

Burnham Market Primary School

Friars Lane, Burnham Market, King's Lynn, Norfolk PE31 8JA

Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Pupils' achievement is inadequate because of weak teaching in the past. Teaching is not yet consistently good enough to help all pupils to catch up.
- Pupils do not make enough progress in mathematics.
- Attainment is low in reading because phonics (the sounds that letters make) is not taught to older pupils who struggle to read.
- Teachers do not always set work that is hard enough for all pupils, especially the more able, to help them learn quickly.
- Positive attitudes to learning are not shown by pupils in all classes.
- Marking in pupils' books does not make it crystal clear to pupils what they need to do to improve their work.
- Pupils do not record enough learning in their exercise books.
- Teaching assistants are not used well to support learning during all parts of lessons.
- In some lessons, teachers do not give pupils enough time to work by themselves to demonstrate what they have learnt.
- The targets set for teachers are not robustly linked to improving pupils' achievement.

The school has the following strengths

- The new headteacher has high expectations and firm ambition for the school. Supported by a strong governing body, she is making improvements to achievement and teaching, showing that the school has the ability to secure further improvement.
- Pupils enjoy coming to school, conduct themselves well and feel safe.
- Staff, parents, pupils and governors are all happy with the changes introduced by the new headteacher and fully support her.
- Children are taught well in the vibrant Early Years Foundation Stage, where they make good progress.

Information about this inspection

- The inspector observed teaching in all classes. She saw nine lessons, all of which were joint observations with the headteacher.
- The inspector listened to pupils read in Year 1 and Year 6, and observed the teaching of phonics.
- Meetings were held with the headteacher, subject leaders, a group of pupils, the Chair of the Governing Body and three other governors, and a representative from the local authority.
- The inspector considered the 20 responses to the online survey (Parent View), and also considered the 12 responses to the staff questionnaire.
- The inspector looked at pupils' books with the headteacher as well as looking at pupils' work in all classrooms.
- A number of documents were looked at, including the school's evaluation of its strengths and weaknesses, school improvement plans, records of meetings of the governing body, information about safeguarding children, data on pupils' current progress, and information on the management of teachers' performance and the monitoring of teaching.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- The school is smaller than the average-sized primary school.
- There are more girls than boys.
- The proportions of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of special educational needs are above average.
- The school receives the pupil premium for an average proportion of pupils. At this school, this additional funding is for pupils who are known to be eligible for free school meals.
- The school met the government's floor standard, which sets the minimum expectations for pupils' attainment and progress in 2012.
- The headteacher took up the post in September 2012.
- A playgroup runs on the same site but is managed independently of the school and is inspected separately.

What does the school need to do to improve further?

- Improve achievement in all subjects, but especially reading and mathematics, and make teaching consistently good or better by:
 - ensuring that work is challenging enough for all pupils, especially the more able
 - making sure that marking and feedback are consistent in all classes, so that pupils are told precisely how to improve their work
 - setting tasks in all classes to develop pupils' independent learning skills and using time more effectively in lessons so that progress accelerates
 - using teaching assistants to support learning at all times in lessons
 - getting pupils to record more learning in their exercise books to demonstrate good work and progress
 - making sure that pupils in all classes have positive attitudes to learning
 - developing a consistent approach to the teaching of phonics in all classes.
- Further strengthen the impact of leadership and management by:
 - adding rigour to targets set for teachers to improve their work, including linking targets to faster progress for pupils
 - further developing the analysis of information about how well pupils are doing to look at more groups, including the boys and girls, and those who are new to the school.

Inspection judgements

The achievement of pupils

is inadequate

- Children start in the Early Years Foundation Stage with skills below those typically expected for their age, especially in the areas of communication and language, and understanding the world. They make good progress in Reception because teaching challenges children to be independent and tasks are carefully planned to help them learn quickly.
- Pupils begin Year 1 with average skills for their age. There is a legacy of slow progress in Key Stage 1 and pupils have not made the progress they should by the end of Year 2. Attainment by the end of Year 2 rose in 2013 but remained below levels typically expected for the age group.
- Over time, pupils in Key Stage 2 have not made fast enough progress to make up for the gaps in their learning from Key Stage 1. Standards at the end of Year 6 have remained generally below average, especially for more-able pupils.
- Pupils do not make the progress they should in mathematics between Key Stage 1 and the end of Key Stage 2. This is because the work set in class is not hard enough to enable all pupils to learn quickly in lessons and so they do not reach the higher levels in tests.
- Pupils gained very low scores in the 2012 phonics screening check (a check of Year 1 pupils' understanding of the links between letters and the sounds they make). These scores rose in 2013 but remain below the national average. The youngest pupils' skills at understanding the words they read are improving but there is not yet a consistent approach to teaching phonics to help older pupils to catch up.
- Pupils struggle to understand the meaning of the words they read and, by the end of Year 6, their attainment in reading is a year behind pupils in other schools. The school has introduced new ways to teach this aspect of reading, which are enjoyed by the pupils and regularly checked by leaders and managers. The new teaching methods have not been used for long enough though to show that pupils are now learning to read well at a faster rate.
- School information about how well all pupils are doing shows that they are beginning to learn more quickly, especially in the Early Years Foundation Stage and Years 5 and 6. However, this is not consistent to enable pupils to make the same quick progress in all classes.
- Pupils supported by the pupil premium represent a small group. Along with their classmates, their progress has been inadequate, although it is improving for pupils currently known to be eligible for this support.
- Progress for disabled pupils and those who have special educational needs has also been inadequate. However, it is improving as their work and progress is now carefully checked and challenged by the special educational needs coordinator.
- Pupils achieve well in physical education. They develop effective skills because they benefit from specialist sports coaching. Participation is very high in sports clubs, and pupils participate in many tournaments in their locality.

The quality of teaching**is inadequate**

- Over time, the quality of teaching in English and mathematics is inadequate because it has not enabled pupils to make at least the progress they should. Pupils' work was not frequently or accurately assessed and this information was not used to plan lessons to help pupils to learn quickly.
- In some lessons, teachers talk for very long periods of time. This means that pupils are not given enough time to complete tasks by themselves to demonstrate their understanding. In some classes, pupils, while remaining quiet, lose concentration because they are not kept focused on their work.
- Some teachers do not set work at the right level of difficulty for all pupils. Activities and tasks set by teachers support those pupils who need extra help but they do not challenge pupils who are capable of doing harder work. Teachers do not always make good use of time. In a mathematics lesson, half the class spent time cutting out shapes, the shape name and the properties of the shape, then matching them together. This activity took too long and so wasted valuable learning time. It was too easy and pupils did not make progress in their learning.
- Many pupils say their work in class is too easy and it does not make them think for themselves. The youngest and oldest pupils demonstrate increasingly positive attitudes to learning because their lessons challenge them to think carefully for themselves, but this is not the case in all year groups.
- The school has introduced a new marking policy and teachers now mark pupils' work frequently by writing short comments on their work. These comments are not yet detailed enough to explain to pupils precisely how to make their work better.
- The school is fortunate to have a large number of skilled teaching assistants to support learning. In some classes, they are used very well but this is not consistent. In some lessons, especially when teachers talk for a long time, they do not contribute enough to the learning.
- There is evidence of improved teaching as teachers have been encouraged to be creative in their lessons. In a Year 5 and 6 English lesson, pupils were given a photograph of a Victorian street to stimulate ideas to write the beginning of a story. Pupils' writing was of a high quality but, unfortunately, the good work was lost as it was written on whiteboards and rubbed off rather than written in their English book as a record of their progress and achievement.
- Children are taught well in the Early Years Foundation Stage. They are given responsibility to complete carefully planned learning activities or 'jobs', which they set about with great enthusiasm. The teacher ensures that there is a strong focus on children talking about learning; this helps them be successful and make good progress. This approach is not consistent in all classes.

The behaviour and safety of pupils**requires improvement**

- In lessons, pupils behave well and usually listen carefully to their teachers, but they sometimes lose concentration and interest when teachers have been talking for a very long time and this limits their progress in lessons.
- The new leadership team has worked hard to improve pupils' attitudes to learning. Improvements are especially evident in the youngest and oldest pupils, where pupils' positive

attitudes are helping them to learn more quickly.

- Pupils feel safe in school. When asked how they know they are safe in school, one of the youngest boys replied, 'because our teachers are here for us and they care for us so much'. Pupils are taught how to keep safe when on the roads, riding a bike and when using the internet.
- Pupils understand the difference between bullying and falling out with their friends. They are adamant that there is no bullying in school, and school records support their view.
- Attendance has improved significantly over the past year and it is now average. It is checked carefully by the headteacher, and parents are quickly contacted if their child's attendance falls below expected levels.
- Pupils enjoy coming to school, are proud to attend and are punctual in arriving each morning.
- Around the school and in the playground, pupils conduct themselves well. They are polite, courteous and friendly to each other, adults and visitors.

The leadership and management

requires improvement

- Over time, leaders and managers have not brought about necessary improvements to the quality of teaching and achievement has remained inadequate.
- In the short time she has led the school, the headteacher has accurately identified its strengths and weaknesses. She has introduced effective plans to raise pupils' achievement. Improvements in how quickly pupils learn since her arrival show that the school has the ability to make further improvements.
- The headteacher sets targets for all school staff to improve. However, targets for teachers are only linked to pupils' achievement in one subject area, not reading, writing and mathematics. This is not sufficiently robust to bring rapid change.
- Clear systems have been set up to check how well pupils are doing, and the headteacher carefully checks on the progress of pupils supported by the pupil premium, disabled pupils or those who have special educational needs. Currently, information about the difference between how well boys and girls are doing, and the progress of pupils who come new to the school is not checked as carefully. This makes it difficult for the school to be sure that pupils are receiving equal opportunities or to check for possible discrimination.
- The headteacher leads with dedication and determination. She has the full support of pupils, staff, parents and governors. They fully support the changes she is making and her drive for improvements.
- All staff are encouraged to improve and are provided with a wealth of training opportunities which are helping teaching to be more effective. The headteacher strikes the appropriate balance between challenging and supporting the staff, keeping improved standards for all pupils as the focus. Responses to the staff questionnaire show that morale is high.
- Teachers have worked together to plan and teach a varied curriculum which provides a wide range of interesting experiences and opportunities for pupils. This contributes well to their

spiritual, moral, social and cultural development but has not yet had sufficient impact on making sure that everyone has the same chance to succeed in English and mathematics.

- Teachers in charge of subjects work closely with the headteacher to look at how well pupils are doing and plan for improvements. Identifying the weakness in reading, the new English subject leader introduced guided reading lessons and is working with a local children's author to instil pupils' love of reading.
- A wealth of sporting opportunities are offered. Leaders and managers have clear plans to use the additional government funding for primary school sport as part of the 'Olympic Legacy' to develop staff to further improve sports teaching.
- The school commissioned the local authority to provide additional support during the headteacher's first year. The School Improvement Partner provided useful support by encouraging the headteacher to look at the quality of lessons alongside information on how well pupils are doing and the work in their books. The local authority rightly identifies that the legacy of pupils' underachievement is cause for concern and that the current leadership has the ability to secure the necessary changes.
- **The governance of the school:**
 - The governing body is provided with clear information about how well the school is doing by the headteacher, and governors use this information to ask searching questions. They understand what needs to be done to make the school better and provide a strong contribution in the writing and evaluation of plans to secure improvements.
 - Governors use funds wisely and know the impact that the pupil premium funding is now having on the learning of this group of pupils. They have established the link between teachers' salary progression and the progress of their pupils, and they understand how underperformance is tackled.
 - All governors are committed to developing their role so they can support and challenge the work of the school and they are in frequent attendance at training courses.
 - The governing body has a clear schedule to review policies and it ensures that all statutory requirements relating to safeguarding children are met.

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

Unique reference number	120792
Local authority	Norfolk
Inspection number	429512

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	120
Appropriate authority	The governing body
Chair	Rosalie Monbiot
Headteacher	Rachel Stroulger
Date of previous school inspection	8 March 2012
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