

# Burston Community Primary School

Crown Green, Burston, Diss, IP22 5TZ

**Inspection dates** 21–22 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leadership and management require improvement. Leaders want pupils to do well but they have not yet established a culture of high expectations and setting staff challenging targets for improvement, based on whole school priorities.
- Checks on teaching require improvement because subject co-ordinators do not ascertain that work and progress are good in their subjects across year groups.
- Governors support the school, but their work in challenging its work and holding staff to account is not fully effective.
- Pupils' behaviour is not always managed well. Consequently, behaviour requires improvement overall.
- Pupils do not make consistently good progress. In Key Stage 2, a legacy of underachievement is only just lifting.
- Teaching requires improvement, especially for reading, writing and mathematics in Key Stage 2.
- Sometimes, teachers do not use the information they have about pupils' progress effectively to ensure tasks are not too difficult or too easy.
- Some teachers do not check thoroughly how well pupils are learning. Consequently, gaps in pupils' knowledge and understanding are not identified and addressed.
- Teachers are not all following the school marking policy in its advice to check that pupils respond to the marking, and make corrections and improvements. As a result, marking is not leading to prompt improvements in pupils' work, especially in mathematics.

### The school has the following strengths

- In the early years, children make good progress in their learning and physical development due to the good care and teaching they receive.
- All groups of pupils make good progress in Key Stage 1 because work is tailored well to their needs.
- The school keeps pupils safe and secure. Pupils feel safe in school and enjoy coming to school.
- A variety of visits, residential trips and after-school clubs help to make learning enjoyable and exciting and develop pupils' social skills and confidence.
- The large majority of pupils are courteous, polite and friendly. They are tolerant of cultural differences.

## Information about this inspection

- The inspector observed learning in five lessons. Three of these observations were completed jointly with the headteacher. The inspector observed breaks and lunchtimes, and attended assembly and registration.
- Discussions were held with pupils, staff, governors, the headteacher and a representative from the local authority.
- The inspector took account of the 14 responses to the online questionnaire, Parent View. She also took account of seven responses to the Ofsted questionnaire for staff.
- A wide range of documents were examined including samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation summary, records of any poor behaviour, records of governors' meetings and safeguarding documents.
- The inspector listened to pupils read and observed reading-support lessons and the teaching of phonics (the sounds that letters represent).

## Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- The vast majority of pupils are White British and speak English as their first language. The proportions of minority ethnic pupils are below average.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is average. This is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- There are too few pupils in the school to comment on the government's floor standard requirements.
- The school is formally federated with Tivetshall Primary School and governed by a single governing body.
- Children attend the early years provision full time.

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

- Improve the quality of teaching in order to raise achievement, by:
  - making the teaching of reading, writing and mathematics consistently good at Key Stage 2
  - checking that teachers use the information they have about pupils to ensure tasks are not too easy or too difficult
  - ensuring that teachers evaluate more effectively how well pupils are learning, so that they identify any gaps in pupils' knowledge and understanding and address them
  - checking that teachers follow the school marking policy consistently.
- Improve the management of behaviour to strengthen pupils' focus on learning in class.
- Strengthen leadership and management, by:
  - ensuring that staff performance targets are challenging and linked more closely to whole-school development priorities
  - securing a culture of high expectations across all year groups.
  - checking that subject co-ordinators set consistently high expectations of what pupils should achieve in the subjects for which they are responsible, and ensure these are met
  - ensure that governors hold staff accountable for the progress pupils make.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### requires improvement

- Although the quality of teaching and pupils' behaviour have improved since the previous inspection, leaders have not established a culture of high aspiration across all year groups and pupils' behaviour and attitudes to learning are not consistently good.
- Appropriate action is taken through the federation with Tivetshall Primary School and the local authority to raise achievement and improve the quality of teaching. However, the impact of these initiatives is limited. Teaching in Key Stage 2 continues to require improvement in reading, writing and mathematics to help pupils achieve standards in line with their ages and abilities.
- Leaders have not checked that teachers use the information about pupils' progress to plan learning activities that match pupils' abilities closely. Consequently, classwork is sometimes too challenging or too easy, which prevents pupils from achieving their best.
- Although leaders check pupils' work, the process is not rigorous enough. Leaders do not ensure that pupils respond to teachers' advice and make the corrections and improvements noted. This slows pupils' progress.
- Subject co-ordinators do not set high expectations of what pupils should achieve in their subjects. As a result, some pupils do not learn as much as they could during a lesson, and the quality of their written work and standard of presentation is not high enough to support good progress.
- The school's self-evaluation is not rigorous enough. Staff performance targets are not used effectively to drive school improvement since they are not linked tightly to targets for the school's improvement or pupils' achievement.
- The pupil premium provides access to educational visits, one-to-one tuition and nurture groups for disadvantaged pupils. This has made a positive impact on their attendance. The funding is used well and ensures that most eligible pupils are making accelerated progress.
- Pupils enjoy a wide range of subjects, and these are taught in a creative and interesting manner. Educational visits, residential trips, assemblies, theme days, visiting speakers and after-school clubs and activities, contribute to pupils' personal, social and moral development. The school's values promote tolerance, respect and understanding of other people. Participation in school council elections helps pupils to understand democracy and prepares them appropriately for life in modern Britain.
- Leaders have begun to address the inequalities in outcomes that exist for different groups of pupils in the school. They ensure that discrimination is not tolerated. Recent initiatives to improve learning, behaviour and attitudes are becoming effective so that pupils of all abilities and backgrounds are making better progress. However, there are occasions where behaviour is not managed well in class so that pupils' attitudes to learning weaken.
- The primary physical education and sport premium is used effectively to improve the teaching of physical education and increase sporting opportunities for pupils. Teachers benefit from the additional professional development that the funding provides. As a result, they are growing in knowledge and confidence and feel better skilled to teach physical education. Pupils' awareness of healthy lifestyles and participation in inter-school competition is also increasing.
- The school's work to keep pupils safe and secure is effective and meets statutory requirements. Leaders ensure that staff are trained in safeguarding practices and procedures, and identify any concerns early.
- **The governance of the school:**
  - Governors support the school. Recently, the governing body reconstituted. It is not fully effective.

- Although governors set targets for the headteacher, these do not yet drive good improvement in the school because they are not linked specifically to any measurable targets identified in the school development plan, or to pupils' progress.
- Governors understand the value of good teaching. They receive and scrutinise information about the quality of teaching and use this to identify underperformance but the quality of teaching is not consistently good across the key stages. Governors check that staff meet their performance targets before allowing pay progression, but the targets are not challenging enough to lead to pupils' good progress.
- Governors receive training in safeguarding, and in how to interpret pupils' performance data. From this they gain understanding about the school's strengths and areas for development. This is supplemented by regular headteacher reports to governors about pupils' attendance, behaviour and achievement. Together with their own visits to the school, this informs governors of the school's progress.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement. In some pupils, attitudes to learning are not good because they are not managed well in class. One pupil told the inspector that the behaviour of some pupils was like 'buffering on the internet'. It interrupts concentration and slows progress.
- Most pupils attend school regularly unless there are unavoidable reasons for absence. The school contacts parents on the first day of absence from school and uses range of approaches to promote regular attendance.
- The large majority of pupils are polite, courteous, friendly, and behave well. They understand right from wrong, and show regard for the feelings of others. Pupils wear their uniform with pride and they are proud to belong to the school.
- Pupils welcome recent improvements in behaviour. Pupils told the inspector that they listen more attentively to the teacher and to one another during class. Pupils say that incidents of rudeness and fighting have reduced considerably so that the culture for learning is much more positive.
- The school's support for disabled pupils and those who have special educational needs, including challenging behaviour, is increasingly effective. Regular meetings with parents, pupils and external agencies, provide opportunities for partnership in order to develop support plans and set targets for improvement. The involvement of pupils in this process helps to motivate them to achieve their targets.
- The large majority of pupils are keen to do well. Pupils enjoy receiving rewards and certificates for good attendance, effort and achievement each week in assembly. Praise and rewards are used effectively to engage pupils. During the inspection, pupils told the inspector that they like earning reward tokens so they can enter the 'lucky dip' each week.

### Safety

- The school's work to keep pupils safe and secure is good. Leaders provide training in safeguarding, child protection and first aid. As a result, all adults are vigilant. Leaders work closely with external agencies to ensure pupils receive effective support and care. Regular contact with parents maintains open channels of communication and contributes to pupils' safety and well-being.
- During lessons on safety, adults help pupils to understand and assess risk. They discuss what to do when they are close to roads and railways, in cases of fire emergency, or when they meet strangers in the community, and how to keep safe when using the internet or electricity. During the inspection, pupils participated in a theme day about sources of energy. They examined different sources of energy and the associated dangers.
- Pupils are happy and feel safe in school. They say that there is some unpleasantness in the form of name-calling but they are confident that teachers will deal quickly with this and any other forms of bullying when reported. Any rare incidents of a racist nature are resolved quickly.

**The quality of teaching****requires improvement**

- Some teachers do not set high expectations for pupils. Over time, they do not all learn to the extent and depth that is appropriate to their age and ability. This slows their progress.
- Sometimes, teachers do not take sufficient time to ascertain the extent of pupils' learning. As a result, gaps in pupils' knowledge and understanding go unidentified and remain unaddressed. This slows pupils' progress. In mathematics, for example, some pupils struggle because they do not understand the concepts they are taught and therefore fail to complete the learning tasks.
- Some teachers do not use the information about pupils' prior progress to support them in planning lessons. This is of particular importance in this mixed-age, mixed-ability setting. Some pupils find class work too challenging, while others find it too easy. The lack of appropriate challenge for pupils means that they sometimes lose interest and do not achieve their best.
- Reading, writing, communication and mathematics are not taught consistently well across all year groups. The quality of teaching in reading, writing and mathematics in Key Stage 2 does not fully address the legacy of underachievement to help pupils progress quickly. Pupils do not have enough opportunities to practise and develop their reading, writing and spelling skills.
- Although teachers mark pupils' work regularly, they do not all follow the school marking policy. This means they sometimes do not check that pupils make the corrections and improvements they advise, so that the marking is not leading to prompt improvements in pupils' work.
- Teachers check pupils' progress each half term and identify those pupils who are not progressing as well as they should. Teachers and teaching assistants plan catch-up support for pupils, in the form of small-group sessions and one-to-one tuition. This approach is proving effective in the early years and in Key Stage 1 so that all groups of children and pupils in these phases make good progress.
- The quality of teaching for disabled pupils and those who have special educational needs varies, like that of their classmates. Where it is more successful, this is due to the collaborative work between teachers and teaching assistants who plan in-class and small-group work to help these pupils close gaps in their learning and to boost their confidence.
- Phonics is taught well in the early years and Key Stage 1. Well planned, stimulating learning activities support pupils in their acquisition of the sounds that letters represent. Pupils develop good knowledge and understanding of phonics. In addition, they learn to apply phonics to their reading and writing with confidence and a good level of accuracy.

**The achievement of pupils****requires improvement**

- Pupils' achievement requires improvement because their progress in reading, writing and mathematics is too variable in Key Stage 2.
- Children join the Reception class with skills and abilities that are usually typical for children of their age. In the Year 1 phonics check most pupils reach the expected standard. Although in 2014, progress in the other year groups was below the expectation for pupils' age, evidence from work in pupils' books, from discussions and checking of individual data, show that progress has improved this year, especially in Key Stage 1.
- The legacy of underachievement has been slower to be overcome in Key Stage 2, but evidence shows that here, too, there are improvements. Consequently, the majority of Key Stage 2 pupils are now making the progress expected for their age, although school data show that for Year 6, standards in reading, writing and mathematics have still not caught up to expected levels for eleven-year-olds.

- The most-able pupils usually make the progress expected for their age, especially in Key Stage 1. However, in Key Stage 2, learning activities do not always offer sufficient challenge, and this slows progress.
- In 2014, pupils across the school made good progress in writing. This was not the case in reading or mathematics. School information shows that, this year, all groups of pupils are making good progress in the early years and in Key Stage 1, in reading, writing and mathematics.
- There are too few disadvantaged pupils in the school to comment on their attainment without identifying them. The progress of disadvantaged pupils across the school varies but it is often faster than other pupils in their class. School information, supported by the work in pupils' books, shows that disadvantaged pupils in Year 6 are on track to achieve similar results to their classmates in 2015.
- Disabled pupils and those who have special educational needs made similar progress to their classmates in 2014 in reading, writing and mathematics. Pupils who have special educational needs receive in-class support and nurture-group sessions, which help to develop their basic and social skills. School information shows that the progress of these pupils varies from key stage to key stage because teachers do not use the information they have about pupils' progress to plan learning and match activities closely to their abilities.

### The early years provision

is good

- Children join the early years with skills and abilities that are typical for children their age. They make good progress and the majority achieve a good level of development and are well prepared for Year 1.
- Teaching is good. The children enjoy a range of stimulating activities, which are matched closely to their ability. Learning activities are engaging and appeal to children's natural curiosity. Children are keen learners and clearly enjoy their learning experiences. Adults understand how children learn and use the classroom and the limited outside space to support learning in all areas of the early years' curriculum.
- Behaviour is good. Routines are established from the early days in the Reception class. Children are polite, courteous and friendly. They listen carefully, have good attitudes to learning and follow instructions quickly. Adults provide compassionate care for children so that they are kept safe and grow in personal confidence and social skills. The school works closely with parents to promote good attendance.
- Leadership is good. Children settle quickly in the Reception class due to close contact with families prior to starting school. Regular daily contact with parents allows for an effective flow of information between home and school. Parents are supported with home learning through workshops including sessions on phonics.

## 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>	120793
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	462055

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Adshead
<b>Headteacher</b>	Carol Green
<b>Date of previous school inspection</b>	6 June 2013
<b>Telephone number</b>	01379 741256
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