

Inspection of Burston Community Primary School

Crown Green, Burston, Diss, Norfolk IP22 5TZ

Inspection dates: 30 November and 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy coming to school. They say that they enjoy learning and seeing their friends. Pupils know how to keep themselves safe in the wider world, including when using the internet.

Behaviour is good. Pupils rise to the high expectations that leaders and teachers have of them. They have very positive attitudes to learning and conduct themselves well at all times. Pupils are confident learners. They are eager to talk about their learning.

Pupils enjoy respectful relationships with each other and with their teachers. Pupils say that there is no bullying. They are confident that if they have any worries, adults would deal with these. Most pupils attend regularly. However, a small number of pupils have low attendance.

Adults know pupils very well. They do their very best for them, frequently going the extra mile. As one parent commented, 'This is a school at the heart of our community. We are so pleased with our child's progress.' Pupils benefit from a range of clubs and sporting opportunities.

What does the school do well and what does it need to do better?

Leaders have carefully considered when and how pupils learn key knowledge across different subject areas. Planning ensures that learning builds appropriately from Reception to Year 6. This means that pupils know and understand more as they move from one year to another.

Teachers often make checks to see how well pupils remember their learning. Where they identify gaps in learning and understanding, teachers provide extra 'keep up' sessions. Many pupils remember well what they are taught.

In some subjects, leaders have not given sufficient consideration to what pupils already know. This means that some pupils learn about things they already know. Some pupils are taught topics which they do not understand because they do not have the underlying knowledge they need to do so.

Reading is a priority across the school. The teaching of phonics is effective. Pupils start learning the sounds that letters make as soon as they start school full time in Reception. The phonics teaching programme is carefully structured in the key stage 1 class. Staff quickly identify any pupils who are falling behind and give them extra support. This helps them to catch up quickly.

Leaders encourage a love of reading. They have invested in books that match pupils' reading ability. Pupils read high-quality texts during their time at school. These

include texts on themes such as diversity and aspiration. Pupils enjoy story time at the end of the day when their teachers bring books to life for them.

Reception children make a good start to their education. Teachers have strong subject knowledge and plan effectively for these children. This ensures that children have access to all areas of learning in the key stage 1 class.

Pupils access a wide range of opportunities outside of the main curriculum. These contribute successfully to their personal development and include the personal, social and health education curriculum as well as extra-curricular activities. The school council makes decisions about the fundraising activities that pupils take part in. The eco council undertakes a variety of activities, including litter picking. Pupils take part in inter-school sporting competitions and a range of clubs.

The needs of pupils with special educational needs and/or disabilities (SEND) are well met. Adults identify pupils' needs early. The school works closely with the parents of pupils who need additional support. As a result, pupils with SEND learn successfully in the classroom alongside other pupils.

Staff value the training and support they receive, including that provided by the trust. They also work with their counterparts at the local federated school. Teachers are happy with the management of their workload.

Trustees and the interim executive board have provided clear strategic oversight and direction for the school. They hold leaders to account appropriately and have an accurate view of the strengths and weaknesses in the school.

Safeguarding

The arrangements for safeguarding are effective.

Regular training on all aspects of safeguarding is provided to staff by the trust. This follows government guidelines. All staff know what to do and how to report appropriately if they have any concerns about a child's welfare. The school has rigorous systems in place for safeguarding pupils.

Leaders undertake appropriate checks to make sure that staff and volunteers are suitable to work with children. Records of these checks are comprehensive and up to date.

Pupils learn how to keep themselves safe, both online and offline, through the curriculum and through assemblies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not given sufficient consideration to what some pupils already know and can do. Some pupils do not learn new topics as quickly as they should. Leaders should ensure that all subjects support the range of pupils in the class to learn as well as they can.
- The attendance of some pupils is low. This means that they miss out on learning. Leaders should take further action to improve attendance.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144427
Local authority	Norfolk
Inspection number	10200461
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	Board of Trustees
Chair of trust	Peter Rout
Headteacher	Debbie Ridgeon
Website	https://www.burston-tivetshall-schools.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of a federation with another local primary school. The headteacher, who started in September 2021, leads both schools.
- The federated schools are part of the Sapientia Education Trust.
- In September 2020, an interim executive board replaced the governing body of the federated schools.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, including the headteacher and trust leaders from the Sapientia Education Trust. They also spoke to other school leaders,

including the special educational needs coordinator, the early years leader, and the leaders for reading, mathematics and music.

- Inspectors discussed the curriculum with the headteacher, subject leaders, teachers and pupils. They visited lessons, looked at samples of pupils' work and listened to pupils reading.
- The inspection team carried out deep dives in reading, mathematics and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the 17 responses to Ofsted's online questionnaire, Ofsted Parent View, including 17 free-text comments. Inspectors took account of three responses to the Ofsted questionnaire for staff. There were no responses to the questionnaire for pupils.
- Inspectors took account of the views of staff and pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the school's procedures and policies. They met with the designated safeguarding leader, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with members of the interim executive board.

Inspection team

Joan Beale, lead inspector

Ofsted Inspector

Karen Stanton

Ofsted Inspector

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