

# Burwood School

Avalon Road, Orpington, BR6 9BD

**Inspection dates** 26–27 June 2013

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

- The school has recently introduced a zero tolerance to assaults on staff or other students, as well as challenging inappropriate language. However, despite the staff's best efforts, this initiative has not yet had sufficient impact on students' behaviour over time.
- Whereas the number of students excluded from individual lessons has been reduced, the number of days lost by students excluded from school for short periods of time because of poor behaviour has not yet fallen rapidly enough.

### The school has the following strengths

- Students make good progress, particularly in English and mathematics. All the current Year 11 students have secured a college placement for September.
- All students now follow a range of GCSE or equivalent courses, starting in Year 9.
- Good progress in the important skills of literacy and numeracy are underpinned by extra daily English and mathematics lessons.
- Teaching is good. Planning is effective and work is matched well to students' abilities, which ensures they make good progress.
- The headteacher and his senior staff have a strong focus on improving all aspects of the school's work and have ensured all areas for improvement identified at the previous inspection have been dealt with. Staff at all levels are committed to the school's success.
- Governors know the school well and are effective in their support for the headteacher and the changes he has introduced since his appointment in September 2012.

## Information about this inspection

- The inspector observed eight lessons, taught by eight different teachers. Five of the lessons were observed jointly with the headteacher.
- A meeting was held with a group of Year 10 students. Meetings were also held with the headteacher, members of the senior leadership team, others with posts of responsibility and the governor with responsibility for safeguarding. Telephone conversations were held with the Vice-Chair of the Governing Body and a representative of the local authority.
- The lead inspector took account of the online questionnaire (Parent View). However, because there was only one response, he took into account the school's own recent parental questionnaire, and 12 responses to the staff questionnaire.
- The lead inspector observed the school's practice and looked at a range of documentation, including the school's checks on how well it is doing and its improvement planning, information on students' progress, documents used by senior leaders to check the school's work, governing body documentation, and records relating to attendance, behaviour and safeguarding.

## Inspection team

James Bowden, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school provides for boys with behaviour, emotional and social difficulties. Many have additional and complex needs such as specific learning difficulties, moderate to severe speech language and communication needs and autistic spectrum disorders, including attention deficit hyperactivity disorder. All students have a statement of special educational needs.
- Students are admitted to the appropriate year group following a permanent exclusion from a mainstream school or a managed move from a mainstream school, or because they have moved to the local authority from similar provision in another local authority. Students join at different times during the year.
- Currently, most students are of White British backgrounds, a few are of mixed backgrounds and a very few are Gypsy Romany. None of the students are from families where English is not the home language.
- The proportion of students at Burwood eligible for the pupil premium, which provides additional government funding to support pupils known to be eligible for free school meals, children in local authority care and children from service families, is well above the national average. Currently, there are no children from service families and a very few are in local authority care.
- A new headteacher was appointed in September 2012.
- The school has trialled early entry for GCSE English with a very small proportion of the Year 10 cohort and is awaiting the results.
- The school does not use alternative off-site provision.

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

- Make sure all staff apply policies and procedures consistently so as to improve behaviour over time and reduce the number of days students are excluded for short periods of time because of poor behaviour.
- Improve the quality of teaching and learning by making sure that:
  - all adults who support students in lessons are deployed effectively in order to make sure students make the best progress possible
  - reduce the length of the long double lessons in order to enable teachers to plan more effective and lively activities to keep students fully on task.

## Inspection judgements

### The achievement of pupils is good

- For almost all students, attainment on entry to the school is well below that of their classmates in mainstream schools. Most have been underachieving. This is as a result of much missed schooling, often because of exclusion, and difficulties in settling comfortably into school life. Attainment remains below that of their classmates at the end of Year 11.
- In relation to their starting points, students make good progress and achieve well as a result of the help and support they receive.
- There are no particular differences in the rates of progress made by those with different levels of learning difficulties or the very few of Gypsy Romany background. Those on free school meals and eligible for pupil premium funding make similar progress to others in the school. They benefit greatly from the 'achievement for all' project, which focuses on the important skills of literacy and numeracy. In addition, those students in the nurture group are also making good progress as a result of the extra support they are given.
- On arrival, the school checks carefully students' ability so as to provide individual support plans and set targets for improvement in the important skills of literacy and numeracy, as well as all other subjects. Progress towards these targets is monitored and new targets set when appropriate.
- At the end of Year 11, in 2012, all those sitting GCSE or equivalent examinations achieved five or more A\* to G grade passes and a few achieved five or more A\* to C grade passes, including English and mathematics. All moved on to further education, employment or training.
- In almost all lessons, progress is good, although less so in some instances where a very few find difficulties in concentrating. In a building studies lesson, students made good progress in the design task of making wooden 'stick-toys'. Working to set drawings, they carefully cut out the separate parts needed. Learning was extended as one of the students was involved in talking about how the principle of 'levers' would be important for the moving parts of the toy.

### The quality of teaching is good

- Teaching across the school has improved and promotes good learning for all. Teaching in English and mathematics is good. Extra short daily lessons also improve the important skills of literacy and numeracy. In one such lesson, students were extending their use of words by suggesting and writing down alternatives to 'said' in reported speech.
- Teachers plan their lessons well, making sure the work set matches the abilities of all students. In a mathematics lesson, following a timed starter activity, students were directed to work on different individual tasks in the text book. This enabled them all to make good progress in relation to their abilities, for example, a higher-attaining student practising successfully his mental arithmetic skills.
- Teachers know their students well and make sure they provide a good range of resources to make learning lively and interesting. This was evident in a food lesson where students were preparing 'pitta packets' with chicken and discussed the range of additional ingredients used, including the use of added paprika to add extra flavour.
- Sometimes the pace of learning is not kept up and concentration slips. This is particularly the case in some of the long double periods. However, although the pace slowed somewhat in a science lesson, the teacher's skilful questioning was effective in monitoring students' progress and helped them stay on task during the second half. In a very few other lessons, staff struggled to keep all students fully occupied and on task.
- Teachers mark students' work well, which makes sure students reflect on what they have done well and on how they could improve. In an art lesson, students discussed their work with the teacher, with one being helped by the teacher to compare his work to that of the American artist, Keith Haring.

- Teachers and other adults supporting in lessons work well together. Praise and encouragement are used appropriately. On occasions, however, support staff are not directed well enough to check that all students are making the best progress possible towards the learning outcomes set by teachers, rather than focusing too much on awarding or deducting behaviour 'points'.
- Parents think that rewards and sanctions are given fairly. Students say teaching is good because they get individual help and attention.

### **The behaviour and safety of pupils** requires improvement

- The school's recently introduced zero tolerance to assaults on staff or other students, as well as challenging inappropriate language, has not yet, despite the staff's best efforts, paid dividends in improving students' behaviour over time. Because incidents are now rigorously recorded, the school has a more accurate picture of behaviour. The number of students excluded from school for short periods of time because of poor behaviour has remained similar to last year, both in terms of the number of days as well as the number of students involved, which includes a few who are repeat offenders.
- However, behaviour in and around the school for most students is generally sensible, as a result of high levels of staff supervision. This is particularly the case during breakfast club, morning break and lunch times. The social and emotional aspects of learning programme, together with personal, social, health and citizenship education, has led to some improvements in day-to-day behaviour and there are now fewer students excluded from individual lessons. Permanent exclusions are few, there having been one in September. Up to the end of the previous school year, the number of students excluded from school for short periods of time because of poor behaviour had been increasing.
- Compared to their previous records, attendance for many improves considerably at Burwood. Unauthorised absences have fallen and overall attendance is improving slowly over time.
- Parents are supportive of how the school environment is a safe place to be and how well their children are treated and valued by staff. This was confirmed by the responses to the staff questionnaire and by the small group of students who met with the lead inspector. They said the school was a safe place to be and that there is always someone they can talk with should they need to do so.
- Attitudes to learning are usually positive but some students tend to drift off task, particularly during double lessons. Some inconsistencies in the way adults respond to students is not always helpful, particularly when there are clearly stated rewards and sanctions linked to attitudes and behaviour. A few students are adept at stepping away from potential problems and reflecting on their actions, which means the learning of others is not affected.

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

- The headteacher's strong drive and ambition for improvement has ensured all the areas for improvement given at the previous inspection have been dealt with. Teaching has improved and the curriculum matches fully the needs of students. At the previous inspection, the school's approach to behaviour management was judged to have been inconsistent. However, despite the school's new efforts to improve students' behaviour over time through the zero tolerance initiative, the headteacher is aware that more needs to be done to improve this.
- Senior leaders regularly and carefully check the quality of teaching, setting teachers targets to improve the quality of their work. At the end of the year, recommendations will be made regarding additional responsibilities and training opportunities.
- All students, regardless of their circumstances or needs, make good progress in their learning and personal development by the time they leave. The school's commitment to equal opportunities for all and absence of discrimination of any kind underpins this.

- The subjects and topics studied by students are as in mainstream schools, with an added focus in Years 9 to 11 on practical courses, such as building and construction. This prepares students well for the next stage of their education. A range of extra activities in the school and beyond, including visits to colleges, the world of work and visits to art galleries, contribute well to students' spiritual, moral, social and cultural education.
  - The school's effective collaboration with a broad range of other professionals supports students and their parents' wide-ranging needs well. Parents appreciate the school's work in keeping them informed and involved in their children's learning. This is reflected in their highly positive responses to the school's most recent questionnaire.
  - Because of staff changes, the local authority has recently only been providing limited support to the school.
  - **The governance of the school:**
    - Governors are effective in supporting the headteacher and holding senior leaders to account for students' progress and achievement. As a result of their expertise and visits to the school, they have a clear understanding of the quality of teaching and how well students are doing. They check the work of the headteacher and other staff, which helps them take decisions as to how well they are working, any actions that need to be taken, training opportunities and pay. It is highly effective in making sure safeguarding procedures are robust and fully in place. The finance committee makes sure the school's finances are in order. It also monitors pupil premium funding, which has been used to provide the 'achievement for all' project run by an outside organisation. This has already delivered improvements in students' progress in English and mathematics.
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## 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>	132008
<b>Local authority</b>	Bromley
<b>Inspection number</b>	406462

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Harrison
<b>Headteacher</b>	Graham Ingram
<b>Date of previous school inspection</b>	25–26 May 2011
<b>Telephone number</b>	01689 821205
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