

# Burham Church of England Primary School

Bell Lane, Burham, Kent, ME1 3SY

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Some pupils do not make the progress that they should, particularly in writing.
- Over time, pupils' attainment in writing has been much lower than that in reading and mathematics. Some pupils do not get enough opportunities to write at length and extend their writing skills across a range of subjects.
- Teachers do not always set work at the right level of difficulty for individual pupils, particularly the more able. As a result, some do not reach the higher levels of which they are capable.
- Some teachers do not regularly check the progress that pupils are making during lessons, resulting in gaps in their understanding.
- Pupils are not given enough opportunities to respond to the guidance given by teachers in their marking.
- Teachers do not ensure all pupils are clear about their targets and refer to these in the feedback given to pupils.

### The school has the following strengths

- Senior leaders and members of the governing body have an accurate view of the quality of teaching and pupils' achievement. Together, they have raised expectations of staff. Consequently, the quality of teaching is improving and current pupils are making quicker progress than those in the past.
- Improvements in the Early Years Foundation Stage since the previous inspection mean that more children are making at least good progress in their first year at school.
- Standards in reading are improving rapidly and it is promoted well across the school. Pupils enjoy reading on their own and in groups.
- The school is a welcoming place where pupils behave well, and feel safe and well looked after. Strong and trusting relationships underpin pupils' enjoyment of learning.
- Pupils' social, moral, spiritual and cultural development is good.

## Information about this inspection

- The inspector observed teaching and learning in nine lessons, and examined pupils' work in a range of subjects. Five of the observations were carried out jointly with the headteacher.
- The inspector talked to a group of pupils about their learning experiences at school and listened to pupils read.
- Meetings were held with key leaders and three members of the school's governing body. The inspector had two telephone conversations with two representatives of the local authority.
- The inspector looked at a range of documentation including records relating to pupils' progress, behaviour, attendance and safeguarding.
- The inspector took account of the 21 responses to the online questionnaire (Parent View), spoke with a group of parents at the end of the school day and analysed 11 staff questionnaires.

## Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school
- Most pupils are of White British heritage, with a number of other ethnic backgrounds represented in low numbers. The proportion of pupils who speak English as an additional language is below that found nationally.
- The proportion of pupils known to be eligible for the pupil premium is below average but rising. (The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and pupils known to be eligible for free school meals.)
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The number supported by school action plus, or with a statement of special educational needs, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are seven classes in the mornings and six in the afternoon, with the Year 4 class splitting. Some go to Year 3 and some to Year 5 to make mixed Year 3/4 and 4/5 classes.
- The school provides for a breakfast and after-school club.

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

- Improve the quality of teaching so that it is at least good and results in all pupils achieving well, by:
  - making sure teachers plan and provide work at the right level of difficulty for pupils of all abilities, particularly the more able
  - regularly checking the progress that pupils are making during lessons to correct misconceptions, identify gaps in understanding and increase participation
  - allowing pupils time to respond to their teachers' comments and fully understand what they need to do to improve their work
  - making sure that teachers plan opportunities for all pupils to write at length and extend their writing skills across a range of subjects
  - making sure that all pupils are clear about their targets and that teachers refer to these in their feedback.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement, including that of pupils from minority ethnic backgrounds, is not yet good. Results in the Year 6 national tests have shown that overall attainment has declined over the past three years and is now broadly average. In 2012, pupils' test results in writing fell to below national average because they had not made the progress, or attained the levels, of which they were capable.
- The school's information on achievement, pupils' work and continuing improvements in teaching show that current pupils are making faster rates of progress than those in the past. Current Year 6 pupils have made good progress from their starting points at the end of Key Stage 1 and are working at levels above those expected nationally in reading and mathematics.
- Even though there are noticeable improvements in the quality of writing, attainment remains below the national average at both Key Stages 1 and 2 and not enough pupils make the progress typically expected of them.
- Children enter the school with skills and knowledge slightly below those expected for their age. Provision in the Reception class is strong and this, combined with an enriched outside environment, ensures children learn quickly and make good progress in their early reading, writing and number skills.
- In the 2012 check on phonics (the sounds that letters make) for Year 1 pupils, only a small proportion reached the expected level. However, teachers' skills in the teaching of phonics have improved as a result of training and individualised coaching. Daily phonics is now taught well and pupils are on course to do much better. Reading is a strength of the school and given high priority. Pupils of all ages clearly enjoy reading and routinely discuss favourite books and authors.
- The school's focus on improving standards in writing is beginning to result in clear improvements. Leadership of English has been strengthened and new initiatives, for example marking ladders and the 'Super Writing' approach, are enabling pupils, particularly the more able, to make the progress they should and attain the higher levels of which they are capable.
- Much improved systems for checking pupils' progress and well-being ensure that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from minority ethnic backgrounds and those who speak English as an additional language.
- Year 6 pupils eligible for the pupil premium did not do as well as other pupils in the 2012 end of year tests. Results show that they were about 12 months behind their classmates in English and 20 months behind in mathematics. However, current Year 6 pupils are attaining similar levels to those of their peers. The school uses the pupil premium funding well to provide additional support for those pupils who need it.
- The progress of disabled pupils and those with special educational needs is closely monitored and shows that most now make good progress. Teaching assistants know the pupils they support in lessons very well and help individuals to think through for themselves and gain independence.

### The quality of teaching

### requires improvement

- There is too much variation in the quality of teaching across the school and not enough is consistently good or better.
- Where teaching requires improvement, it is frequently because teachers expect all pupils to complete the same work. This frustrates the more able who are not being sufficiently challenged. Too often teachers set the pupils a task and do not regularly check the progress that they are making. As a result, pupils sometimes misunderstand the work, gaps in their understanding are not being addressed quickly enough and progress slows. This is more evident in writing than in other areas.

- There is a variation in the quality of marking in pupils' books. There is not enough evidence of pupils being given time to respond to the advice given by their teacher and therefore fully understand how to improve their work.
- Teachers do not always make sure that pupils are aware of their targets, or refer to these often enough when feeding back to pupils.
- Where teaching is good, a range of well-designed resources support learning that is well paced and challenging for the pupils. Teachers question expertly to probe and accelerate understanding. In a good mathematics lesson observed during the inspection, the pupils were given time to respond to the teacher's marking; as one child put it; 'I love maths because my teacher challenges me all the time.'
- Work in pupils' books in lower Key Stage 2 shows evidence of extended writing across a range of different subjects, for example in history and religious education. However, teachers do not plan enough of these writing opportunities for the older pupils.
- Most parents and carers who responded to the online questionnaire felt that their children were taught well. While teaching is not yet good, these views do support the evidence that teaching is improving.

### **The behaviour and safety of pupils** are good

- Behaviour around the school and in lessons is good. Most parents and carers, staff and pupils agree with this.
- The school does not tolerate discrimination of any kind and, since the previous inspection, the school has embedded a fair and consistent behaviour management policy that is understood by the pupils and implemented well by staff. This has resulted in marked improvements in behaviour.
- Pupils are thoughtful, polite and considerate. They show respect to others and make a positive contribution to the school's calm, orderly environment. They show a high regard for all staff and these positive relationships encourage pupils to seek help if they need it.
- Pupils enjoy attending school and exclusions are rare. Attitudes to learning are good.
- Of the small percentage of parents who responded to Parent View, a small minority raised bullying as a concern. Little evidence of this was found during the inspection or over time by checking the relevant documentation.
- Pupils feel safe at school and have a good understanding of the different types of bullying, including cyber bullying.
- They are kind and supportive of others. They appreciate that people are different and show tolerance in their day-to-day relationships. Pupils from all backgrounds work together sensibly and play happily and safely.
- There are good opportunities for pupils to extend their spiritual, moral, social and cultural awareness. There is a good range of opportunities through the school's 'creative curriculum' approach and for pupils to take responsibility around school, for example in organising fundraising events. Daily acts of collective worship enhance the pupils' spiritual development and allow pupils opportunities for reflection time.

### **The leadership and management** are good

- The headteacher gives clear direction to the work of the school. She has high expectations of staff and effective teamwork is driving improvement strongly. She is well supported by her ambitious senior leadership team who are intent on raising achievement further. Staff are committed to giving the pupils the best education. Current school data show that pupils' progress is accelerating and attainment is rising in all subjects.
- Leaders at all levels are committed to improving pupils' learning and have correctly prioritised

writing as the main school focus. They are firmly focused on improving marking and ensuring that pupils know their targets and that these are referred to in the feedback they receive.

- The quality of teaching is checked regularly through observing lessons, regular short visits to classrooms and close examination of pupils' workbooks. Where teaching requires improvement, robust procedures are in place to improve teachers' performance.
- Regular pupil progress meetings between class teachers and senior leaders identify pupils who are at risk of underachievement, allowing them to receive the carefully planned support that they need in order to to catch up.
- Equality of opportunity is at the centre of the school's work, although leaders know that there is more to be done to ensure all pupils, particularly the more able, attain the higher levels of which they are capable in writing.
- The curriculum balances the development of essential skills and creativity well. The rich variety of trips, visitors to school and after-school activities deepen the pupils' enjoyment of learning. The breakfast and after-school clubs offer high quality care and provision.
- The school has a productive relationship with the local authority, which has provided some effective training to support the school in improving teaching and pupils' achievement.
- **The governance of the school:**
  - Members of the governing body are very committed to the school and ensure that pupils are safe and very well cared for. Governors have a good overview of the school's performance, including the progress that the pupils are making. They systematically challenge the headteacher in strategically improving the quality of teaching and understand the procedures for linking pay awards to the quality of teachers' work. Governor training is up to date, for example in ensuring that the school meets all statutory safeguarding requirements. Governors utilise resources in the best interest of pupils and keep a close eye on the progress being made by pupils who are eligible to receive the pupil premium funding.

## 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

<b>Unique reference number</b>	118620
<b>Local authority</b>	Kent
<b>Inspection number</b>	405796

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eileen Smith
<b>Headteacher</b>	Michelle Grima
<b>Date of previous school inspection</b>	20–21 June 2011
<b>Telephone number</b>	01634 861691
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