

# Burntwood School

## Inspection report

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<b>Unique Reference Number</b>	101059
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	354938
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Anne Wellham HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1708
Of which, number on roll in the sixth form	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Dennis-Smith
<b>Headteacher</b>	Helen Dorfman
<b>Date of previous school inspection</b>	5 November 2007
<b>School address</b>	Burntwood Lane London SW17 0AQ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Forty-one parts of lessons were observed and parts of four tutor sessions, taught by 45 teachers. Meetings were held with students, staff and two members of the governing body. Inspectors observed the school's work and looked at a wide range of documentation as well as 300 questionnaires completed by parents and carers, 150 questionnaires completed by students and 30 completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The pattern of improvement in students' achievement since the last inspection.
- The accuracy of the school's evaluation of the quality of learning and students behaviour.
- The effectiveness of the curriculum in supporting the achievement of students with special educational needs and/or disabilities and those of lower abilities.
- How well self-evaluation is used to improve outcomes.

## Information about the school

Burntwood is a large inner city comprehensive school for girls with a small number of boys in the sixth form. Students are from a wide range of socio-economic, ethnic, religious and cultural backgrounds. Nearly half of the students travel from several other London boroughs to attend the school. A large majority of students are from minority ethnic groups, mainly from Pakistani and African heritage. Almost half of students speak English as an additional language. The proportion of students with special educational needs and/or disabilities is higher than that found nationally. The school has had specialist science status with mathematics since 2003. It achieved Healthy School status in 2007 and the International Schools award in 2010. It is the first London secondary school to be awarded the UNICEF Rights Respecting School award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Burntwood provides a good education for students with wide-ranging and diverse abilities, interests and needs. There is a strong commitment to ensuring that all students have an equal chance to succeed which allows students to develop into articulate and confident young adults who are prepared well for their future lives. The school provides a well-ordered and purposeful environment where students feel safe and value each other's differences. They respect each other, behave well and value the outstanding opportunities they have to contribute to the school and to the wider community. The school ethos instils a sense of purpose and self-belief which underpin their good spiritual, moral, social and cultural development.

The majority of students make good progress. They enter the school with attainment that is broadly average and leave with standards that are above average. Higher-ability students achieve well gaining A\* and A grades at GCSE that are above the national average in most subjects. Students eligible for free school meals also achieve well and make the same good progress as their peers. The learning and progress of lower-ability students in Years 10 and 11 has improved because the curriculum has been broadened to include courses that are well matched to their needs and interests. Students with special educational needs and/or disabilities and those who are learning to speak English as an additional language receive personalised intervention and guidance which make an important contribution to their quality of learning and they make good progress. However, some of the students identified as being eligible for additional support do not achieve as well as they could because their learning needs are not identified precisely enough. As a result, teachers do not always match work to the level of their ability or focus support effectively enough to tackle the barriers that affect their learning.

Teaching supports good learning overall, particularly in departments where teachers use their specialist subject knowledge to plan lessons that match students' identified learning needs. Students engage enthusiastically in these good lessons because of high expectations, challenging activities and a lively pace. Students' motivation declines quickly in the few lessons where they are not set relevant and interesting homework and their work is not marked regularly.

Since the last inspection, the school has made good progress in raising achievement. Attitudes to learning have improved because attendance has risen significantly to above the national average and standards of behaviour have improved from satisfactory to good. Actions taken to reduce persistent absence have been very effective and fixed-term exclusions have reduced. The quality of the school's communication with parents and carers has improved markedly allowing them to be more effectively involved with their children's learning and well-being. Community links are very strong and the school is

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involved in a range of local, national and international initiatives that make an excellent contribution to students' good achievement.

The school has good capacity for sustained improvement. The effective headteacher and senior leaders, supported by a strengthened team of middle leaders, successfully convey an ambitious vision for improvement. Monitoring has improved considerably since the last inspection and is rigorous across nearly all areas of the school. Leaders and managers regularly collect assessment data to track students' achievement against their individual targets and plan intervention. However, improvement in science has not been as steady because inconsistencies in teaching and learning remain and strategies to improve students' learning have not been evaluated as effectively.

The sixth form makes a very strong contribution to the school community and is effectively led. Good teaching, an engaging curriculum and carefully targeted guidance and support ensure that students make good and often outstanding progress.

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

- Accelerate achievement in science by:
  - analysing precisely the impact of strategies to improve the quality of students' learning
  - taking appropriate and speedy action to tackle any inconsistencies in teaching.
- Improve the consistency of the use of assessment to support learning so that all students make the progress they are capable of by:
  - identifying the precise requirements of students who experience difficulties with learning so that all teachers plan work that matches their needs
  - ensuring that all teachers set meaningful homework and mark work regularly to inform students of what they know and understand and what they need to do to improve.

### **Outcomes for individuals and groups of pupils**

**2**

In the majority of lessons observed, the quality of learning was good and students made good progress. In most lessons, the positive relationships between students and their teachers and other adults make a good contribution to students' learning. Students' good behaviour further supports their learning except in the minority of lessons where the pace is too slow and students occasionally take the opportunity to disrupt the class. Careful monitoring shows that there are no significant differences between the achievement of different groups of students either by ability or ethnicity. Those who are falling behind are able to catch-up as a result of targeted intervention.

Students place a high value on the school community because they feel well cared for and supported. They willingly participate in wide-ranging sporting and cultural activities and community work with local primary schools, St George's hospital, the police and sports clubs across London. They have a good understanding of the risks associated with factors that have an impact on their physical and mental health and emotional well-being, and recognise the benefits of a healthy diet and regular exercise. The school is very successful in promoting the values of respect and responsibility. Bullying, racism or discrimination are

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rare. Participation in sports, arts, music, enterprise and extra-curricular activities is high with many activities being targeted to meet the needs and interests of particular groups or individuals. For example, students who expressed an interest in learning an additional language enjoy attending a range of classes in Latin and Mandarin.

Students are very well equipped to understand the next steps they need to take to succeed in the future because they are given opportunities to apply skills in literacy, numeracy, and information and communication technology in lessons and in the wide range of extra-curricular activities. This is combined with above-average attendance and a curriculum which develops their knowledge and understanding of the workplace, builds self-esteem and raises their aspirations. Nearly all students go on to further education, employment or training.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

The majority of teaching supports good learning. The most effective teaching is informed by accurate assessments of what students have already learnt and what they are capable of achieving. In these good lessons, students engage enthusiastically because of high expectations, challenging activities and a lively pace. Their learning is supported by constructive feedback, whether it is through meaningful dialogue, peer- or self-assessment or detailed marking. For example, during a Year 11 photography lesson, students were successfully challenged to evaluate each other's work using GCSE criteria. The teacher

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skilfully encouraged students to use their prior learning and their own self-assessments. Students whose skills were less developed were given carefully chosen prompts to consolidate their evaluation so that their learning kept pace with the most able. By the end of the lesson, all students had acquired the necessary knowledge, confidence and skills to use the criteria effectively. Using assessment to support learning effectively has been a priority for professional development and good practice is being identified and disseminated, but it is not sufficiently embedded to make it good overall. Rigorous systems to monitor the quality of teaching identify where students' learning is not progressing quickly enough and effective intervention is put in place.

The curriculum at Key Stage 4 has been reviewed and adapted so that it is relevant to the needs and interests of the students and successfully takes account of the views of parents and carers, colleges and employers. Collaborative work with a wide range of partners offers memorable experiences that many students would not otherwise have the opportunity to take part in.

Good levels of support and care are carefully targeted to improve the confidence, self-esteem and achievement of students with special educational needs and/or disabilities, those who speak English as an additional language and potentially vulnerable students. Students with emotional, social and behavioural difficulties are supported well by a team of learning mentors, and looked after children receive good quality support that allows them to achieve as well as their peers. Students' personal health, safety and well-being are very well supported by the full-time nurse.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since the previous inspection, leadership and management have been strengthened at all levels. The headteacher and senior leaders communicate a clear vision to drive and secure improvement. Rigorous processes to monitor students' achievement and the quality of teaching and learning provide a more accurate view of the school's strengths and areas for development. More robust systems for departmental self-evaluation are increasing the capacity of middle leaders to contribute to curriculum development and influence the quality of learning across the school. The school rightly recognises that the skills and understanding of a minority of middle managers and a few teachers are not yet sufficiently well developed to achieve consistently good performance across all subjects. Senior leaders are taking effective action to eradicate inconsistencies. Members of the governing body have increased their knowledge of their roles and responsibilities significantly. They have a secure understanding of the school's performance and are more

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strategically involved in evaluation and improvement planning. They provide a good level of challenge to make sure that the school's actions have a positive impact on students' learning and well-being.

The school meets all the statutory requirements for safeguarding and the systems in place are coherent and effective. The school works well with parents and carers and external agencies such as social services to promote the safety, health and welfare of all students. The school takes determined action to ensure that all groups of students are treated equally and that there are no significant differences in the performance or experience of different groups.

The school has a clear understanding of its religious, ethnic and socio-economic context and there is an effective strategy to promote community cohesion. It values the different cultures within the school community, works closely and very effectively with local partners and has strong national and international links that develop students' knowledge and awareness of diversity.

*These are the grades for leadership and management*

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

## Sixth form

The sixth form provides a good education and is highly valued by parents, carers and students. A high proportion of Year 11 students stay on into the sixth form and are excellent role models for younger students. The school is committed to offering a broad, largely academic curriculum which allows students to achieve well. Students make good progress relative to their starting points with no significant differences between different groups of students, including the small number of boys who join from other schools. Students' good personal development and well-being are enriched by a full and varied range of extra-curricular activities, as well as opportunities to take on posts of responsibility. These all develop valuable workplace skills as well as contributing to



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students' enjoyment and achievement and preparing students well for adult life. Students' aspirations are high and most proceed to university. They report that they value the good quality of teaching and the dedicated support they receive to further their learning. Leadership and management of the sixth form are good and set a clear direction to sustain the recent move towards outstanding performance.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## **Views of parents and carers**

A very small proportion of parents and carers responded to the questionnaire. A very large majority of those who responded feel that their children enjoy school and that the school keeps them safe. Inspection evidence supports this view. A small minority of parents and carers were concerned about the support given by the school to help their children have a healthy lifestyle, the opportunities provided for them to support their children's learning and how well the school deals with unacceptable behaviour. During this inspection, inspectors found that provision for all these aspects of the school's work was good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burntwood 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 300 completed questionnaires by the end of the on-site inspection. In total, there are 1,708 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	34	184	61	11	4	0	0
The school keeps my child safe	102	34	177	59	17	6	0	0
My school informs me about my child's progress	144	48	141	47	14	5	0	0
My child is making enough progress at this school	115	38	162	54	16	5	2	1
The teaching is good at this school	65	22	209	70	14	5	4	1
The school helps me to support my child's learning	68	23	185	62	40	13	2	1
The school helps my child to have a healthy lifestyle	47	16	180	60	54	18	7	2
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)	75	25	183	61	23	8	2	1
The school meets my child's particular needs	83	28	178	59	31	10	0	0
The school deals effectively with unacceptable behaviour	69	23	177	59	36	12	6	2
The school takes account of my suggestions and concerns	53	18	91	64	35	12	5	2
The school is led and managed effectively	68	23	205	68	13	4	2	1
Overall, I am happy with my child's experience at this school	104	35	175	58	11	4	3	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



13 May 2011

Dear Students

**Inspection of Burntwood School, Wandsworth SW17 0AQ**

Thank you for the welcome you gave us when we visited your school recently. We enjoyed talking to you and your teachers, visiting your lessons and looking at your work.

Burntwood is a good school and has improved since the last time it was inspected. We were very pleased to see that you get on well together and value and respect each other's differences. We were impressed by your enthusiasm and support for the wide range of clubs and activities that are on offer and all the things you do for the school and the community. These activities help you to learn valuable skills for your future life as well as being great fun. You make good progress and do well in examinations. We noticed that you do not do quite so well in science and there are a few lessons where you do not learn quickly enough. We have asked the school to make sure that all teaching and learning is consistently good and matched well to your level of learning, building on what you already know and understand. We have asked all the teachers to set you relevant homework and mark your books regularly so that you know what to do to move on to the next level. You can help by completing all the work that is set and taking pride in the way that you present your work.

You are very sensible when moving around your large school and you behave well in lessons. We were disappointed that a very small number of students take advantage of opportunities to misbehave in a few lessons. You can help by understanding and accepting that everyone has a right to learn without being disrupted by others.

The headteacher and senior staff lead your school well and the staff and governors are committed to keeping you safe, happy and healthy. The sixth form students are a credit to the school.

We wish you all at Burntwood a very happy and successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector.

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