



Burnham Market Primary School

Inspection Report

Unique Reference Number 120792
LEA NORFOLK LEA
Inspection number 280893
Inspection dates 21 September 2005 to 21 September 2005
Reporting inspector Mr. Anthony Knight LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Friar's Lane
School category	Community		PE31 8JA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01328738354
Number on roll	109	Fax number	01328730713
Appropriate authority	The governing body	Chair of governors	Mr. Jonathan Charles
Date of previous inspection	27 September 1999	Headteacher	Mr. Richard Barnes

Age group 4 to 11	Inspection dates 21 September 2005 - 21 September 2005	Inspection number 280893
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by Anthony Knight HMI

Description of the school

Burnham Market Primary School is a small school in an area of rural isolation. There has been a significant decline over recent years in the number of younger families in the area. As a result, the number of pupils on roll has fallen and now stands at 109. There are no pupils whose first language is not English and fewer pupils than are found nationally are eligible for free school meals. The proportion of pupils with special needs is above average. The percentage of pupils with statements of special educational needs is almost twice the national average. The school has developed many links with the community.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Burnham Market Primary School has a hard working team of dedicated teachers. Pupils are well cared for and good opportunities are provided for their personal development. Good provision is made for pupils in their reception year and they settle quickly. All pupils behave very well and actively contribute to improving the school through the work of the school council. However, while the school judges itself to provide adequate value for money, inspectors judge the overall effectiveness of the school as inadequate because of continued low standards at the end of Key Stage 1 and weaknesses in leadership and management. Low standards in Key Stage 1 were highlighted in the previous inspection and there has been insufficient progress. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- Improve standards, particularly in respect to boys' attainment in Key Stage 1 - Improve leadership and management so that the staff are supported and involved more effectively in the development of the school - Establish effective monitoring procedures throughout the school so that good practice can be shared and appropriate help given where needed.

Achievement and standards

Grade: 4

Standards at Key Stage 1 are significantly below the national average. While attainment at Level 2 improved slightly in 2005, there was a decline in the percentage of pupils achieving Level 3. Standards in Key Stage 1 are still too low. At Key Stage 2, standards have remained broadly in line with the national average. The standards improved slightly in 2005, especially in science where a significant percentage of pupils achieved the higher Level 5. In contrast there was a decline in the percentage of pupils achieving Level 5 for mathematics. There has been a significant difference in the attainment of boys and girls. In 2004 the girls' attainment in Key Stage 1 was broadly in line with the national average but the boys' overall attainment was one year behind their peers nationally. This difference changes dramatically in Key Stage 2 where they both attained equally in English and the boys outperformed the girls in science and particularly in mathematics. An analysis of pupil assessment data highlights that the least able make the greatest progress from Key Stage 1 to Key Stage 2. Much less progress is made by the middle ability pupils, many of whom do not progress in line with national expectations. The 2005 Key Stage 2 targets for pupils achieving Level 4 were met in English and mathematics. The Level 5 target was met in English and just missed in mathematics.

Personal development and well-being

Grade: 2

The school has introduced appropriate strategies to improve the levels of attendance which have been below the national average. There is now more consistent day-to-day monitoring of pupils' absence. Relationships between pupils and adults are good. Pupils enjoy coming to school and feel safe. Behaviour is also good. Pupils demonstrate high levels of respect for one another both inside and outside the classroom. There is a strong sense that the older pupils take good care of the younger pupils. The pupils make full use of the very good outdoor facilities to engage in collaborative play and physical exercise. They have excellent understanding of the benefits of adopting a healthy lifestyle. The pupils' awareness of social, moral, spiritual and cultural issues is raised through the teaching of personal, social and health education and participation in a wide range of community events. Links with local businesses are well established so that pupils also gain a good insight into the wider world of work. Most pupils are confident in engaging in purposeful discussion with adults. Each class is well represented on the school council. The pupils value its work and readily offer sensible suggestions to improve the school environment.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning is too variable. Relationships are always good and lessons are generally well managed, but there are too many occasions when the activities do not build sufficiently on prior learning and are not matched to pupils' abilities. While very good support is provided for the individual pupils in most need, insufficient guidance is given to lower attaining pupils who do not receive targeted support. Opportunities to help pupils consolidate learning through progressively sequenced activities are often missed and some teaching assistants are not used effectively. However, in the best lessons, pupils thoroughly enjoy the work and are captivated by imaginative teaching and challenged by a brisk pace of learning. Work is well matched to pupils' different abilities and teaching assistants provide excellent support. Different effective teaching strategies are being used for boys in Year 1 where tasks are adapted and frequently changed to encourage increased concentration. Marking is conscientious although some comments give praise without indicating how the work could be improved further.

Curriculum and other activities

Grade: 3

A new curriculum map with supporting curriculum documents has been drawn up to meet the challenges posed by class restructuring. The documents detail clearly the coverage of the National Curriculum Programmes of Study within a topic-based framework. However, their full effectiveness is limited by a lack of focus on progression

of knowledge and skills in each curriculum area. Insufficient attention is paid to planning a curriculum which builds upon prior attainment and takes account of the extensive data on pupil performance. Additional daily literacy sessions are timetabled for each class but their full potential to raise reading standards is not being realised. Not all pupils are provided with texts or tasks which are well matched to their abilities. The pupils are keen to participate in extra-curricular activities. However, at the beginning of the academic year, provision is restricted to football and netball. Later in the year the school intends to re-introduce the highly successful lunchtime clubs run by Year 6 pupils.

Care, guidance and support

Grade: 3

All pupils are well supported pastorally. Pupils with statements of special educational needs are particularly well supported academically by staff who have a good understanding of their learning needs and individual programmes. Liaison with outside agencies is good and statutory procedures are well implemented. Individual education plans are also in place for pupils on the special needs register. However, the quality and extent of support for these pupils is variable. Teachers do not always plan activities which are well matched to ability or deploy other adults effectively. Additionally, the time allocated for the special educational needs co-ordinator is insufficient to allow for systematic monitoring of provision. Parents' views of the extent to which they feel well informed about their children's progress vary. Pupils, however, are well aware of their individual reading targets. Boys' underachievement at Key Stage 1 remains an issue and teachers have yet to implement fully the planned strategies and reverse the trend.

Leadership and management

Grade: 4

The headteacher has successfully resolved significant staffing issues which, to some extent, have inhibited progress. The school has now a highly dedicated team of staff. So much so, that many of the effective developments have arisen out of the personal contribution of individual teachers. However, the roles and responsibilities of senior staff are unclear. Subject leaders have lacked direction and there has been insufficient monitoring of teaching. A worrying number of policies are only partially in place and many documents are in a very early stage of development. This lack of detailed information makes it difficult for the school to identify priorities and ensure sufficient progress. Most concerning, insufficient attention has been given to raising standards particularly the urgent need to address the underperformance of boys in Key Stage 1. While boys' underperformance is a clear action point in the current school development plan, the planned interventions are long overdue. There is a lack of a systematic approach to self-evaluation and the planning of improvement. While the self-evaluation process has begun, staff are insufficiently involved in this and some judgements in the Self Evaluation Form are over-generous. Plans are now being drawn up for the future improvement of the school, but these are at an embryonic stage. A

significant minority of parents are concerned about the quality of leadership in the school. More positively, the provision for ICT has improved and there are new stimulating outdoor areas for the youngest pupils. However the poor decorative state of the school buildings is not helping to raise expectations. The governing body is now more active and has been involved in training. It is providing strong support to the staff. Governors are fully aware of the need for more direct monitoring of the progress of the school in order to provide the critical support needed. The School Council is working effectively and making a real contribution to the life of the school. There is an active Parent-Teacher Association that has secured sponsorship and is developing positive links within the community.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school and watching you learn and play together. We particularly enjoyed talking with you about your work and were pleased to see how involved you are in helping your school run smoothly. We think that the work of your school council is very good. You will have heard that we decided that your school requires special measures. This means that although your school does some things very well there are some weaknesses which we believe the school needs help to sort out. What we liked most about your school We found that your school welcomed us and that in particular, you were very polite and helpful. We noted that you are very kind and considerate towards each other at playtime. The teachers look after you well and make sure that you are happy. They listen to you and work hard to include you in making the school even better. What we have asked your school to do now We want the teachers to make sure that you all do as well as you possibly can because we feel that some of you could do even better in lessons. We have asked your headteacher to make sure that all the adults that work with you are supported and that everyone knows how the school is going to get even better. Yours sincerely Lead inspector Anthony Knight HMI