

Burnham Market Primary School

Friars Lane, Burnham Market, King's Lynn, PE31 8JA

Inspection dates 5–6 February 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is an outstanding leader. Under her decisive and highly effective leadership, the school has made considerable progress since the previous inspection.
- Working closely with governors, the headteacher and other leaders have made the changes necessary to ensure the quality of teaching and pupils' progress have improved rapidly.
- The strong team of school leaders means the capacity for further improvement is good.
- Pupils' behaviour is good and they feel safe. Their parents agree and say the school cares for their children well.
- Pupils' spiritual, moral, social and cultural development is promoted well and their personal development is good.
- Teachers plan interesting and imaginative lessons that offer pupils excellent opportunities to learn. Basic skills, such as how letters link to the sounds they make, are taught well throughout the school, laying the foundation for pupils' good progress.
- Children in the Reception class settle quickly, are taught well and make good progress.
- All groups of pupils, including those who are disadvantaged, the disabled and those who have special educational needs, and the more able, achieve well and make good progress.

It is not yet an outstanding school because

- Not all teachers check that pupils act on the advice given through marking. As a result, pupils sometimes do not read, understand or follow it.
- Improvements, such as how adults use questions to promote learning, are not yet used consistently.
- A few pupils are slow to put the effort needed into their work, to achieve the best they can.
- The outdoor area is not used sufficiently to promote children's learning in the early years.

Information about this inspection

- The inspector visited nine lessons, including all year groups and a range of subjects. He was accompanied by the headteacher on all observations.
- The inspector met the headteacher; senior leaders; members of the governing body; other members of staff, including subject leaders; and pupils.
- The inspector looked at pupils' work and considered documents about the school's self-evaluation, its plans for improvement and arrangements to ensure that pupils are safe.
- The inspector took account of the views expressed by parents in discussions, letters to the inspector, and the 29 responses to Ofsted's online survey, Parent View. Opinions shared through the 15 questionnaires returned by staff members were also considered.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is smaller than the average-sized primary school.
- Nearly all pupils are White British.
- Children in the early years provision (Reception) attend full-time.
- The proportion of pupils eligible for the pupil premium is similar to the national average. The pupil premium is additional funding for pupils eligible for free school meals and those who are looked after.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, five of the six teachers are new in the school.
- The school has received the support of a 'system manager', the executive headteacher of Alderman Peel High School and Wells-next-the-Sea Primary and Nursery School.
- A part-time independent nursery operates from the school site. This is subject to separate inspection.

What does the school need to do to improve further?

- Further raise the quality of teaching and its impact on pupils' achievement by ensuring that:
 - teachers check more frequently that pupils read, understand and follow the advice given about what they need to do to improve their work
 - all teachers understand and how to use questioning to improve pupils' learning
 - pupils understand the part they play in their own learning, and staff teach and promote the characteristics of a good learner.
- Improve the early years outdoor environment to provide all children with the full range of learning opportunities so that the outdoors contributes better to their good progress in all areas of learning.

Inspection judgements

The leadership and management are good

- The outstanding leadership of the headteacher is the catalyst for the numerous improvements. She has built a strong team and promoted a shared vision so that governors, staff, parents and pupils see themselves as part of 'Team Burnham Market'. Pupils understand the school's mantra that, 'Together everyone achieves more.' As a result, pupils' progress is accelerating and standards are rising, including those of Reception children.
- Everyone is respected and treated equally, so good teaching and positive behaviour thrive. Extra clubs also take place at lunchtime, to give opportunities those who travel by bus and so cannot easily attend after-school clubs.
- Subject leaders know what needs improving and provide good guidance and support for their colleagues, contributing to improvements in pupils' progress.
- The school's evaluation of its own work is thorough, comprehensive and analytical so the drive to improve is sustained, while recognising, and being proud of, all that has been achieved so far.
- Staff training is effective and morale is high. All staff benefit from the arrangements for the management of staff performance, and these contribute to improvements in the quality of education offered. Thorough and frequent checks on teaching recognise strengths to share with other staff and areas to be improved, although some inconsistencies remain.
- The vast majority of parents are very positive about the improvements to the school and the information they receive about their children's progress. They feel very welcome in school.
- An excellent range of stimulating learning opportunities, enhanced by visits and visitors, cater well for pupils' particular learning needs. Much is done to develop the basic skills of literacy and numeracy. The early years provision gives children a good start, though few opportunities are provided outside for children to consolidate and extend what they have learnt indoors.
- Provision for pupils' spiritual, moral, social and cultural development is good. Activities, like a woodland camp, contribute well to pupils' personal development. Visitors, such as a barrister, give valuable insight into the importance of laws in shaping roles and responsibilities in modern British society.
- Sports funding is used well. Pupils enjoy a wide range of physical activities and understand the importance of an active lifestyle. Participation levels are high. Training for staff has improved the teaching of sports and physical education.
- Pupil premium funding is used effectively and contributes well to the learning of disadvantaged pupils and ensures that they are able to take part in the full range of educational opportunities, including visits and music tuition.
- Extensive support from the local authority has been very beneficial in helping the school to quickly overcome the weaknesses highlighted by its previous Section 5 inspection. An experienced local headteacher works closely with the headteacher. This has also contributed positively. For example, staff say they value the opportunities provided to work with teachers from other schools.
- **The governance of the school:**
 - Governors have made good use of training and they fulfil their duties well. In particular, they fully understand the information provided for them, including about the progress made by all groups of pupils. They accurately interpret the data to ask relevant questions and hold the school to account for the quality of its work. They contribute fully to school improvement.
 - Governors are well organised so their time is used effectively. Each links to a class and a subject so that, collectively, they bring a wealth of information to their deliberations. They have an accurate

understanding of the quality of teaching, are actively involved in managing the performance of staff and make that sure staff pay is justified by pupils' progress. Governors tackle underperformance when it occurs.

- Governors are astute; they recognise that the school has oscillated from good to inadequate before, and have put in place plans aimed at breaking that cycle and achieving sustainability.
- Finances are managed prudently. Before money is allocated, governors ask, 'How does this improve outcomes for pupils?' They have a good understanding of the impact made by the spending of additional funds, such as the pupil premium and sports funding.
- Governors ensure that all the required arrangements are in place to keep pupils safe.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The vast majority of pupils, including children in the Reception class, listen and follow adults' instructions. There have been no exclusions since the previous inspection.
- Pupils are keen to play a role in their school. They like that staff and governors ask their opinions about their school and their learning.
- Pupils are very supportive of one another. They are generous in their praise of one another's achievements, and quick to spot when a classmate needs some help.
- Attendance has risen steadily since the previous inspection and is now above average. This is because staff emphasise its importance and reward those who attend well.
- Pupils have a good understanding of British values because many are practised in the everyday life of the school. Pupils are respectful and show generosity and compassion in their support for others less fortunate than themselves. They have a growing understanding of cultures and backgrounds different to their own.
- Pupils are generally eager to learn. Most are attentive and engaged. They will have a go at answering questions knowing that mistakes are learning opportunities. However, a small number of older pupils carry the legacy of the past and sometimes do not put enough effort into figuring out how to tackle new learning.

Safety

- The school's work to keep pupils safe and secure is good. Staff take great care of pupils, both in school and on visits.
- Arrangements to ensure that all adults are appropriately checked for working with young people are applied meticulously. Access to the school premises is secure. Pupils say they feel safe and secure, and their parents agree with them.
- Pupils say that bullying is very rare and they are confident that staff will resolve very quickly any issues they raise. School records confirm these views.
- Pupils have a good understanding of potential dangers, including from the internet. From the start of the Reception Year, they show good awareness of their own safety and that of others.

The quality of teaching is good

- Staff always have a smile on their faces. This conveys itself to pupils who bring the same positivity to lessons. Relationships between staff and pupils are strong and this is beneficial to learning.
- Basic numeracy and literacy skills are taught well. All staff follow a similar approach, so pupils have a clear understanding that deepens as they move through the school. Teachers also promote speaking and

listening skills well. The eldest pupils, for example, present their homework assignments to the class, and answer their classmates' questions.

- Since the previous inspection, the role of teaching assistants has been altered so that their focus in lessons is primarily on pupils' learning. They are well prepared by teachers and make a significant impact.
- Pupils' progress is checked meticulously. Any pupils falling behind are quickly identified and extra help given. This is then checked to see it is effective, and changed if not. As a result, all groups of pupils now make good progress throughout the school.
- Pupils and parents like the homework system, the weekly tasks that practise basic skills, and the more open-ended challenges that pupils answer in a very wide range of imaginative and thoughtful ways.
- Teachers present tasks imaginatively. For the vast majority of pupils, this is highly effective and leads to good progress for all groups of pupils.
- The last inspection identified several weaknesses in teaching. These have all been addressed and improvements put in place so teaching is good. However, the pace of change, coupled with the relatively high staff turnover, mean some are used with greater effect in one class than another. For example, not all staff follow the school's policy on the use of questioning, and so teachers' questions do not always help pupils to make the most progress in moving their learning on.
- Occasionally, a teacher will praise a pupil for demonstrating good learning traits, but this is not a regular feature of lessons. In addition, some pupils wait, expecting adults to steer them in the direction of the right answer, rather than using knowledge they already have to figure out how to find the answer.
- While some teachers regularly check pupils read, understand and follow guidance in their marking, others do not. As a result, marking of one piece of work sometimes has little impact on pupils' subsequent work.

The achievement of pupils is good

- At the time of the last inspection, pupils were not progressing as they should in all subjects, but particularly in reading and mathematics. As a result of good and effective teaching, all groups of pupils, including children in the Reception class, are now making at least good progress.
- Standards in reading and mathematics are much improved since the previous inspection. As a result, by the end of Year 6, pupils do well in these subjects. Writing standards are improving, too. Current information and pupils' books show that changes made have brought about improvement. In particular, skills are practised and honed much more methodically in writing in other subjects.
- At the time of the previous inspection, tasks set were not challenging enough for the most-able pupils. These pupils now have harder and more interesting work and make good progress.
- Most pupils use the basic skills of literacy and numeracy well because they are taught accurately and regularly practised in all lessons.
- Pupils' knowledge of phonics (the understanding and application of the sounds made by letters and words) is much improved; teaching is effective and pupils make good progress in this key skill. Consequently, although the results of the phonics screening check last year were below those found nationally, they are rising and expected to be similar to the national level this year.
- Disabled pupils and those who have special educational needs make good progress from their various starting points because they are given extra support closely matched to their precise learning needs.
- Disadvantaged pupils eligible for the pupil premium also achieve well. School information and inspection findings indicate that disadvantaged pupils currently in the school are making good progress, better than

their peers in writing and similar in reading and mathematics. This is an improvement on 2014 test results, when the small number of eligible pupils generally made less progress and reached lower standards than their peers in school. A high proportion of these pupils joined the school with much lower starting points because they had special educational needs. They were four terms behind their peers in reading, eight terms behind in writing and six terms behind in mathematics. However, disadvantaged pupils reached standards closer to pupils nationally. They were less than a term behind in reading, four terms behind in writing and three terms behind in mathematics.

- When the school was last inspected, results in the national assessments at the end of Year 2 were particularly low. This had an adverse impact on achievement in Years 3 to 6. The headteacher and governors took decisive action. As a result, from June 2014, pupils' progress in Year 2 has been as good as that of other pupils in the school. However, the improvements were too late to make significant impact on the 2014 Year 2 results, which remained low.

The early years provision

is good

- Children join the Reception class with skills and knowledge below that typical for their age, particularly in language and communication, number and children's ability to express their thinking. Children generally arrive at a better level in their personal, social and emotional development, which helps them to settle quickly and interact with others well. As a result, they start to make good progress straight away.
- Children behave well. They are attentive to adults and co-operative with one another. They show interest in the activities they are given and persevere to finish them.
- Teaching is good. Activities meet children's varying learning needs and interests so they develop good learning habits. Indoors they have a wide range of very good opportunities to explore their own interests and follow up activities led by staff. They have rather fewer opportunities for learning outdoors.
- Teaching is particularly effective in enabling children to acquire basic speaking and listening skills, early writing techniques and understanding of number. Linking letters to the sounds they make is also well taught and introduces children well to the system of phonics they will use throughout the school.
- The proportion of children who join Year 1 with a good level of development for their age is above that found nationally. This represents good progress from children's various starting points.
- Links with parents are very strong. Parents are kept well informed about their children's progress. Links with the nurseries and preschools from which children join are good, so transition is smooth.
- Leadership and management are good. Children's progress and development is checked frequently and accurate assessments monitor progress so children achieve the targets set for them.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120792
Local authority	Norfolk
Inspection number	451048

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Rosalie Monbiot
Headteacher	Rachel Stroulger
Date of previous school inspection	6 November 2013
Telephone number	01328 738354
Fax number	Not applicable
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