

Burlington Junior School

Address: Marton Road, Bridlington, YO16 7AQ

Unique reference number (URN): 117832

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Inclusion

Expected standard

Leaders demonstrate a clear commitment to promoting an inclusive culture across the school. They have an accurate understanding of the high levels, and often overlapping, needs of pupils. This includes those eligible for the pupil premium, those with special educational needs and/or disabilities, and those known, or previously known, to children's social care. Leaders use this knowledge effectively to ensure that pupils' provision is responsive, well matched and regularly reviewed.

There are well-designed systems to identify and assess individual pupils' needs. Leaders support and train staff to adapt teaching and remove barriers to learning. Leaders and staff draw on a wide range of information and, where appropriate, external agency expertise. They share important information about pupils' achievement, wellbeing and attendance. This ensures that pupils benefit from carefully coordinated provision. Parents and carers engage meaningfully in this process and generally speak positively about the support their children receive.

Effective pastoral support ensures that pupils' emotional needs are addressed well. This helps pupils to engage successfully with their learning. The school uses the additional funding it receives to reduce barriers to learning and wellbeing. Strategies have resulted in improved attendance for some pupils, as well as better engagement and attainment for disadvantaged pupils.

Leadership and governance

Expected standard

Leaders provide clear direction for the school and have taken purposeful action to address key priorities. Despite changes to the leadership structure in recent years, leaders have quickly established priorities to address areas of weakness. They understand the school's context well and use this knowledge to inform their decisions, particularly in relation to disadvantaged groups and pupils with special educational needs and/or disabilities (SEND).

Leaders review the impact of their actions using a range of evidence, including information about pupil progress. More precise tracking of pupils' progress and attainment is helping leaders to identify areas for further development and to put the right support in place. The recently formed 'inclusion team' has improved coordination of support for pupils from disadvantaged groups and pupils with SEND. However, some strategies are still embedding and consistency of impact across the school continues to develop.

Professional learning for staff is planned in line with school priorities and supports improvements in teaching. Staff feel supported by leaders, and leaders give due consideration to workload and wellbeing.

Governors provide suitable support and challenge for leaders. They oversee the use of additional funding and check that it is directed towards improving outcomes for pupils, particularly those who are disadvantaged and pupils with SEND. Governors fulfil their duties with diligence, including ensuring safeguarding arrangements are effective.

Leaders recognise where more work is needed to improve teaching across the school. They have also ensured that recent improvements to assessment systems provide clear information. Leaders and governors collaborate well with external agencies to improve the school.

Personal development and wellbeing

Expected standard 

The school provides a well-structured programme for pupils' personal development. Leaders have adapted the programme to ensure that pupils develop the knowledge and skills needed to prepare them for life beyond the school. Pupils understand fundamental British values because these values are woven carefully through the curriculum and celebrated in assemblies.

Leaders ensure that pupils' wider learning extends beyond the curriculum subjects. For example, pupils learn about a range of beliefs, cultures and perspectives different to their own. This helps pupils to develop respect, empathy and a secure understanding of life in modern Britain. Opportunities to explore themes such as diversity, citizenship and healthy relationships are woven across subjects and reinforced through assemblies and wider enrichment, such as the Year 6 visit to London.

Pupils' wellbeing is prioritised. Staff know individual pupils and their needs well and respond promptly if concerns arise. Leaders have established effective systems for supporting pupils' emotional and mental health, working closely with external agencies and families where needed. Pupils value the trusted adults they can speak to. Many pupils confidently use the strategies taught to help them manage worries and regulate their emotions.

Pupils' participation in clubs and wider experiences is closely monitored. Leaders work tirelessly to ensure that all pupils, including those who face barriers to their learning or wellbeing, have full access. This helps pupils to feel that they belong.

The school's personal, social, health and economic curriculum, including relationships and sex education, is regularly reviewed to ensure it remains relevant and accessible to all pupils. Adaptations are made thoughtfully so that all pupils, including those who face barriers to their learning or wellbeing, can participate fully. As a result, pupils develop the knowledge, confidence and resilience needed to keep themselves safe, including when online, and they make positive choices in school and beyond.

Needs attention

Achievement

Needs attention 

Published data from national tests at the end of Year 6 shows a pattern of underachievement for some groups of pupils, particularly in mathematics. In 2025, results in national tests at the end of key stage 2 for reading and mathematics were below national averages. Leaders have taken appropriate action and have implemented changes, such as strengthening the teaching of reading fluency. This is beginning to have a positive impact. These changes are in their early stages, and their impact on outcomes is not yet evident.

Pupils' knowledge across wider curriculum subjects is inconsistent. Some pupils struggle to talk about their learning, and their written work is not of a high quality. Typically, disadvantaged pupils achieve well. Leaders are taking appropriate steps to improve pupils' knowledge and writing skills, so that all pupils can achieve well across the curriculum and are prepared well for their next stage in education.

Attendance and behaviour

Needs attention 

The number of pupils who are persistently absent from school remains above national averages. Leaders are taking appropriate action and are starting to address this. They go to great lengths to communicate the message to parents and carers that it is vital for their child to be present in school every possible day. This work is making a difference. Nevertheless, the impact has not increased attendance sufficiently. Leaders analyse attendance information carefully and act swiftly when concerns arise. Their targeted support is having a positive impact. Overall attendance is beginning to improve from historically low levels.

Pupils generally behave well throughout the school day. They understand the expectations and respond positively. Pupils show respect for others. They enjoy learning and work well with each other in lessons. When incidents of challenging behaviour occur, they are managed calmly and in line with agreed systems. Leaders have appropriate strategies to support pupils to manage strong emotions and to prevent bullying and discrimination. As a result, pupils show improvements in their behaviour and how they manage their emotions over time, and bullying is not tolerated.

The school's approach to managing behaviour helps pupils to reflect on their choices and understand the impact of their actions. Pupils talk confidently about the strategies they use to manage their emotions, and staff reinforce these approaches effectively.

Curriculum and teaching

Needs attention 

On occasion, teaching is not effective enough to ensure that pupils learn as well as they should. Learning tasks are not accurately matched to what pupils already know and can do. For example, sometimes pupils, including some with special educational needs and/or disabilities, are given work that does not support them to gain important foundational knowledge in writing. These inconsistencies in teaching hinder pupils' ability to develop important knowledge and skills and to apply these skills in other aspects of learning. In mathematics, curriculum content is adjusted to close gaps in pupils' foundational knowledge. However, these adaptations are not consistently effective and do not meet pupils' different needs with enough precision.

Leaders review and refine learning often, responding appropriately to assessment information. As a result, leaders have begun to take action to improve inconsistencies in teaching, for example, in relation to handwriting. This development is at an early stage. Leaders have refined approaches to assessment to identify gaps in knowledge.

Typically, staff have the required subject knowledge to deliver the curriculum well. Where teaching is most effective, teachers check pupils' knowledge and understanding. Teachers ensure that pupils build their understanding of vocabulary well. This is underpinned by an

established, well-designed curriculum. Leaders prioritise reading and provide appropriate help for pupils who need further support to develop their phonics knowledge.

What it's like to be a pupil at this school

This school is a happy place where pupils feel valued by the staff who work with them. Pupils have a diverse range of needs. Leaders and staff seek to provide support to help all pupils achieve well. Pupils feel safe in school. Pupils benefit from staff's comprehensive understanding of them at an individual level. This helps staff to sort out any problems or worries that pupils might have. Some pupils do not attend school as often as they should and are persistently absent. Leaders have taken steps to improve attendance. These actions are at an early stage and have not had time to show sustained impact.

Pupils enjoy learning. Typically, they are prepared well for their next steps. However, pupils' achievement in reading, writing and mathematics has been inconsistent over time. Staff do not use assessment well enough to check pupils' knowledge and understanding and make the necessary changes to learning. Recently, achievement has improved because leaders have refined the curriculum and approaches to teaching, including the accuracy of assessment. This work has been particularly successful in improving pupils' reading and writing. However, some pupils do not achieve as well as they should in writing and some aspects of mathematics.

Pupils benefit from a generally calm and purposeful learning environment. Classrooms are typically orderly, which helps pupils to concentrate well on their learning. Pupils enjoy spending time with their friends during social times. Pupils trust that incidents of challenging behaviour, including bullying, are managed well by staff.

Pupils speak positively about their experiences at school. They enjoy 'Beyond the Bell' activities such as crochet and sewing. The school invites visitors, such as local police, to speak about how to stay safe in a range of situations. Carefully planned visits, including to museums and a visit to London, help to prepare pupils for life beyond the school.

Next steps

- Leaders need to ensure teachers use assessment information to clearly understand pupils' starting points and adapt teaching appropriately to support all pupils to achieve success.
 - Leaders need to ensure that all pupils with special educational needs and/or disabilities are effectively supported to access a curriculum that is tailored to their specific needs, so that they achieve with greater success.
 - Leaders need to continue their work to improve all pupils' achievement, particularly for middle and high prior attainers in mathematics, so that outcomes are at least in line with national averages.
 - Leaders should continue to implement and refine their attendance strategy to reduce pupils' persistent absence.
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About this inspection

The chair of the board of governors in this school is Mrs Lucy Grimshaw.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the school's senior leadership team, the chair and the vice-chair of the governing body and the school's improvement officer from East Riding local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Currently, the school is led by the acting headteacher, who was previously the deputy headteacher.

Acting headteacher: Mrs Louise Kirby

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspectors:

Shan Brough Jones, Ofsted Inspector

Scott Grason-Taylor, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context

Total pupils

290

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

331

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

51.72%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.17%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

23.10%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Close to average
2024/25 (revised)	49%	62%	Below
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	58%	75%	Below
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (revised)	64%	72%	Below
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	61%	74%	Below
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	35%	47%	Below
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25 (revised)	45%	63%	Below
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	69%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (revised)	48%	61%	Below
2023/24 (final)	76%	59%	Above
2022/23 (final)	66%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (revised)	35%	69%	-34 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	57%	66%	-9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (revised)	45%	81%	-36 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	69%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	78%	-19 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	69%	78%	-9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-16 pp
2024/25 (revised)	48%	81%	-33 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	66%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.3%	13.3%	Above
2023/24 (3 term)	22.3%	14.6%	Above
2022/23 (3 term)	23.2%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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