

Burnham Market Primary School

Inspection report

Unique reference number	120792
Local authority	Norfolk
Inspection number	380103
Inspection dates	8–9 March 2012
Lead inspector	Duncan Ramsey

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Rosalie Monbiot
Headteacher	Steven Hales
Date of previous school inspection	27 April 2009
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Age group	4–11
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Introduction

Inspection team

Duncan Ramsey

Additional inspector

This inspection was carried out with two days' notice. The inspector observed four classes and all four teachers. Eight lessons were observed. These included six joint observations with the headteacher. The inspector met two groups of pupils, the Chair of the Governing Body and one other governor, and school staff, including the senior teacher. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a number of documents including safeguarding policies. The inspector analysed 55 parental questionnaires, 103 pupil questionnaires and 15 staff questionnaires.

Information about the school

This primary school is smaller than average. Almost all pupils are from White British backgrounds. The percentage of pupils known to be eligible to free school meals is above average. There is an above average proportion of disabled pupils and those with special educational needs, particularly with behavioural difficulties. The school's Key Stage 2 results in 2011 met the government floor standard, which sets the minimum expectations for attainment and progress. The school has achieved the International Schools Award, the Activemark, and the Creative Partnerships award.

A playgroup operates from the school building. This is independently managed and is separately inspected.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This was a satisfactory school. It is not good, as it was in its last inspection, because attainment levels at the end of Year 6 and pupils' progress are no higher than expected.
- Children get off to a good start in the Early Years Foundation Stage but attainment in English and mathematics is broadly average by the end of Year 6. This represents satisfactory achievement. Occasionally, more-able pupils make slower progress than they should.
- Teaching over time has been satisfactory because more-able pupils are not challenged sufficiently, particularly in mathematics and not all children know their targets for improvements. During the inspection, however, some lessons observed were judged good. This is because of recent actions taken to improve teaching and to develop the quality of the curriculum.
- The behaviour of pupils is satisfactory because pupils' behaviour and engagement, including their punctuality to school and lessons, contributes to a safe and orderly environment. Approximately one third of parents who completed the questionnaire were concerned about lessons being disrupted. However, during the inspection, no lessons that were observed were disrupted due to poor behaviour. Pupils' spiritual, moral, social and cultural development is good.
- The headteacher and senior teacher are working suitably with the governing body to bring about improvements to teaching. These are having an impact but it is not consistent because the teaching and learning policy is not fully implemented throughout the school. Occasionally, school targets for improvement are not met because leaders do not challenge staff sufficiently. Among leaders' systems for performance management, detailed tracking monitors the effectiveness of the intervention programmes for disabled pupils and those with special educational needs and so contributes to these pupils'

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good progress.

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the rate of progress for more-able pupils, especially in mathematics by:
 - providing more challenge and better matching activities to pupils' different abilities
 - improving the accuracy with which teachers assess pupils' work
 - ensuring pupils know their current levels in all subjects, have aspirational targets and know what they need to do next in order to meet these targets.
- Ensure that the new teaching and learning policy is implemented fully in all classes.
- Strengthen the impact of leadership by ensuring an appropriate balance of challenge and support is given to all staff so that the already challenging targets that are set in school are more frequently met.

Main report

Achievement of pupils

Children start in the Reception Year with a wide range of levels of ability but, on average, they have fewer skills than expected for their age. Children make good progress in all areas of learning so that, by the end of the Reception Year, most are working at age-related expectations. This is because learning is planned to support pupils' needs and there is a good balance of teacher-led and child-initiated activities. Children are happy and eager to learn. They treat each other with kindness and are willing to take turns. Pupils' currently do not have permanent access to an outdoor classroom, reducing their opportunities for learning.

Attainment in reading, writing and mathematics in Key Stage 1 is broadly average. At the end of Key Stage 2, attainment remains broadly average, with pupils making the progress expected of them. In 2011, pupils' results were in line with the national average in English but attainment in mathematics was slightly lower. At the end of both key stages, pupils' attainment in reading is broadly average. Listening to Year 6 pupils read showed that they enjoyed their books and could confidently describe the characters, the structure of the story and read new and more complex words.

More-able pupils do not make enough progress, particularly in mathematics, because

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there is insufficient challenge provided for them and they do not know accurately enough what they need to learn next in order to improve. Current tracking shows that the attainment of pupils throughout the school has increased so that a higher proportion of pupils are on target to reach the expected levels at the end of Year 6. This is because of the introduction of a completely revised curriculum which now motivates pupils more fully. In lessons, pupils respond positively to a range of interesting activities and show good levels of concentration. The quality of learning for disabled children and those with special needs is good. This is because of good teaching and excellent systems which have been put in place to track the pupils' progress on a termly basis. As a result, progress for these children is good.

Approximately two thirds of parents and carers responded to the questionnaire. Of these four out of five either agreed or strongly agreed that their children were making good progress. A great majority of parents agreed that the school helps their children develop skills in communication, reading, writing and mathematics. Over the past few years, this has not been the case but evidence from the inspection shows that rates of progress have begun to improve.

Quality of teaching

During the inspection, teaching varied but is satisfactory overall. Almost all lessons were characterised by teaching that was interesting and stimulating. Relationships in class were good and there was mutual respect between adults and children. Where teaching was at its best, this was because of a careful match of work to ability, high expectations, effective use of information and communications technology (ICT) and good use of other adults to support the progress of pupils. In Reception, pupils make good progress as a result of planning which provides a stimulating learning environment based on interesting themes. Where teaching is satisfactory, it is because there is not enough challenge for the more-able pupils and lessons are not planned sufficiently well to provide opportunities for work at the harder levels. In addition, teacher assessment of pupils' work is not accurate enough. This means that pupils do not know the next steps in their learning as well as they should. Class based targets for pupils need to be more detailed and challenging, as does the marking of pupil's work, which does not always provide sufficient feedback.

The curriculum across the whole school has been developed to include pupils in its planning and delivery through discussions at the beginning of each topic. The pupils say they enjoy lessons and particularly like the creative aspects to the curriculum, such as toasting marshmallows and going on woodland camps. The pupils' spiritual, moral, social and cultural development is developed effectively within lessons, around school and in acts of worship. Pupils are developing a good understanding of different cultural traditions and showed an awareness of spiritual issues in a thoughtful and well-presented act of worship.

Behaviour and safety of pupils

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Pupils' satisfactory behaviour and positive attitudes to learning contribute to a calm, safe and orderly environment. During the inspection, almost all pupils were observed to be kind, considerate and keen to do well in their lessons. The emphasis on high levels of care and consideration for others within school is reflected in the way pupils work, both independently and collaboratively, within the classroom without direct adult supervision. Staff use positive behaviour management strategies and there is a purposeful atmosphere in most lessons.

Leaders have worked effectively with school staff and outside agencies to develop a range of comprehensive strategies for managing problem behaviour, for example of those pupils with behavioural difficulties. This is becoming more effective over time. Although the majority of parents and carers feel behaviour is good, around a third say that lessons have been disrupted by bad behaviour. Pupils confirmed that this was the case on occasion and that it could be hard to concentrate when this happened. Nevertheless, pupils feel safe at school. Parents and carers agree. Pupils say there is very little bullying in school. When incidents occur they are dealt with by the class teacher or headteacher. These incidents are rare and pupils are keen to explain how they would deal with a range of types of bullying and know exactly who to turn to for help if they need it. They feel that the headteacher is effective in dealing with any issues that arise. Attendance at school is average and most pupils are punctual at the start of the day.

Leadership and management

Leaders at all levels have a good understanding of the strengths and areas for development within the school based on the effective self-evaluation that takes place throughout the year. Changes were made over a year ago and their impact is now showing in terms of better teaching and an acceleration in rates of progress for most pupils. These demonstrate that the school has the capacity to improve. The new teaching and learning policy has not yet been fully implemented in order to better support the progress of more able pupils throughout the school. In addition the accuracy and use of teacher assessments is not rigorously monitored and so occasionally they are a little generous. Leaders satisfactorily promote equality and the school and its pupils do not tolerate discrimination.

Action has focussed on improving teaching and developing the curriculum. Staff have benefited from a range of internal and external training that has led to the improvements in the quality of teaching. As a result, there have been improvements in planning, pace, behaviour management and in the use of support staff. In addition, the curriculum was completely rewritten to make it more interesting and motivating to the pupils, who talk excitedly about the recent developments. For example, a group of Year 6 pupils talked enthusiastically about building an igloo and carrying out scientific wind chill experiments when it snowed. The curriculum is designed to respond to input from the pupils. At the beginning of each topic, pupils and teachers plan together, linking the key skills to be learnt in the National Curriculum with the ideas and interests of the pupils. The curriculum is broad and

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supports the development of skills through all National Curriculum subjects. Visits locally and further afield, visitors into school, high quality acts of worship and extra-curricular clubs enhance pupils' learning and contribute well to their spiritual, moral, social and cultural development. The extensive links with schools in Sweden and Gambia support the development of cultural awareness well.

New systems for tracking pupil progress have been introduced and termly analysis of progress leads to discussions with staff about any pupils who are making slow progress. The governing body has played an active part in monitoring these developments and holds the school to account satisfactorily. The school development plan correctly identifies all the key issues for development and the governing body's curriculum committee monitors the progress of pupils within the school. Occasionally, development targets are not met because leaders do not support staff effectively. Procedures for safeguarding meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement	the progress and success of a pupil in their learning and development taking account of their attainment
Attainment	the standard of the pupils' work shown by test and examination results and in lessons
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school
Capacity to improve	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school
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
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning

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.

12 March 2012

Dear Pupils



Inspection of Burnham Market Primary School, King's Lynn, PE31 8JA

Thank you for the warm welcome you gave me when I visited your school and the help you gave me with the inspection. Younger and older pupils talked confidently about how the school helps you to learn and behave satisfactorily. I was very impressed by your passion for outdoor learning and your love of the school curriculum. Thank you for completing the questionnaires because that gave me a chance to understand what most of you think about your school.

Burnham Market is a satisfactory school and the inspection report will help everyone to see what they must do so that it can become a good school. These are some of the things your school does well at present.

- Children get off to a good start in the Reception Year and enjoy their learning.
- You feel safe and secure in school and you feel that the teachers care for you.
- You work well independently and in groups during lesson time and can concentrate even when the teacher is working with another group.
- You enjoy a wide range of visits and after-school activities.

Some things need to improve and I hope you will do your best to help make this happen. For example, if you feel the work is too easy you should tell your teachers.

- I have asked the headteacher to ensure that those of you who find learning new skills easy are given more challenging work.
- I would also like the headteacher to support and challenge the teachers so that they can keep improving the way they teach.
- I have asked that teachers assess your work more accurately so that you have a better idea of what to do next to keep on improving.

Yours sincerely

Duncan Ramsey
Lead inspector

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