

Burnt Oak Junior School

Burnt Oak Lane, Sidcup, DA15 9DA,

Inspection dates 28 February–1 March 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

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

- Although attainment at the end of Key Stage 2 is above average, too many pupils, especially the more able, have not made the progress expected of them.
- Sometimes, teachers' expectations are not high enough. In too many lessons, teachers do not plan sufficiently challenging tasks to extend pupils' learning or deepen their understanding.
- In some lessons, teachers do not check effectively how well pupils are learning. Consequently, they do not adapt their teaching to ensure that all pupils make good progress and they do not always ensure explanations are clear and understood.
- Although there has been some improvement in teaching, senior leaders have focused more on what the teachers do, rather than on the impact on pupils' progress during the lesson. As a result, too many pupils, especially the more able, do not make enough progress.
- The curriculum has improved since the last inspection but there is not a clear overview or consistent approach to planning, and opportunities to practise skills learnt in literacy and numeracy are less well developed in other subjects.
- Pupils do not take enough care over the presentation of their work and writing in all subjects.

The school has the following strengths

- The executive headteacher and executive deputy headteacher are ambitious for the school and have focused its work on the correct priorities for development.
- Members of the governing body hold staff to account effectively for their performance and have steered significant improvements, so an increasing proportion of teaching is good and is starting to improve pupils' achievement over time.
- Teachers' marking is effective in literacy and numeracy in helping pupils understand how to improve their work and next steps in their learning.
- Pupils' behaviour is good. They enjoy coming to school and attendance is above the national average. The school provides good pastoral support and care so that pupils feel safe. They get along very well together and treat each other and adults with respect and courtesy.

Information about this inspection

- Inspectors observed 13 lessons, of which two were joint observations with the executive headteacher and executive deputy headteacher. In addition, inspectors heard pupils read and scrutinised pupils' work in their books.
- The majority of Year 6 pupils were not present during the inspection because they were attending a residential educational visit. They were accompanied by 4 members of the teaching staff. Inspectors evaluated attainment and progress in their books and talked to the few pupils that remained in school.
- Meetings were held with pupils, members of the governing body, school staff and a representative from the local authority.
- Inspectors took account of the 70 responses to the online parent questionnaire (Parent View) and other communication received during the inspection, and held informal discussions with parents and carers.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data about pupils' current progress, planning and monitoring documentation, as well as documents relating to safeguarding, and recent governing body minutes.

Inspection team

Barbara Firth, Lead inspector

Additional inspector

Peter McCarthy

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- Almost all pupils are of White British heritage; the proportion of pupils from other ethnic groups is well below that seen nationally, as is the proportion of pupils who speak English as an additional language.
- Approximately one sixteenth of pupils, a much lower proportion than average, are eligible for the pupil premium funding (extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families, and those children that are looked after).
- The proportion of pupils supported by school action is below average with the proportion supported through school action plus or with a statement for special educational needs similar to that found nationally.
- The school does not use alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has formed a collaborative with an infant school. The two schools share an executive headteacher and executive deputy headteacher but have independent governing bodies. There have also been changes to the leadership structure within the school and staffing.

What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is consistently good or better by ensuring that:
 - when planning lessons, teachers make better use of pupils' progress information to ensure that work extends and challenges the abilities of all pupils, especially that of the more able
 - there is a brisk pace of learning in lessons
 - pupils' understanding is checked more regularly throughout lessons so that teachers can amend and adjust their teaching and the support they provide to help all pupils make the most out of their learning
 - teachers demonstrate more clearly the skills pupils are expected to learn and ensure that explanations are clear and understood.
- Improve achievement and rates of progress in all subjects, especially for boys in writing, by:
 - ensuring that all teachers have high expectations of all pupils, particularly of the more able
 - expecting better presentation and accurate spelling and punctuation in all writing.
- Improve leadership and management by:
 - increasing the focus on the performance of more-able pupils
 - ensuring that when making judgements about the quality of teaching, consideration is given to the impact that the teaching is having on pupils' progress during the lesson
 - having a clear curriculum overview of what is being taught and develop explicit links across all subjects with literacy and numeracy.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because pupils do not make good progress across the school and the school has not yet established a pattern of sustained achievement across all year groups over time.
- Pupils' attainment in national tests at the end of Key Stage 2 is significantly better than the national average in both English and mathematics and has been over time.
- However, pupils' progress is not consistently good in English and mathematics. Considering the high attainment on entry to Year 3, not enough pupils reach the higher levels at the end of Year 6. Teachers do not expect enough of the more-able pupils or plan work to challenge them to think hard.
- A significant proportion of boys who entered the school in Year 3 with a high level in writing do not make the expected progress to achieve a high level at the end of Year 6. The presentation of pupils' written work, and particularly that of boys, is often poor. Writing in other subjects is often below the standard of written work in literacy lessons, with spelling and punctuation errors left unchecked.
- There is a legacy of underachievement which the school is addressing. School data on progress, work seen in lessons and in the books of pupils currently in the school indicate an increasing proportion of pupils are now making at least expected progress across the key stage.
- The progress of pupils in reading is improving at a faster rate than in writing because the teaching of phonics (the linking of sounds and letters) is now usually good. Pupils are confident and keen to read but have limited knowledge of different authors and types of writing.
- In 2012, the attainment and progress of pupils receiving pupil premium funding because of their eligibility for free school meals was better than similar pupils nationally in both English and in mathematics. The progress of these pupils in the school is better than for other pupils and the gap in attainment is narrowing because of the effective support provided. Eligible pupils are targeted for one-to-one tuition and support from a learning mentor. Attainment for these pupils in English is around six months behind other pupils and around 12 months behind in mathematics, as seen in their average point scores in the Year 6 national tests.
- Rates of progress of different groups of pupils, including those from different ethnic backgrounds, those who speak English as an additional language, disabled pupils and those with special educational needs, are improving because of well-targeted support and these groups achieve as well as their peers. An increasing proportion of pupils in these groups now make good progress. This shows the school is improving the equality of opportunity for pupils' learning.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not consistently good and has not been over time. As a consequence, not all pupils make consistently good progress in all subjects and in all year groups during their time in school.
- Teaching does not challenge more-able pupils, who told inspectors that too often their work was 'too easy'. When planning their lessons, teachers do not always make the best use of the information provided for them about pupils' progress and consequently, more-able pupils sometimes waste time completing work that they already can do before getting on to more challenging tasks. Additionally, in some lessons, even the higher-level work does not stretch them enough. For these pupils, the pace of learning and the progress they make slows.
- Where teaching is good, the teacher asks skilful and timely questions to check pupils' understanding throughout the lesson and then adapts their teaching to fill any gaps in learning.

For example, pupils made good progress in a mathematics lesson in which the pupils were practising using a systematic approach to problem solving; when the teacher realised that some pupils did not understand what they had to do, she drew their attention back to the process which was displayed on the wall and asked two pupils to demonstrate their work using a visualizer. However, in another class where the pupils were doing the same task, pupils' progress and pace of learning was much slower; the teacher did not check their learning and therefore adapt their teaching, even though a significant number of children did not understand what they were expected to do.

- When the teacher explains clearly what the learning intention of the lesson is and what skills the pupils will be developing, pupils make good progress. However, in some lessons, the learning intentions are unclear, and in some cases, confusing; teachers do not demonstrate well enough what the pupils are expected to do and, as a result, they do not make good progress.
- Teachers' expectations of pupils' writing are not high enough; consequently, pupils do not take enough care when presenting their work.
- Most teachers are applying the newly introduced marking policy consistently in literacy and numeracy. They suggest ways to improve pupils' work and give appropriate additional tasks and suggestions on how the work can be improved. Pupils are given time to respond and practise their skills, which is encouraging them to take more responsibility for their own learning and improving the progress that they are making. The same detailed marking is not evident in all subjects and, as a consequence, opportunities to correct misspelt words and punctuation errors are missed and pupils do not learn from their mistakes.
- Teachers are increasingly using a wide range of new technology to aid learning and improve progress. Year 3 pupils were observed using 'tablets' to record data on a spreadsheet and Year 4 pupils using 'iPods' as a dictionary in a literacy lesson. The pupils were enthusiastic, and in most cases used the technology appropriately and learnt well from the experience. However, a few pupils were distracted by them and for these pupils time was wasted and progress slowed.
- Some support staff make a very valuable contribution to teaching and learning both within class and in small intervention groups, but this is not always the case, especially when lesson planning does not take into account pupils' individual needs.

The behaviour and safety of pupils are good

- Teachers and support staff foster a supportive and positive climate for learning. Pupils socialise and cooperate well in lessons and at breaktimes, and make a good contribution to the school's friendly, welcoming environment.
- The school is a cohesive and supportive community and is successful in tackling any form of discrimination. Inspectors checked behaviour logs. They found that records of incidents causing concern were rare, and pupils behave well and treat each other with respect and courtesy.
- Pupils enjoy coming to school and this is reflected in their above-average attendance.
- Behaviour is good; it is not outstanding in the school because, in a few lessons, pupils get fidgety or go off task. This is usually when they are not expected to do enough or the work is undemanding.
- Pupils feel safe in school, they know and understand how to keep themselves safe. They have a good understanding of different types of bullying, including on the internet. Inspectors agree with pupils who say that bullying is rare, and this is confirmed by the views expressed by the vast majority of parents and carers, both in discussions and in those that responded to the on-line questionnaire (Parent View). When bullying does occur, staff deal with it effectively.
- Assemblies and the curriculum support pupils' spiritual, moral, social and cultural development. Displays of pupils' art work linked to the recent Chinese New Year and links with a school in Zambia illustrate the improved efforts the school has made to ensure that the pupils are aware of other cultures. There are good opportunities for pupils to take responsibility, for example

being trained as a 'technology monitor'. The weekly achievement assembly celebrates pupils' progress, attitudes and effort.

- Most parents and carers are very positive about pupils' behaviour and feel confident that their children are kept safe, and they say that behaviour has improved since the last inspection.

The leadership and management require improvement

- Leadership and management are not good because they have not ensured that all teaching is good enough to enable the majority of pupils to make good progress. As a result, some pupils, especially the more able, make less than expected progress over time.
- Nevertheless, leaders at all levels are committed to the school's success. The formation of the collaborative with the infant school and the appointment of a shared executive headteacher and deputy headteacher to lead both schools ensure a smooth transition from Key Stage 1 into Key Stage 2. Teachers in both schools are working closely together, sharing training and developing joint policies and practice. This work and staffing changes in September 2012 have strengthened the school's capacity to improve, the impact of which is already evident in some improvements to the quality of teaching and improved pupils' progress.
- Self-evaluation has accurately identified the areas requiring improvement and the school's development plan identifies appropriate key priorities for the school set against clear success criteria.
- The monitoring of teaching and learning is now more regular and rigorous. However, when grading the quality of teaching, judgements have in some cases been too generous because the emphasis has been on what the teacher is doing in the lesson and less so on the impact that it is having on the progress pupils are making with their learning. Appropriate developmental and performance management systems are in place and the policy links salary progression to pupils' progress.
- Systems to track pupils have been improved and are now robust. Pupils who fall behind are now identified more quickly and support is put in place promptly to enable them to catch up. Consequently, the school is now more effective in promoting equality of opportunity.
- The curriculum provides opportunities for enrichment and promotes pupils' spiritual, moral, social and cultural development. Pupils in Year 6 enjoy a residential trip and all pupils take part in other visits. There is a range of themed weeks and days. Pupils have an opportunity to learn a musical instrument and there is a newly established 'Choir Club', which is very popular. However, there is an inconsistency in planning or an overview of what is being taught across the year groups, and the opportunities across the curriculum for pupils to develop literacy and numeracy skills are not obvious.
- The school has been in receipt of intensive support from the local authority through a 'Focus Group'. It has provided effective support to the governing body in setting up the collaboration between the school and the infant school. They have provided training for both the school staff and the governing body.
- The school works well with parents and carers who are increasingly supportive of the school.
- Leaders ensure that the pupil premium funding is used effectively and monitored rigorously. Consequently, the rate of progress for eligible pupils is in line with other pupils.
- **The governance of the school:**
 - The governing body is supportive and committed to the school. Governors are involved in the school's self-evaluation and monitoring of performance. They understand data and have an increasingly accurate view of how the school is performing in relation to standards nationally and in comparison to similar schools. They have a broadly accurate view on the quality of teaching and are working closely with senior leaders to improve it across the school. Some governors check the school's work themselves and ask the headteacher insightful questions. Governors have approved a policy for performance management that links pupils' results to

salary progression. Financial oversight of the budget as a whole is effective. The governing body ensures that procedures for keeping pupils safe meet statutory requirements.

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

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| Unique reference number | 101427 |
| Local authority | Bexley |
| Inspection number | 404756 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 235 |
| Appropriate authority | The governing body |
| Chair | Douglas Robinson |
| Headteacher | Roslin Owen |
| Date of previous school inspection | 4–5 October 2010 |
| Telephone number | 020 8300 5854 |
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