

# Burston Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120793
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339778
<b>Inspection dates</b>	3–4 February 2010
<b>Reporting inspector</b>	Karen Heath

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

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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 of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Ambrose
<b>Headteacher</b>	Mrs Sue Cooke
<b>Date of previous school inspection</b>	0 September 2006
<b>School address</b>	Crown Green Burston Diss, Norfolk
<b>Telephone number</b>	01379 741256
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<b>Email address</b>	head@burston.norfolk.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed the school's work, and looked at a wide range of documentation; including teachers' planning, pupils' books, the school development plan, school policies and minutes of the governing body meetings. Inspectors spent the majority of the time observing 12 sessions and speaking to pupils. All the teachers in the school were observed at least twice. The inspection team spoke to parents and also looked at 31 parent questionnaires, as well as questionnaires completed by pupils and staff. Inspectors looked at documentation with reference to the safeguarding of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well pupils progress.
- How the school's assessment system ensures the progress of pupils is monitored.
- How effectively the school communicates with parents and carers so that they can support their children's education.

## Information about the school

Burston Community Primary School is smaller than average. It is federated with its neighbouring primary school and shares a headteacher and governing body. Pupils are taught in mixed age groups in three classes. Nearly all the pupils are of White British heritage. It has a significantly higher than average proportion of pupils identified as having special educational needs and/or disabilities. The percentage of pupils entitled to free school meals is considerably lower than the national average. In some year groups there have been a significant number of new admissions. As a result, mobility rates into the school are quite high. The school has achieved the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

Burston Primary is a welcoming and inclusive school where the pupils are known as individuals and those with specific needs are well supported. Pupils and parents value the community feel of their school with its 'very friendly, family-like atmosphere'.

Attainment at the end of Key Stage 2 is broadly in line with the national average. The quality of teaching seen during the inspection was good. Pupils generally make good progress, however the high percentage of pupils admitted during the year means that rates of progress are not consistent across all year groups. Pupils who were admitted into the school during their Early Years Foundation Stage make good progress. Pupils with special educational needs and or disabilities also make good progress. This is because the school works hard to ensure their needs are catered for and they have every opportunity to be fully integrated into the life of the school. Assessment of pupils' work is carried out regularly and teachers have a good understanding of the pupils' attainment. Acceleration of pupils' progress is impeded in some lessons because this assessment information is not used to inform planning or help pupils understand their next steps in learning. Teachers do not always have high enough expectations of the quality of work produced by the pupils.

Parents and carers, and pupils are overwhelmingly positive about the school and appreciate the caring and nurturing environment. Since its last inspection the school has worked hard to improve communication with parents and this has been very successful. Parents and carers now feel well informed about their children's progress and are enjoying supporting them, in particular with the project homework. Pupils say they enjoy coming to school and they have a high rate of attendance. Pupils' behaviour is good and they feel safe in school.

The youngest pupils enter the Early Years Foundation Stage in a mixed class of pupils aged four to seven. The classroom and early years accommodation restrict the provision for these pupils and do not always ensure that they have full and free access to an early years curriculum. The covered area does not provide a sufficiently stimulating learning environment with activities and resources to engage young pupils. Independent activities are not planned in sufficient detail to provide good quality learning opportunities.

The headteacher enjoys the respect of the school community. She has worked tirelessly to support the school and its federated partner. The senior staff and governors understand the school's strengths. They recognise the need to improve areas identified in the school development plan however these priorities are not sufficiently focused on improving the outcomes for pupils. The monitoring of teaching and learning lacks rigour

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and the process of evaluating the school's effectiveness is not systematic. The governing body has recently undergone some significant change with the addition of new members with complementary skills to support the school. The commitment of the governing body and the review of the headteacher's workload will ensure that the school has a satisfactory capacity to improve.

**What does the school need to do to improve further?**

- Improve the good quality of teaching by
  - using assessment to identify pupils' next steps in learning so that they know what to do to improve
  - ensuring that teachers' marking moves learning on by providing points for improvement
  - ensuring that expectations of pupils' work are consistently high.
- Improve the provision of the Early Years Foundation Stage by:
  - extending opportunities for pupils to be independent and have full access to all areas of learning
  - utilising the outside area to stimulate pupils' learning experiences in all areas of the curriculum
  - planning the child initiated activities so that they give pupils high quality developmental learning experiences.
- Ensure leaders prioritise areas for improvement that will give better outcomes for pupils by:
  - rigorous and regular monitoring of teaching and learning
  - tracking pupil progress to give a strategic view of how pupils are doing so their needs can be met
  - systematically evaluating the school's effectiveness.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****2**

Pupils of all abilities achieve well and enjoy school. They talk about some of the interesting things they have enjoyed doing and visitors they have had such as the "Rocket Man" who inspired their interest in science.

Pupils leave Burston with attainment similar to schools nationally. The quality of teaching observed in lessons and the school's data show that pupils, including those with special educational needs and/or disabilities, make good progress. In some year groups a high number of pupils are admitted during the year. Some of these children take a while to settle into their new school; consequently rates of progress across all

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year groups in the school are not consistent. Scrutiny of work books shows that pupils do not always get sufficient opportunities to write at length and expectations of the quality of work are not consistent across the school.

Behaviour in lessons and on the playground is good. Pupils report that there is little bullying and think the "Smiley Box" is useful to register any concerns they may have. They understand the importance of leading healthy lifestyles and particularly enjoy the many sports clubs. Despite the poor facilities, there is no hall or gym, the school has a high commitment to physical exercise and sport. It uses the church for PE and has established strong links with the schools' sports partnership which means pupils get good opportunities for participation in sporting activities and consequently pupils have won local and county competitions.

Pupils have a positive impact on their local and wider community. The school council provides opportunities for pupils to influence the life of the school; such as improving the playground by designing the tyre area. Pupils take on various responsibilities within school including looking after the recently acquired chickens. Pupils have carried out a litter pick in their local area and are active fundraisers for local and international charities.

Pupils from different backgrounds mix well with each other and show a sense of social responsibility. They reflect on their experiences and are interested in the beliefs of others which they have learned about in lessons and assemblies. The school has recently established links with an orphanage in Kenya and this has helped raise awareness of wider cultural issues. Due to the location of the school pupils have had limited opportunities to show that they engage effectively with those from different ethnic and religious backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The curriculum is effective and includes a wide range of experiences which contribute well to pupils' learning. The school's revised curriculum helps the pupils to apply their basic skills through a topic based approach which captures their interest. For example, inspectors observed pupils devising effective questions for a journalist to use when interviewing an ancient Greek about the Marathon war.

Teaching is good and frequent use is made of the interactive whiteboard to engage the pupils' interests. For example, a Key Stage 1 class thoroughly enjoyed copying the art work of Bridget Riley which they had been shown. Pupils designed patterns with strips of paper using good cutting and sticking skills. They showed that they could organise themselves and their equipment with an appropriate awareness of health and safety issues.

Teachers ensure that the curriculum is modified well to cater for pupils of different ages within the same class. Teachers' questioning is effective in ensuring that they are well matched to the abilities of all the pupils and this ensures that pupils make good progress. For example, in a Key Stage 2 mathematics lesson the younger pupils were asked to calculate some simple additions while the older ones were expected to work out a more challenging calculation. This ensured all pupils improved their mathematical skills; responding quickly with answers and discussing their methods of calculation.

A range of adults support learning in the classroom and this ensures that pupils of all abilities make good progress. Those with special educational needs and or disabilities are exceptionally well supported which means they are able to fully participate in lessons within their physical capacity.

The pupils' work is regularly assessed and some pupils have individual targets. This is not consistent across the school; consequently pupils are not sufficiently clear about their next steps in learning which would help them to make more rapid progress. Teachers' marking often provides affirmation of what the pupil has achieved but does not always give points for improvement. Teachers' expectations are variable when it comes to the quality of work produced by pupils.

The school provides good guidance and support and it is particularly effective at supporting more vulnerable pupils. As one pupil said, 'The people here are great ...they are all very helpful and keep me on my feet for my future.' The special educational needs coordinator has ensured that several pupils with specific medical and educational needs have full access to the curriculum. They are well supported with resources

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equipment and adult help.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and governing body are committed to improving the school and have prioritised areas in the school development plan. The headteacher manages the school effectively so that things run smoothly during her absence. Members of staff support her by taking on areas of responsibility. She ensures that the school is a cohesive community and that all pupils, no matter what their ability or needs, have an equal opportunity to achieve.

Whilst the headteacher is well supported by the governing body there has been insufficient focus on leading improvements in teaching and learning. Some actions taken since the last inspection have not continued to be rigorously monitored so that improvements made initially are sustained over a period of time. Leadership at all levels needs to be more evaluative so that the school has an accurate understanding of its own effectiveness.

The school has established some good working partnerships. Its sports partnership with the high school has given all the pupils good opportunities to participate and compete in a range of sporting activities and competitions.

The school has an understanding about its own religious, ethnic and socio-economic context. It has prioritised community cohesion within its school development plan but has yet to take action to implement it.

Safeguarding procedures are adequate and all statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and appropriate risk assessments have been undertaken for activities

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The small intake numbers means that children enter school with different levels of knowledge skills and experience which vary from year to year. The majority of children enter Year 1 working securely within the levels expected of five-year-olds.

Induction arrangements are good so that children settle into school quickly and adapt well to the mixed age class. The school works effectively with parents and carers so they can support their children's learning at home. There is a high commitment to children's welfare so that those with specific needs are well integrated. The good links with external agencies ensure that children are cared for well.

The structure of the early years area to some extent restricts the provision for this age group. While there are various activities available across the areas of learning for the Early Years Foundation Stage, during the inspection children were observed sitting for lengthy periods of time in the classroom.

Children respond well to opportunities for independent play. They particularly enjoy riding their bikes on the painted roadway where inspectors observed children constructing road works. Support from adults who modelled appropriate language ensured that children's own language skills were extended. This meant that children communicated effectively with each other to devise a plan to put up some warning signs. They used their basic writing skills to design the notices. Other children showed good personal and social development while they waited patiently in the "traffic jam" and found strategies to avoid the blocked road, and other road users, without crashing into each other!

Access to the large outside area is restricted so that children are supervised sufficiently. This area does not provide a stimulating learning environment. Activities set out lacked imagination and did not promote children's creative thinking. Independent play is not planned in sufficient detail to ensure that children have high quality learning experiences.

The Foundation stage teacher manages a single class with three age groups. She has attended recent courses which have influenced her practice and she is keen to work with partnership colleagues to further improve her skills.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers speak highly of the school and the support it provides to them and their pupils. They particularly value the way pupils with special educational needs and or disabilities are well cared for. The school works hard to involve parents and carers in their pupils' learning. During the inspection an open evening was well supported.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burston Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	58	10	32	2	6	0	0
The school keeps my child safe	22	71	8	26	0	0	1	3
The school informs me about my child's progress	10	32	15	48	5	16	0	0
My child is making enough progress at this school	12	39	17	55	0	0	1	3
The teaching is good at this school	13	42	15	48	1	3	0	0
The school helps me to support my child's learning	10	32	15	48	4	13	0	0
The school helps my child to have a healthy lifestyle	15	48	13	42	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	29	17	55	0	0	1	3
The school meets my child's particular needs	13	42	15	48	2	6	0	0
The school deals effectively with unacceptable behaviour	14	45	15	48	1	3	1	3
The school takes account of my suggestions and concerns	9	29	16	52	4	13	0	0
The school is led and managed effectively	16	52	10	32	3	10	0	0
Overall, I am happy with my child's experience at this school	17	55	10	32	2	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 February 2010

Dear Pupils.

Inspection of Burston Community Primary School, Diss, Norfolk, IP22 5TZ

Thank you very much for making the inspectors so welcome.

We did enjoy talking to some of you about all the things you like about school and were very impressed with your all weather surface. We noticed that you particularly enjoyed playing on the tyres.

We agree with you that your school is very friendly and Mrs Cooke and all her staff care about you and help you to do well. We think your behaviour is good and we are pleased that you feel safe in school. It is important that you are confident and happy to talk to the adults in school who help you if you are worried. We think the Smiley box is a good idea.

We would like your school to be even better and have asked Mrs Cooke and the governors to:

- let the pupils in the Reception classes use the outside area to do more exciting things
- ask your teachers to mark your work and let you know what you need to do to improve
- make sure that Mrs Cooke comes into your lessons so she can see the progress you are making and that your work is always of a good standard.

Good luck in your work and keep on doing well in all those sporting competitions, that's a real achievement for such a small school!

Yours sincerely

Karen Heath

Lead Inspector

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