

Burnt Ash Primary School

Rangefield Road, Bromley, Kent, BR1 4QX

Inspection dates 11–12 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Improvements have been made in very many aspects of the school's work since the last inspection because of the very strong and determined leadership of the headteacher and other school leaders.
- Teaching is typically good with some outstanding teaching. This is because of the high quality training and coaching provided by leaders, together with a rigorous cycle of checks on teaching.
- All groups of pupils are making good progress with some making outstanding progress, especially in reading and mathematics. Attainment in both has risen strongly and is well above the national average.
- Pupils behave exceptionally well and are very polite and well mannered. Their consistently positive attitudes have a very strong impact on the progress they make.
- Pupils feel very safe, play well together and are able to reflect on their work and have mature discussions about world issues.
- Governors show a determination to support the school in its quest for further improvement. They check information about pupils' progress carefully and know what needs to be done to improve.
- Children in the Reception classes get off to a flying start because teaching and the space provided are both of good quality.

It is not yet an outstanding school because

- Not enough teaching is outstanding because teachers do not always check on progress early enough in lessons and make changes to secure even faster progress.
- Attainment in writing, although still appreciable, is not improving as quickly as it is in reading and mathematics. Not enough use is being made of personal targets in the small number of classes where minor weaknesses in progress are noted.

Information about this inspection

- Inspectors observed teaching in 19 lessons and an assembly. These included two lessons observed jointly with members of the senior leadership team. Inspectors also listened to a selection of pupils read.
- Discussions were held with pupils, governors and senior leaders responsible for special educational needs, the Early Years Foundation Stage, English and mathematics. A telephone conversation was held with a representative of the local authority.
- Only 11 parents responded to the online questionnaire (Parent View), therefore a group of about a dozen additional parents were interviewed at the start of the school day. Inspectors also considered 37 responses to the staff questionnaires.
- Inspectors scrutinised a wide range of documents, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document and records and policies about safeguarding. They also looked at reviews of teaching, work in pupils' books and the minutes from governing body meetings.

Inspection team

Gavin Jones, Lead inspector	Additional Inspector
Janet Tomkins	Additional Inspector
Clair Harrington-Wilcox	Additional Inspector

Full report

Information about this school

- This school is much bigger than the average-sized primary school. It has provision for the Early Years Foundation Stage in two Reception classes. A pre-school unit is based in the school but it is subject to a separate inspection.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is well above average. This funding is for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, who are supported through school action, is above average. The proportion supported at school action plus or has a statement of special educational needs is twice the national average.
- There are 18 pupils in the special resource provision for pupils with special educational needs. This unit caters for pupils with severe and complex needs and is contained in two classes within the school. Pupils from each key stage have their own classroom.
- The proportion of pupils from minority ethnic backgrounds is above average, although the number with English as an additional language is above average.
- The proportion of pupils leaving or joining the school, other than at normal times, is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast club and after-school club.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and make sure that there is no teaching that requires improvement by:
 - making better use of assessments during the early parts of lessons in order to fine tune the levels of challenge for all groups of pupils much sooner.
- Improve the quality of writing, especially for the most able, in order that it matches the high attainment seen in reading and mathematics by:
 - using more consistently end-of-year targets to set, in good time, personal targets for pupils at the start of the following year, especially in Key Stage 1.

Inspection judgements

The achievement of pupils is good

- Children join the Reception classes with knowledge, skills and understanding that are typically well below those for their age, especially in language and communication skills. Their good progress is logged carefully using new technology and is instantly available for parents online.
- Pupils in Key Stage 1 achieve well in reading, writing and mathematics, matching the national average. At higher levels, pupils achieve better in reading and mathematics, but not in writing, making the transition to the highest levels in writing at Key Stage 2 much more difficult.
- At Key Stage 2, pupils' achievement has improved a great deal since the last inspection. Standards have risen significantly in reading, writing and mathematics and were well above the national average in 2013. Progress in mathematics was significantly above that seen nationally.
- Pupils' progress has improved from well below the national average in 2011 to well above the national average in 2012. Unconfirmed results for 2013 and work in lessons show that this improvement has continued.
- In lessons and in a scrutiny of work books, the vast majority of pupils in Year 6, even this early in the school year, are working at the nationally expected Level 4 in English and mathematics, with around a quarter working at a higher level.
- All groups of pupils, including disabled pupils and those who have special educational needs, make similar good progress. Nevertheless, achievement is not outstanding for all pupils as there are minor variations from class to class. Pupils from minority ethnic groups make similar good progress.
- The achievement of pupils known to be eligible for the pupil premium is good, and in some cases outstanding. They regularly reach the same standards as other pupils and in some cases achieve better in English and mathematics. This is because of the well-considered use of funding in providing smaller groups for work in literacy and numeracy in Years 5 and 6 and additional time with support assistants, for example.
- Pupils are clear about how well they are doing and checklists in their books, alongside personal targets, help them to start assessing their own progress.
- Pupils in the 'special opportunities unit' achieve well as the school ensures equality of opportunity for all its pupils. They make good progress in their learning, as other pupils do.
- Achievement in sport is good with pupils gaining healthy lifestyles and physical well-being. The school is already making use of the proposed funding for improving sport and healthy lifestyles by employing a specialist teacher in this subject.

The quality of teaching is good

- Teaching overall is now good, with a small proportion outstanding. This represents a considerable improvement since the previous inspection. In an outstanding mathematics lesson, the teacher had excellent subject knowledge, questioned a wide range of pupils on their understanding and intervened appropriately to move all groups forward, especially the most able. Behaviour for learning here was equally exemplary.
- Teachers skilfully question pupils in lessons in order to improve learning. Although, in a very small number of classes, these checks on progress are not carried out early enough in the lesson.
- Teaching in the Reception classes is good, with teachers and support adults knowing when and how to intervene in activities to keep learning moving forward at pace.
- The school is very successful in teaching phonics (the links between letters and sounds). From low starting points, within two years pupils in Year 1 are scoring above the national average in the phonics screening survey. This is due largely to good teaching skills and daily phonic lessons in small groups.

- Reading, writing and mathematics are taught effectively and have been a focus for senior leaders in the recent past. Occasionally, information about the previous targets for the most able pupils in Key Stage 1 is not used effectively enough to ensure that they always make as much progress as they might in writing.
- Teachers mark work regularly and pupils tell inspectors that comments made in their books helps them improve.
- Disabled pupils and those who have special educational needs, including those in the 'special opportunities unit', make good progress because, here, teachers accurately plan work that fits their personal needs. Specific catch-up programmes in reading and mathematics are used very effectively to help them achieve well. Some programmes are put into effect outside lesson time and even at home.
- Provision, in the special opportunities unit, is good. Teachers are experienced and there is a very good ratio of adults to pupils.
- Throughout the school, learning support assistants provide good support, taking care that pupils do not become overly reliant on their help.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well. Parents' and pupils' views and school records show that the quality of behaviour seen during the inspection is typical of life in the school.
- Very clear codes for behaviour and excellent management strategies, together with high quality behaviour support from the learning mentor and family support worker, have led to the reduction of poor behaviour and exclusions over the last three years.
- Attitudes to learning are a strength of the school and underpin good and, for some pupils, even better achievement. All pupils are eager to win 'Golden Globes' for their class by exhibiting excellent behaviour around the school.
- Many older pupils take on responsibilities for such things as 'playground pals', supporting younger pupils at breaktimes. They are monitors for a range of activities in the library and in assemblies. The school council has been part of the development of new ideas for improvements to be made in the local park and pupils have sung to the elderly local people on many occasions. Pupils spoken to say they feel very safe and are helped to know how to keep safe in a range of situations such as fire safety or when using modern technology. Parents wholeheartedly agree.
- Pupils have a firm understanding of what constitutes bullying and of what to do if it occurs, which is rarely. They understand the nature of racism and all ethnic groups live and work together extremely well in the school.
- Attendance has improved consistently over the last three years and is now firmly average.
- Behaviour in the 'special opportunities unit' is of an equally high standard, although attendance is not as good as several pupils have medical conditions.

The leadership and management are outstanding

- The leadership and management of the school have improved considerably since the last inspection and both are outstanding. The headteacher and deputy headteacher have been instrumental in this. Subject leaders have not only played a strong part in the progress their school has made but help other local schools through good partnership links.
- Behaviour is now outstanding and has improved greatly from the last inspection when it required improvement. The quality of teaching has risen from requiring improvement to good, and in some lessons outstanding. Attainment, from low starting points, is now well above the national average at both the expected Level 4 and the higher Level 5. All groups of pupils are making at least good and accelerated progress. This relates well to the leadership's vision of equality for all pupils in their learning.

- Leaders work closely as a team to continue improving. Their high expectations are reflected throughout the school. The headteacher is relentless in her drive to improve teaching and achievement, with much time being spent on coaching and supporting teachers to improve through coaching and regular classroom observations.
 - All staff report that they feel valued and can see how rapidly the school is improving. Their work provides the basis of a strong capacity to sustain improvements.
 - Priorities for further development rise from the school's accurate check on the quality of its activities. This is documented in detail, leading to an excellently constructed development plan.
 - An improved system of tracking is used very effectively in pupil progress meetings so that pupils do not underachieve and any minor weaknesses in progress can be spotted early and dealt with effectively. However, not as much is done to check more regularly on the most able pupils to ensure they make as much progress as they can.
 - The range of subjects offered to pupils is broad with links made between subjects emphasising the use of literacy and numeracy skills.
 - Careful use of additional funding from the government to support those eligible for the pupil premium has had a very positive impact on pupils' progress and attainment.
 - The leadership and management of the 'special opportunities unit' ensure that pupils benefit from this specialised support. Pupils are integrated, as far as possible, in the life of the school. Their progress is tracked carefully and funding is used effectively to support their achievement.
 - Safeguarding procedures are secure. Checks on staff are made carefully and child protection systems are good with training up to date.
 - Provision for pupils' spiritual, moral, social and cultural development is good. Pupils reflect on the environment, learn about different cultures and, whilst in assemblies, their spiritual development is supported.
 - The local authority has, over recent times, changed how it supports and funds its schools. Where appropriate, the school accesses courses which suit its needs and uses funds provided for specific use effectively.
 - Breakfast club provides a good start to the day for a range of pupils, while homework club provides support for pupils to complete the tasks set for them in a supportive atmosphere.
 - **The governance of the school:**
 - The governing body made a number of changes to its structure and, as a result, is now better able to judge how good the school is. It knows very well the strengths and areas for development in the school. It has a thorough understanding of standards reached by pupils compared with those nationally and shares the headteacher's determination to seek even further improvements. It is also able to challenge the school stringently about its results. It understands how pupil premium funds are spent and the success this brings. It knows the ways that the school leadership checks on the quality of teaching and approves how targets are set for staff. The governing body understands that these are linked with the progress pupils make and may be used to justify increases in salary. It knows what the school is doing to tackle any underperformance. It oversees good systems for safeguarding pupils.
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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

Unique reference number	101597
Local authority	Bromley
Inspection number	425531

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Kerry Godwin
Headteacher	Leah Crawley
Date of previous school inspection	17–18 January 2012
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