



Burnham Market Primary School

Inspection Report

Unique Reference Number 120792
Local Authority NORFOLK
Inspection number 299979
Inspection dates 27–28 February 2007
Reporting inspector Robert McKeown HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Friars Lane
School category	Community		Burnham Market
Age range of pupils	4–11		Norfolk PE31 8JA
Gender of pupils	Mixed	Telephone number	01328 738354
Number on roll (school)	103	Fax number	
Appropriate authority	The local authority	Headteacher	Mr S Hales
Date of previous school inspection	21 September 2005		

Age group	Inspection dates	Inspection number
4–11	27–28 February 2007	299979

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Burnham Market Primary School is a small village primary school in rural Norfolk. The number of pupils on roll has fallen since the last inspection. Almost all pupils are from White British backgrounds. The percentage of pupils entitled to free school meals is about average. There are slightly more pupils with learning difficulties than is typical for this size of school. Three pupils have statements of special educational need. Very few pupils are at the early stages of learning English. Children enter the Reception class in the year in which they are five. Most children start school with skills which are in line with those expected for their age. The headteacher has led the school since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Burnham Market Primary School is improving quickly and now provides its pupils with a satisfactory education. Some aspects of the school's work are good and it is well placed to make and sustain further improvements. Parents' confidence in the school has been restored and all members of the school community have worked well together to bring about improvements since the last inspection. The school's capacity to improve further is secure and is good; it now offers satisfactory value for money. In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Standards are higher than at the time of the last inspection and most pupils are making at least satisfactory progress. Achievement is better in the classes for the oldest and youngest pupils; this is where the teaching is strongest. Significant improvement in the quality of provision in the Foundation Stage is ensuring children get a very good start at the school. High quality teaching and learning in Years 5 and 6 enables most pupils to leave the school with standards which are above expected levels. Improvements in teaching and learning are providing a good foundation for raising standards and boosting achievement. The school has recognised that the progress made by pupils with learning difficulties and disabilities is too variable and has started to take action to help these pupils achieve more. The suitability and impact of this support is not yet monitored closely enough.

Pupils' personal development is good. The pupils like coming to this school, they behave well and enjoy learning. The school council represents the views of pupils well. They believe the school is a happy, homely place which is safe and free from bullying. Pupils attend local community events and have contributed their ideas for improving the school's learning environment. The curriculum is satisfactory with time devoted predominantly to literacy and numeracy activities. Parents are pleased with the information they receive about the learning programmes their children are engaged in and how they might help support these at home. The school recognises that the curriculum would benefit from a change of emphasis to make learning more meaningful and stimulating.

Strong and purposeful leadership from the headteacher is spearheading the school's rapid improvement. The staff work very well as a team and teachers are taking much greater responsibility for leading and managing aspects of the school's work. The school building has been improved significantly since the last inspection. Classrooms have been decorated and furnishings upgraded to improve the learning environment. New resources, such as interactive whiteboards, have been purchased to support pupils' learning. Although leadership and management are satisfactory and considerably strengthened, there remain aspects of the school's work which require a more rigorous quality assurance. Governors are determined to make this a successful school. They are becoming better informed about the school's work and developing their role in monitoring its effectiveness.

What the school should do to improve further

- Support for pupils with learning difficulties and those making less than expected progress.
- Creativity in the curriculum and using ICT to support teaching and learning in other subjects.
- Strengthening further the role played by leaders, managers and governors in quality assuring the work of the school.

Achievement and standards

Grade: 3

Achievement is satisfactory. Children in the Reception class make very good progress. The school's most recent assessments indicate that by the time children leave the Foundation Stage they attain standards which are higher than is typical for children nationally and for Norfolk schools. Progress in Years 1 and 2 is now satisfactory. Standards in reading, writing and mathematics in Year 2 improved well in 2006 and were broadly in line with what is expected nationally. Most children reached the expected level for their age, although a small number did not. There continues to be a difference in the performance of boys and girls, with girls doing better, although it is not as pronounced as at the time of the last inspection. Younger children attained much lower standards at the end of Year 2.

Children make good progress from Year 3 to Year 6 and especially so in class four. The standards attained by children in Year 6 in English, mathematics and science remains above average. Results in the 2006 national tests improved on the previous year and were above the expected levels. The school recognises that standards and achievement can be improved further especially in writing for all pupils, for girls in mathematics and for boys now in Years 3 and 4. Suitable action is being taken to bring about these improvements. Action is also being taken to improve standards in information and communication technology (ICT). Older pupils are now making good progress in this subject.

Pupils with learning difficulties and disabilities did not do as well when compared to similar pupils nationally in the Year 2 assessments last year. The school has recognised this and is taking action to help these pupils catch up. Pupils with learning difficulties did better in the Year 6 assessments. The systems for tracking pupils' progress and identifying underachievement are now secure.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Behaviour is good and relationships are very strong; everyone is very friendly. Attendance is above the local authority average and has improved considerably recently. This is the result of positive actions which have strengthened the approach to monitoring attendance. Spiritual, moral, social and cultural development is good overall. A variety of arts based activities are provided to

help broaden pupils' outlooks, for example, African drumming and an artist in residence working on seascapes. Pupils receive good opportunities for spiritual reflection, such as listening to music from Madame Butterfly and describing how it makes them feel. Links through e-mail are being developed with a Spanish school and pupils have supported an orphanage in India. The focus on encouraging a healthy lifestyle is satisfactory but is not as strong as it was. Pupils enjoy exercise; they get a fair amount through sport's coaching sessions, for example, in rugby skills, and by going swimming weekly. The school has recently decided to re-launch its application for healthy schools status. Pupils are well prepared socially for when they move to the next stage in their education. Development of their basic skills is improving with the stronger emphasis on writing and ICT skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good but have yet to have a full impact on pupils' progress. Teaching is consistently very good in the Reception class and in Years 5 and 6. It is never less than satisfactory and sometimes good in the middle of the school. This is an improvement since the last inspection. Teachers work together well to share planning and resources and this has helped improve the quality of learning for all pupils. Teaching assistants provide good support in lessons especially when taking groups of children for focussed activities. The features of good teaching and learning are now more consistently applied in all classes. More lessons are conducted at a brisk pace, with learning matched precisely to pupils' abilities and activities organised to stimulate and interest them. Opportunities are provided for pupils to share their ideas in paired discussions and better use is made of questioning to assess pupils' understanding. The school recognises that further improvements are required in challenging more able pupils in some lessons and in helping pupils to become more involved in assessing their own learning. Marking has improved since the last inspection, particularly in mathematics books, and there is now a more consistent approach across the school. The installation of interactive whiteboards in each classroom has improved the potential for engaging pupils, especially boys, in more visual learning. The school recognises that using information and communication technology (ICT) to support teaching and learning requires further development.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with strong emphasis given to teaching literacy and numeracy skills. The school is now at the stage of re-examining the balance of time for different subjects and activities, in order to adapt the curriculum to make it more related to the interests and needs of pupils. An encouraging start has been made in linking subjects together, for example ICT, art and geography. This has been achieved in class four with pupils word-processing leaflets on bananas and designing pastels of

St Lucia landscapes. Provision in physical education and sport has improved with good use made of a specialist sports coach in teaching games activities. Children enjoy these lessons and are learning some good skills as well as benefiting from vigorous exercise. The school is making more use of educational visits, for example to a local Butterfly Park, to stimulate pupils' learning. Recently early morning art activities have been introduced to settle and engage pupils at the start of the day. A closer working relationship is developing between the staff in the pre-school class and those in Reception, where provision is outstanding. This is helping to ensure a more continuous learning programme across the Foundation Stage. Since the last inspection provision in ICT has improved considerably. Resources have been updated and the headteacher teaches weekly lessons to groups of children to help them improve their computer skills. The school website is popular with pupils for exchanging email and is used by staff to access learning resources installed by the headteacher.

Care, guidance and support

Grade: 3

Pupils' care, guidance and support are satisfactory. This is a happy school with a strong family feel. Procedures for safeguarding children are satisfactory and all necessary checks are in place. The school acknowledges that refresher training is needed for staff on some care and guidance procedures. Support for pupils with learning difficulties and disabilities is satisfactory. Individual education plans for pupils who need to catch up vary in quality and some pupils have targets which are not specific enough to support short steps in their learning. Targets are now also set for improvements in numeracy as well as literacy. The school has introduced a system of group learning targets for all pupils based on analysing periodic assessments in writing and mathematics. Pupils generally have a good understanding of these targets and what they need to do to improve. The targets are displayed in classrooms but those written for younger pupils are not easily understood by them and could be written in more accessible language. Families are also involved in helping children to achieve the targets as there are regular reminders about them and how parents can help, in the good quality newsletters.

Leadership and management

Grade: 3

Leadership and management are focussed on raising standards and ensuring pupils achieve well. The school development plan sets out the priorities for improvement and these are aligned effectively with the issues identified in the last inspection. Many of the targets for improvement now require a detailed evaluation before redefining future priorities. Communication with parents is good. Well presented and informative newsletters and a school web site keep parents up to date with what is happening in school. Parents and pupils speak positively about the headteacher's firm, friendly and approachable style of leadership.

Subject leadership has improved and is now more systematic in approach and coherent in application. A schedule of subject leader activity and a plan for actions to bring about improvements has been agreed by staff. Subject leaders have made a start on evaluating provision. More monitoring and evaluation activities such as talking to pupils and observing lessons are planned in the coming months. The school recognises that there are further improvements needed in evaluating how successful the school is in supporting pupils with learning difficulties and those who are underachieving, and in checking on the accuracy of teachers' assessments. Governors are working more closely with subject leaders to gain a better understanding of the quality of provision. The governing body's development plan sets out its own priorities for improvement. A group of key governors is meeting with the headteacher to monitor the schools' work in updating the self evaluation form.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

1 March 2007

Dear Children

Burnham Market Primary School, Friars Lane, Burnham Market, Norfolk, PE31 8JA

You probably know that I have been coming to your school each term to check on the improvements Mr Hales and the teachers have been making. I'm pleased to say that your school is now doing well and inspectors won't need to visit again for some time.

As always, when we visited recently you made us feel very welcome. We enjoyed spending time in your lessons and talking to you about the good things you do at Burnham Market. We were impressed with your behaviour and the way you work together. Everyone was very polite and helpful. We know you like your teachers and Mr Hales and that all the staff do their best to make your school a good place in which to learn. All the adults care for you and keep you safe. Your teachers work hard to enable you to make progress in reading, writing and mathematics. We were pleased to see some of the good work you have been doing in your books and displayed on the walls. We liked the Picasso pictures, the leaflets on bananas and the many photographs on display of the interesting things you have been learning. We also like the idea of having a school website that you can use and that a sports coach comes to school to help you play new games like rugby. The school council is doing a good job representing your views and thinking up ways in which the school can be improved. The school building is much smarter than it used to be.

Before we left, we asked Mr Hales, your teachers and the governors to keep a close eye on how well the school is doing. We also asked them to think about how they can make your learning even more enjoyable and to check that everyone is making good progress.

You have a lot to look forward to in the years ahead. Make sure you do your best and enjoy every minute.

With best wishes,

Robert McKeown

Her Majesty's Inspector