



# Burnham-on-Crouch Primary School

Inspection Report

**Unique Reference Number** 114821  
**Local Authority** ESSEX  
**Inspection number** 290045  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Joanne Harvey

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

<b>Type of school</b>	Primary	<b>School address</b>	Dunkirk Road
<b>School category</b>	Community		Burnham-on-crouch
<b>Age range of pupils</b>	4–11		Essex CM0 8LG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01621782070
<b>Number on roll (school)</b>	402	<b>Fax number</b>	01621785223
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Pam Langmead
		<b>Headteacher</b>	Miss Amanda Champ
<b>Date of previous school inspection</b>	26 September 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 7–8 February 2007	<b>Inspection number</b> 290045
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## Introduction

The inspection was carried out by three Additional Inspectors in two days.

## Description of the school

This is a larger than average sized school serving a mixed catchment area in the town of Burnham-in-Crouch. Pupils start school with a broad range of knowledge, skills and understanding, but they are often below those found in most schools. Fewer pupils than in most schools are entitled to claim free school meals. Most pupils are of White British origin and there is only a small number who are in the early stages of learning English. Fewer pupils than in most schools have learning difficulties and disabilities or a statement of special educational need. The school has gained an Asset Language Accreditation and an Investor in People Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an effective and improving school which gives good value for money. Focused and extremely effective leadership by the head teacher, supported by governors and a hardworking staff team, ensures that the needs of the pupils are at the forefront of all its work.

A particular success of the school is the remarkably caring ethos that has been established. This values all individuals and creates a nurturing environment in which pupils thrive and become well rounded individuals. It is no surprise that parents appreciate the school's work. One wrote, 'We feel this is a happy, enjoyable school and our child really enjoys his time here. We feel the children work hard due to the good standards of teaching and have some fun in the process. I am sure for most children this is the best and most effective environment to learn in.'

The school is happy and harmonious because it promotes good personal development and well being. Most pupils behave well and enjoy good relationships with adults and each other. The school works hard to ensure that the behaviour of a few is not allowed to interfere with the enjoyment and progress of others. Playtimes are active and happy. Because children are encouraged to express their opinions and to accept responsibilities, many develop confidence beyond their years. Pupils enjoy working together, playing together, helping each other and others in their community. Involvement in the Healthy Schools Award has helped pupils to develop a good understanding of how to keep healthy and they are well aware of how to keep safe. The combination of these well developed personal, social and emotional skills with good basic skills, equips pupils well for the next stage of their education and for their future lives.

Teaching is good overall. Teachers plan lessons carefully, making satisfactory use of assessment information and increasingly linking subjects to make learning meaningful and fun. Leaders have been quick to identify and respond to weaknesses in teaching, putting in place support which helps to ensure pupils do as well as they can. The curriculum is good, particularly where it offers lots of practical activities, and opportunities for pupils to discuss their ideas. There is plenty to do to extend interest, skills and enjoyment. As a result, achievement and standards are good in the Foundation Stage and throughout the school. Pupils, who begin school with below average levels of knowledge, skills and understanding, make good progress and are able to achieve standards which are at least in line with those expected for their age by the time they leave the school. Those who find learning more difficult get effective support from learning support assistants so that they also make good progress. Pupils receive good care and guidance, with personal needs being met very well. Systems for academic guidance are new and not yet as strong. Not all pupils are clear about their next stages of learning and how to achieve them.

The head teacher has successfully addressed weaknesses in leadership and management which are now good. Team work is much improved and there are now effective systems for checking on the work of the school. More robust systems for keeping an eye on how well pupils are doing are beginning to have a positive impact on standards and

progress, particularly in English and mathematics. The school does not yet have such a clear picture of pupils' progress in science, information and communication technology (ICT), and other subjects.

The success the school has had in the past, and the sense of urgency and rigour and determination to do even better, mean that the capacity for further improvement is good.

### **What the school should do to improve further**

- Improve the quality of teaching and learning to be consistently as good as the best practice seen.
- Ensure all pupils have a good understanding of their next steps in learning and what they have to do to achieve them.
- Ensure that the quality of information collected about pupils' achievements in science, ICT and the other subjects matches the good quality of that collected in English and mathematics.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Pupils come with a range of knowledge, skills and understanding, though often below that expected for pupils of their age. They make a super start and progress well in the Foundation Stage. By the time they enter Year 1, most achieve the levels expected of them. Pupils continue to make good progress in Years 1 and 2, consistently reaching standards above those expected. The standards achieved in the national tests at the end of Year 6 have fluctuated over recent years. However, evidence seen confirms that older pupils are now on course to achieve the standards expected of them, representing good progress for these pupils. School tracking evidence confirms that standards are rising in Years 3 to 6. All pupils, including those with learning difficulties and those who are in the early stages of learning English make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy school and show real enthusiasm for their lessons. A few sometimes get overexcited but most behave well and listen attentively to staff and each other. Attendance is satisfactory. Ensuring all pupils attend regularly remains a high priority. Pupils are polite and respectful, and social and moral development is good. Through a range of experiences pupils gain a good insight to the cultures and values of others and develop a sense of love and wonder for the world around them. Pupils carry out a range of responsibilities with pride. The school council is respected and has greatly influenced improvements to their school community. Their work on helping to improve playground behaviour has earned them the prestigious Diana, Princess of Wales, anti-bullying award.

## Quality of provision

### Teaching and learning

#### Grade: 2

The impact of teaching is good, although not consistently so, within some groups and across the school. Senior leaders are aware of this and provide effective support that is leading to steady improvements and ensuring all pupils do as well as they can. In the best lessons teaching is lively and activities challenge and motivate all pupils. Teachers explain carefully what they are looking for, helping pupils to check how well they are doing. In the few weaker lessons pupils are not often actively involved in their learning. Concentration and the pace of learning slips, particularly during lengthy sessions of teacher talk. The way teachers assess pupils' work varies between classes. This is evident in lessons as well as in marking. In the best examples teachers use the information well to adjust their planning and provide helpful feedback.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. Sufficient time is given to all the required subjects with appropriate emphasis on English and mathematics. Pupils also learn French and Spanish. The school is working to develop links between subjects especially through the use of ICT. In the Foundation Stage there is a good balance of adult and child led activities which meet the needs of children well. The school provides a rich and varied range of experiences that make learning interesting and enjoyable. These include visits and visitors, and a good range of popular after school clubs. Good provision is made for the needs of pupils with learning difficulties, those who are in the early stages of learning English, as well as those with particular gifts, skills and talents.

### Care, guidance and support

#### Grade: 2

The school's care for pupils is good. Pupils feel safe and confident that they always have someone to talk to. Pupil peer mentors have a valuable role as extra listening friends for other pupils. There are good procedures for child protection and regular risk assessments and safety checks are carried out. Links with a range of outside agencies are very good and successfully extend the care provided. Pupils with learning difficulties or disabilities have clear educational plans and achievable, regularly monitored targets. Guidance for pupils to help them improve their work is sound. The school has made an impressive start on using assessment information to track the progress of groups and individual pupils. However, the use of targets for individual pupils to help them improve their work is inconsistent, as is some teachers' marking of their work. Pupils are sensitively introduced to school and supportive arrangements are in place to ensure their smooth transfer to secondary education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The head teacher provides outstanding vision and direction. She has brought together a team who are united in their aim to provide the highest quality education. A sharp focus has been given to systems for checking on the work of the school allowing improvement measures to be implemented rapidly. Consequently, leaders and managers at all levels have a clear picture of the school's strengths and weaknesses and are given the opportunity to play their part in making sure that challenging targets are met. The committed and hard working governing body receives good quality information enabling them to hold the school accountable. The newly shared management structure is starting to improve pupils' achievements; for example, through better provision for the more able and systems for tracking how well pupils are doing in English and mathematics. The school does not yet have such a clear picture of pupil progress in science, ICT and other subjects.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

9 February 2007

Dear Pupils

Dunkirk Road, Burnham-on-Crouch, Essex, CM0 8LG

We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us so welcome, talking to us and helping us to find out so much about you and your school.

You are lucky to go to such a good school where all the adults work very hard to help you do your best in everything and be the best that you can be. They take good care of you and make sure your lessons are fun. You have lots to do outside lessons, and playtimes and lunchtimes are happy times of the day. It was lovely to see most of you behaving so well, getting on so well together, looking after each other and working hard.

You all make good progress from the minute you come in to the Reception classes to when you leave the school. At the end of Year 6 you reach standards which are as good as pupils at most other schools and sometimes better.

Everyone at the school is very keen to make sure you do even better so I have asked them to do the following things to help you. Those who lead the school are going to make sure that all teaching is as good as the best teaching we saw. Teachers are going to make sure that you all know exactly what your next step in learning is and exactly what you have to do to get there. The leaders of the school are very good at knowing how well you are doing in English and mathematics. They are going to make sure they know as much about how well you are doing in science, information and communication technology (ICT), and other subjects.

You can do your bit by continuing to behave well, working hard and making sure that you come to school every day.

We would like to wish you the very best for the future.

Yours sincerely

Joanne Harvey, Lead Inspector

Norma Ball and Ken Parry Als.