoroughly enjoy everything they do. They enthusiastically take the role of salesperson in the classroom shoe shop and enjoy making sure the shoes are attractively displayed.
- Pupils at Key Stage 1 make good progress in reading and mathematics. By the end of Year 2 they reach the expected level for their age in these subjects. They confidently read unfamiliar words by using their knowledge of the sounds letters make (phonics). They enjoy working with numbers, for example, when subtracting cubes during a weighing exercise.
- At the end of Year 2 in 2012, standards of attainment in writing were below average. Although pupils' books and school data shows that current pupils are on track to reach average standards of attainment by the end of Year 2, none are predicted to reach the higher level and progress in writing is still not as brisk as in reading or mathematics.
- Pupils make good progress in reading and writing across Key Stage 2. They read fluently and with good understanding, for example when sensitively describing how one book told the story of the *'War Horse'*.
- Key Stage 2 pupils can write at length and successfully in a range of subjects, for example, when drafting their research findings about important Victorians.
- Pupils make particularly strong progress in mathematics at Key Stage 2. In Years 5 and 6 for example, pupils confidently calculate fractions and solve word problems. By the end of Year 6, standards are above those seen nationally at both the expected and the higher level.
- All groups of pupils have equal opportunity to learn. This underpins the good achievement seen across the school.
- Disabled pupils and those with special educational needs make good progress. When pupils struggle to read this is spotted early and support is provided quickly so pupils make good progress in catching up. Some individuals make outstanding progress because the teaching of reading is tailored precisely to their needs.
- Pupil premium funding is used to provide extra teaching and support and enables the very few pupils who are currently eligible for free school meals to make the same good progress as others in the school. There is not enough data to draw meaningful conclusions about the attainment of such pupils over time, for example, no pupils were eligible for this funding in either Year 2 or Year 6 in the last few years.

### The quality of teaching is good

- Good teaching helps pupils to make good progress over time. Teaching is particularly effective at Key Stage 2, especially when Year 5 and Year 6 pupils are taught as a distinct group and rise to meet the challenges the teacher sets for them. In the Early Years Foundation Stage, learning is brisk because teaching assistants are deployed well to support children's learning when they are in small groups, for example, when they are working outside.
- Pupils describe their teachers as, 'helpful, caring and kind'. As one Year 6 pupil said, 'Teachers push us to try our best but help us if we get stuck.' There are good relations in all classes and pupils' behaviour is managed well. Teachers make sure pupils treat each other respectfully and this supports their social and moral development.
- Reading is taught well across the school. Careful checks are kept of how well pupils are doing

and teachers make sure that pupils read a wide range of books.

- At Key Stage 2, pupils have good opportunities to write for different purposes, and expectations about neat handwriting are made absolutely clear as are explanations about how to improve spelling. The teaching of writing at Key Stage 1 is not as successful because expectations and explanations are not so clear and consequently pupils do not write as confidently.
- In the Early Years Foundation Stage, the classroom is well organised to provide many practical opportunities for learning and children enjoy using the outdoor space, for example, when constructing large models. In other classes, when learning is less successful, teaching is too dependent on the use of worksheets rather than practical ways to learn. When this happens some pupils lose interest and the more able are not stretched.
- All teachers mark pupils' work carefully. Comments show pupils what they need to improve and this is particularly effective at Key Stage 2. However, pupils do not get enough chance to check their own work and improve it.
- Work is usually set at the right level but in a few lessons it is not matched closely enough to the range of needs and abilities in the class. When this happens pupils do not make enough progress, for example, because the work is too difficult and they are not sure what to do.

### **The behaviour and safety of pupils** are good

- All groups of pupils get on well together. Pupils are keen to welcome visitors and proud of their school. They feel well cared for and entirely safe in school. One pupil summed this up by saying, 'Everybody feels safe because the gates are locked and we all look out for each other.'
- Behaviour in lessons is good and sometimes outstanding. Pupils' eagerness to learn supports their good progress, particularly in Years 5 and 6 where pupils show excellent concentration and try to do their best at all times. Pupils across the school are keen to follow instructions and listen patiently to their teachers and each other.
- Behaviour around the school is good and pupils treat each other with respect. A calm and orderly atmosphere prevails but pupils also know how to have fun, for example, when playing Spanish music on their guitars and shouting 'Ole!' in unison at the correct moment.
- School records show that bullying is rare. Pupils say there is sometimes name calling but adults, when told, always sort it out quickly. Pupils have a good grasp of the different types of bullying and how to keep safe because the school has a good programme to teach them about this.
- Pupils are keen to take responsibility, for example, by being members of the school council.
- Attendance is above average. Pupils are punctual to lessons because they are keen to learn.

### **The leadership and management** are good

- The headteacher and governors are ambitious for all pupils to do well. Leadership and management have improved since the last inspection because the headteacher has put a clear focus on raising achievement and improving teaching. She has been unremitting in following this through by establishing systematic and thorough methods for checking on the quality of teaching and the progress of pupils.
- Lessons are observed, pupils' books are scrutinised and there are regular meetings to review pupils' progress. Planning for improvement is thorough and priorities for improvement well chosen, for example, leaders and governors have correctly pinpointed the need to improve the teaching of writing. The headteacher reports regularly to governors about teaching and how well pupils are doing.
- Relevant training meets teachers' individual needs and school priorities and consequently teaching is refreshed by new practice. For example, one focus has been to improve the teaching of letters and sounds (phonics) and further training on this has helped to raise pupils' achievement in reading. The performance of teachers is appraised systematically and all teachers have agreed individual targets for improvement.

- Since the last inspection, achievement has improved at Key stage 2 and teaching has moved to good. This shows leaders have successfully improved the school. However, much is dependent on the headteacher. Both headteacher and governors recognise the need to develop the leadership skills of other teachers so they can check on teaching and further improve the progress of pupils.
- Leaders and governors ensure good provision for pupils' spiritual, moral, social and cultural development. They make sure that good relations are fostered and discrimination is tackled firmly so there is equal opportunity for all to flourish.
- Leaders and governors are keen to make learning exciting for pupils and do this successfully. They buy in additional music tuition so that pupils can learn the guitar, arrange residential visits and provide various clubs. The baking club is particularly successful and pupils were seen enthusiastically making cakes and licking their lips at the prospect of eating them.
- Leaders and governors have made sure pupil premium funding provides additional teaching and, as a result, pupils in receipt of it make good progress.
- Leaders and governors value the help of the local authority, particularly the support and challenge of the school adviser, for example, in reviewing teaching methods.
- **The governance of the school:**
  - Governors are highly committed and ensure all safeguarding requirements are met. They support the headteacher well in managing teacher performance and pay related issues. They challenge when this is needed but would like even more information about the quality of teaching so they can continue to improve it. They manage the budget successfully, for example, by using pupil premium funding to raise achievement. They have successfully reduced a deficit so that the budget is in balance at the same time as improving the fabric of the building.

## 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> | 112106  |
| <b>Local authority</b>         | Cumbria |
| <b>Inspection number</b>       | 405374  |

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>                 | 3–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 58                                   |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Nick Jowett                          |
| <b>Headteacher</b>                         | Sonia Chalmers                       |
| <b>Date of previous school inspection</b>  | 8 March 2011                         |
| <b>Telephone number</b>                    | 01228 576397                         |
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