

# Burnham Market Primary School

## Inspection report

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<b>Unique Reference Number</b>	120792
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	327365
<b>Inspection dates</b>	27–28 April 2009
<b>Reporting inspector</b>	Helen Ranger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	108
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	3
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Richard Redman
<b>Headteacher</b>	Mr Steven Hales
<b>Date of previous school inspection</b>	27 February 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Friars Lane Burnham Market Norfolk PE31 8JA
<b>Telephone number</b>	01328 738354
<b>Fax number</b>	

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

This small primary school serves an extensive rural area of north Norfolk. Almost all pupils are from White British backgrounds and speak English as their first language. The percentage of pupils entitled to free school meals is average. An above average proportion of pupils have learning difficulties and/or or disabilities; most of these have moderate learning difficulties. The proportion of such pupils has been especially high in the older age groups in recent years and this continues to be the case. When children join the Early Years Foundation Stage (the Reception class), their attainment varies widely but, over the past few years, has been broadly in line with the levels expected for the age group. The school governors provide an after-school club, the Corner Club, and an independently managed playgroup operates from the school building. The school's inspection in 2007 judged it a satisfactory school that no longer needed special measures to improve. The school holds an Activemark award in recognition of its provision for physical activities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Burnham Market Primary has continued to build on the improvements of recent years and is now a good school. Pupils' achievement is good and staff have established good consistency in pupils' progress. The standards achieved by the Year 6 pupils in national tests since the last inspection have varied from below average to above. School records demonstrate that, in spite of the variations pupils made very good progress from the levels they reached in their Year 2 assessments. As a result, pupils have made up much of the ground lost before the school became subject to special measures.

Staff have developed the quality of teaching, learning and the curriculum well. These aspects of provision are good. The curriculum has been enlivened well, for example, by linking subjects together in topic work, by the increased use of themed days and visits and by extending the use of computers in all age groups. Teachers have greatly improved their skills in tracking individual achievement and providing lessons that are more closely tailored to pupils' needs. As standards have improved, the school has correctly identified that it is in a position to increase the proportion of pupils who reach Level 3 by Year 2 and Level 5 by Year 6. However, to this end staff do not make sufficient use of the information available from Reception year assessments to judge pupils' capabilities at the start of Year 1. Nor is this information used well enough to indicate the standards pupils, particularly the more able, could reach further up the school.

As at the time of the last inspection, pupils make effective progress in their personal development and well-being. Pupils' standards in this area are good, including their overall spiritual, moral, social and cultural development. Of particular note is the work in all classes on forging links with schools in other parts of Britain and the wider world; this broadens pupils' horizons. Pastoral care is good and pupils behave well and feel safe in school. They take advantage of the wide range of healthy options offered including, for a small school, an extensive sports programme. Over several years, attendance has improved and last year's rates were in line with national averages. However, in spite of regular initiatives to encourage higher attendance, a minority of pupils do not attend as regularly as they need to if they are to make good progress.

The quality of academic support and guidance is variable. Much is good, especially the quality of oral feedback from teachers and teaching assistants to pupils. Pupils with learning difficulties receive regular, effective support and guidance to meet their targets. The quality of written guidance to other pupils is inconsistent. There is some good practice in marking but too much work, especially in mathematics is unmarked or marked by pupils rather than teachers. When adults offer written comments they do not clearly identify what should be focused on next by the pupil. Pupils are too rarely expected to reflect on, or actively respond to, marking and this limits their independence in learning.

Leadership and management are good. Staff and governors are now able to demonstrate that their work over the past few years has been successful. The headteacher provides a strong lead. He has ensured that the monitoring skills of staff and governors have been developed well. As a result, school self-evaluation is accurate, initiatives are checked regularly to ensure they promote better outcomes for pupils, and there is a clear agreed agenda for the future. The track record of recent years shows a good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Reception class gives children a very good start to school. Staff work closely with parents and where appropriate, the on-site playgroup to ensure a smooth transition. Welfare procedures are excellent, including liaison with the playgroup about children's individual needs. As a result children settle quickly, are extremely confident and behave very well. Each child's interests and needs are assessed from the start and detailed records of progress in all areas of learning are used in planning activities. Records show that children make good progress in all areas of learning to reach standards that are above expected levels for the start of Year 1. Their personal, social and emotional development is excellent. Staff teamwork is very effective, and interesting and imaginative activities are planned. Children find great enjoyment in learning, both indoors and in the outside area that is shared with the playgroup.

The leadership and management of this age group is good. Staff have identified the need to develop provision for the summer-born children still further and to encourage better writing skills, especially in boys. This demonstrates their great commitment to the welfare of all children and shows areas where assessment information is used effectively to inform practice. The Reception leader and headteacher do not currently make full use of assessment data from this age group in the school's overall tracking of individual progress. For example, assessments in Key Stage 1 are not sufficiently checked against the same children's attainment in Reception to ensure that sufficient progress has been made.

### What the school should do to improve further

- Use tracking systems more rigorously, including standards reached in Reception, to help ensure that pupils in all age groups reach the higher levels in their work where appropriate.
- Improve marking and written feedback to involve pupils more in independently assessing their learning and determining what they need to do next.
- Ensure work with parents to improve attendance continues.

## Achievement and standards

### Grade: 2

Although assessment information from Reception is not yet used rigorously enough to help raise standards, particularly at the higher levels, even more rapidly, records show that most pupils make good progress. The standards reached by pupils in Year 2 in the national assessments of reading, writing and mathematics have risen well over the past five years. In 2008, a higher than average proportion of pupils reached Level 2 in all three assessments. However, the proportion reaching Level 3 was below average and the school is rightly committed to raising the standards reached by its more able pupils.

In Year 6 in 2008, standards in the English and mathematics national tests were broadly average and science standards above average. When compared with schools nationally, pupils at the school have made progress in Key Stage 2 that has been much better than the national average each year since 2006. This indicates that former underachievement has been addressed. An issue from the last inspection was to boost the progress of pupils who needed extra adult help with learning. Action on this issue has been effective and these pupils make good progress. The inspection did not cover all subjects but examples of very good art work were seen.

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

### **Grade: 2**

The pupils' friendly disposition and good relationships promote a pleasant atmosphere for learning. Pupils enjoy school and parents who offered their views were virtually unanimous in saying that behaviour is good. At breaktimes, older pupils help to encourage friendships and sort out minor disagreements. Pupils feel that their views matter, especially as expressed through the school council. The council takes a lead in organising projects such as the playground beach huts. Pupils value the many social and sporting activities that enable them to pursue healthy lifestyles, including the allotment and garden and visits to places of interest which they undertake with other local schools. Opportunities such as these visits and the school council ensure pupils make a good contribution to their school community and the wider area. Pupils show the capacity to take on even more initiative and be more independent but lessons do not always enable this to happen. The Corner Club is popular, not least for activities such as fencing and archery that pupils greatly enjoy. The school has put much effort into improving attendance and it is now at a level similar to the national average. Despite these concerted efforts a minority of pupils do not attend school regularly. Pupils' well developed social skills, alongside their improved academic standards, equip them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

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### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has improved well since the last inspection and work to promote the needs of able pupils more effectively is continuing. While retaining enough focus on developing basic skills, other subjects are integrated well. Parents and pupils are very positive about increased attention to physical and creative activities. Pupils are particularly enthusiastic about developments such as the themed days and the increased number of visitors to the school. The creation of Schoolhenge (the pupils' version of Seahenge) and the beach hut project are typical examples. For the size of the school, a good range of clubs is provided. Effective partnerships

with other local schools enable pupils to have access to additional activities and to meet other children socially. The school has successfully improved its accommodation and learning resources over the past few years. The extensive building is used to the full. Projects have included a substantial computer room and this has promoted good improvement in pupils' skills which are no longer a weak feature of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Good pastoral care is a hallmark of the school and parents are particularly positive about this aspect of provision. Appropriate arrangements to safeguard pupils are in place. The Corner Club provides good levels of care for pupils and the service it offers working parents is valued. The school is effective in looking after vulnerable pupils. There are good links with external agencies to support pupils who need specialist help. The individual plans for pupils with learning difficulties were criticised by the last inspection but are now of good quality. Pupils are knowledgeable about their personal learning targets and value discussions with staff on these. They are less positive about the amount of written feedback they receive from teachers. As a result they are not as well placed as they could be to understand how well they are working and what to focus on next.

## **Leadership and management**

### **Grade: 2**

Leaders and managers have maintained their focus on raising standards and improving provision and had a good impact so far. Staff speak very positively about how they have been trained to evaluate their own and their colleagues' practice more precisely. Both staff and governors have a clear vision for how the school needs to continue to develop. This is summarised in a well focused improvement plan whose success is regularly checked. Governors are active and knowledgeable. They hold the school to account well and are fully involved in developments, for example through an annual school conference. The school maintains a productive partnership with parents, in spite of many living some distance away. There are regular newsletters, a website and 'bus stop' visits by the headteacher to outlying villages. Parents understandably express concerns over unavoidable staff absence but the school has managed this well within the constraints of its budget. Finances are tight but allocated well, with the needs of the pupils at the forefront of discussions. The school promotes community cohesion well. It has a clear strategy for involving pupils and staff in projects within school and in the local community and has identified how it will evaluate the effectiveness of this work. Staff are also establishing valuable links with communities in contrasting British locations and worldwide. The headteacher's expertise in this area is used well.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 April 2009

Dear Pupils

Inspection of Burnham Market Primary School, Burnham Market PE31 8JA

I am writing to thank you all for your welcome and help when I visited your school recently. I was pleased to hear from both you and your parents that you enjoy school a great deal and that you get on well together.

You make good progress at school because you are taught well. The children in Reception get a very good start. When I visited Class 1, they were having a splendid time planning outings in their boat! All your teachers and teaching assistants provide lots of interesting activities. It was a privilege to see Class 4 making Mexican masks. They worked really hard and produced excellent work.

Your teachers make regular checks on how well you are making progress. I have asked them to use information from how you are doing when in the Reception class to help speed up your learning even more as you move up through school. In particular, for pupils who find learning easy. I have also asked them to provide you with more information about how well you are doing in your work. This is especially important for the older children when adults mark your books. In this way you can be more involved in knowing what you need to concentrate on next in your lessons.

You really appreciate all the clubs and visits that are available, including plenty of sport. You are learning how to lead safe and healthy lives. Your consideration of others is reflected in your good behaviour. You also told me that you appreciate how the staff listen to your views, such as through the school council. It was good to see all your outdoor projects, such as the allotment, the beach huts and Schoolhenge.

Your school keeps on improving because the staff and governors work well as a big team. The staff care for you well and encourage you to come to school as often as possible. I have asked them to keep making sure that your parents help your attendance to get better, so that you can take advantage of all that your school offers you.

Best wishes for the future.

Helen Ranger

Lead inspector