

Burnt Oak Junior School

Inspection report

Unique Reference Number	101427
Local Authority	Bexley
Inspection number	354993
Inspection dates	4–5 October 2010
Reporting inspector	Mike Capper

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Mike Rapley
Headteacher	Carol Richardson
Date of previous school inspection	12 May 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons, with nine teachers being seen. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 67 questionnaires from parents and carers, 16 from staff and 180 from pupils.

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

- Pupils' progress in writing.
- Pupils' independence, responsibility-taking and their understanding of how to improve.
- The consistency of teaching at providing the right level of challenge for all.
- The impact of leadership and management in tackling the dip in attainment evident in national tests in 2009.

Information about the school

This junior school of average size takes most of its pupils from the local community. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Most, but not all, of these pupils have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average.

The school has a number of awards, including Healthy School accreditation and Eco School and Basic Skills awards.

A breakfast club is provided by an outside provider and was not inspected.

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

This is a satisfactory school that is improving steadily. A significant dip in national test results in 2009 has been tackled successfully and attainment at the end of Year 6 is now above average. Pupils' achievement is satisfactory, although progress across the school is uneven. This is because there is some inadequate teaching in Years 3 and 4 which slows the pace of learning. Pupils make the best progress in Years 5 and 6, where teaching provides good challenge. In other year groups, there are occasions when teachers do not have high enough expectations of what pupils should learn and work is not pitched consistently at the right level for all.

Pupils enjoy school and feel very safe. They talk knowledgeably about internet safety and are confident that adults will 'help if we have a worry'. Pupils participate enthusiastically in sport and have a good awareness of the importance of adopting healthy lifestyles. The school's good work in this area is reflected in its Healthy School accreditation. Pupils keenly take responsibility outside lessons, and the school council helps them make a good contribution to the community. Councillors are actively involved in decision-making and give pupils a good voice in school life. However, in lessons, pupils are often too passive and lack independence. Consequently, they are not always actively enough involved in their learning. This is because the curriculum does not always inspire and engage pupils well enough.

There has been some good work over the last year to improve marking and target setting. Where it is effective, pupils are clear about how to improve their work but this is not yet consistently strong across the school. Pupils develop a good understanding of right and wrong and they are polite and courteous. They show good concerns for the needs of others by supporting charities but they have only a limited knowledge of cultures other than their own.

Leaders engage well with parents and carers, who contribute well to learning by supporting their children with work at home. Good transition arrangements ensure that new pupils settle quickly when they start school in Year 3.

Self-evaluation is satisfactory and leaders know what needs improving. With extensive external support from the local authority, there has been a concerted effort to improve teaching. As a result, there is more good teaching now than at the time of the last inspection. However, monitoring by senior leaders has not been rigorous enough to ensure sustained improvement among all teachers. This means that there is still some unevenness to pupils' progress across the school. Over the last two years, the school has gathered a wealth of data, but use of these data to check how well different groups of pupils are doing and to take action to tackle dips in attainment is still in the early stages of development. Nevertheless, the school has shown in the improved attainment over the

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last year, especially in writing where pupils are now making the expected progress, that there is a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve teaching and learning in Years 3 and 4 by:
 - ensuring that all teachers always expect enough of the pupils and provide work that is pitched at the right level for all
 - ensuring that teachers make better use of marking and target setting to help pupils understand how to improve.
- Improve leadership and management by:
 - ensuring that teachers are monitored rigorously and are given sharp targets and timescales to help them improve
 - using data rigorously to track and check the progress of different groups so that any dips in attainment can be tackled more quickly.
- Improve the curriculum so that it is always interesting and relevant and gives pupils more opportunities to learn about different cultures.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory, and most say that they enjoy of school. This is reflected in above-average rates of attendance. From their above-average starting points in Year 3, pupils make satisfactory or better progress in many lessons. They do best in those lessons when there is good challenge and opportunities to work independently. For example, in Year 6, where pupils are grouped by ability for numeracy lessons, pupils made good progress as they applied their mathematical skills to work out the costs of advertisements. They worked hard and were fully engaged because they were encouraged to think like mathematicians. In a good literacy lesson, pupils wrote in the style of Roald Dahl, improving writing skills quickly because work was purposeful. Where progress in lessons is slow, it is because work is not matched well enough to differing needs. For example, in a lesson where pupils wrote about the Arctic, they all worked on the same task and this meant that some were not challenged well enough. The task did not engage all pupils sufficiently and some lost interest and became noisy and naughty.

There is well planned support outside lessons for pupils who have special educational needs and/or disabilities. This is beneficial to these pupils, and they make good progress at these times. As with other pupils, progress in lessons, while satisfactory overall, is uneven, and there are occasions when they find work too hard.

Pupils are polite and articulate. They demonstrate this clearly when giving guided tours of the school to visitors, talking with pride about what they learn. Pupils work hard most of the time, although they do not always present their work neatly enough. Pupils make a good contribution to the community, with the school's Eco Award demonstrating pupils' growing awareness of the importance of looking after the planet. Visits to the Houses of Parliament and a residential trip to France help pupils to develop a satisfactory understanding of their place in the world. However, they have only a limited knowledge of the multicultural diversity of modern Britain.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Adults make school a welcoming learning environment and ensure that pupils are able to talk about concerns they may have. Support for children who need additional help is suitably targeted and ensures that they improve their skills steadily.

There is much good teaching in school, particularly but not exclusively in Years 5 and 6, but also some that is satisfactory or inadequate. Teachers make good use of resources, such as interactive whiteboards, to introduce new skills. Teaching assistants are deployed effectively and have a good impact on learning, especially outside lessons when supporting groups of pupils who have special educational needs and/or disabilities. Where teaching and learning are good, assessment information is used well to plan the next steps in learning. However, this is not yet consistent in all lessons, especially where teachers' expectations are not high enough. There have been recent improvements in the use of targets and the marking of work to help pupils understand their next steps in learning, but this is not yet consistently strong across the school.

The school has a Basic Skills award. This is reflected in the way that the curriculum soundly promotes basic skills in literacy, numeracy and information and communication technology, but work does not always take account of pupils' interests and aptitudes. This is an important factor in the lack of motivation and engagement seen in some lessons.

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Clubs and visits enrich the curriculum well and add greatly to pupils' enjoyment of school. Pupils speak very positively about the many opportunities they get to take part in sport or to learn how to play a musical instrument. They are also pleased that they can learn French as it 'helps us get ready for secondary school'.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders at all levels have a strong determination to improve provision and their drive and ambition are satisfactorily embedded across the school. There is a good understanding of priorities and a start has been made to tackling them. There has been a focus on improving teaching and this is beginning to improve learning. Teachers are set targets and timescales for improvement but these have not been monitored rigorously enough to iron out remaining inconsistencies in teaching so that all of it is at least good. The governing body is supportive and is beginning to provide more challenge to the school so that it can play a bigger part in planning for school improvement.

Leaders promote equality and tackle discrimination satisfactorily. There is no discrimination but the school is only just starting to use data to compare the progress of different groups so that dips in progress can be tackled more quickly. The school makes a satisfactory contribution to community cohesion. Good engagement with parents and carers means that the school is responsive to local needs, but pupils' understanding of life in multicultural Britain is less strongly developed and has rightly been identified by leaders as a priority for improvement.

Systems for safeguarding pupils are satisfactory. Minor discrepancies in paperwork had been resolved by the end of the inspection.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers are pleased with the work of the school. Positive comments included 'Most staff are approachable' and 'My child loves the school'. A few parents and carers are concerned about their children's progress and the quality of some teaching. The inspection team found that both teaching and progress, while satisfactory overall, are uneven across the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnt Oak Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	52	27	40	2	3	0	0
The school keeps my child safe	35	52	27	40	1	1	1	1
My school informs me about my child's progress	27	40	36	54	0	0	0	0
My child is making enough progress at this school	25	37	33	49	4	6	2	3
The teaching is good at this school	22	33	37	55	4	6	0	0
The school helps me to support my child's learning	23	34	35	52	6	9	1	1
The school helps my child to have a healthy lifestyle	31	46	34	51	0	0	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)	23	34	36	54	2	3	1	1
The school meets my child's particular needs	21	31	36	54	4	6	1	1
The school deals effectively with unacceptable behaviour	23	34	37	55	2	3	2	3
The school takes account of my suggestions and concerns	17	25	41	61	5	7	0	0
The school is led and managed effectively	27	40	32	48	5	7	0	0
Overall, I am happy with my child's experience at this school	29	43	31	46	5	7	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 October 2010

Dear Pupils

Inspection of Burnt Oak Junior School, Sidcup DA15 9DA

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. At the moment, your school provides a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Some of the things we found out about your school

- Satisfactory teaching means that you make steady progress as you move through the school. At the moment you learn quickest in Years 5 and 6.
- You get on well together and help each other both in and out of lessons.
- All adults in school are kind and caring and they give you suitable help when you find work difficult.
- You happily take responsibility for many things. The school council does a good job in ensuring that your voice is heard.
- Most of your parents and carers are pleased that you come to this school.
- The headteacher and other leaders know what needs improving and are taking the right steps to move things forward more quickly.

What we have asked your school to do now

- Make sure that work is pitched at the right level for all of you, and give you targets to help you know how to improve.
- Make sure that leaders are checking that all the things they are doing to improve teaching are proving successful.
- Make sure that teachers always plan work that is interesting and that they give you more opportunities to learn about other cultures.

We wish you all well for the future. We hope you will help your teachers by working hard and trying to present your work neatly all the time.

Yours sincerely

Mike Capper

Lead inspector

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