

Burbage Primary School

Ivy Street, London, N1 5JD

Inspection dates

12–13 December 2013

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

- Achievement is not good enough over time, particularly in Key Stage 1. Despite some recent improvements to rates of progress by the end of Key Stage 2, attainment remains below the national average for mathematics.
- Opportunities to better develop pupils' language and reasoning skills are not capitalised on regularly enough because teachers do not always ask pupils sufficiently challenging questions that require extended answers.
- The attainment of pupils supported for their special educational needs at school action plus is below that of other groups with special educational needs. In addition, progress made by the more able pupils in Years 3 to 5 was less strong than that of other groups.
- Teaching does not challenge the more able pupils enough because when extension tasks are set they are sometimes too easy.
- Teaching is not yet consistently good in all year groups.
- The impact of all leaders responsible for subjects has not yet resulted in consistently good progress in their areas of responsibility across the school.
- Governors do not have a full enough awareness of the impact of the additional funding provided for pupils entitled to the pupil premium.

The school has the following strengths

- In the Early Years Foundation Stage, a rich environment has been created to stimulate language development and good teaching is helping the children make better progress than in the past.
- Leaders have made a strong impact in the past year on the performance of pupils at the end of Key Stage 2 and upon pupils' ability to reach the expected levels in the phonics (linking of sounds and letters) screening check for six-year-olds.
- Behaviour is good and has improved in recent years. Pupils, known and valued as individuals, enjoy school, and their families are confident that they are happy and feel safe.
- The pupil sports funding is used very effectively to improve all pupils' experience of physical education, sports and dance clubs.
- Spiritual, moral, social and cultural opportunities are strong and, as a result, pupils develop as well rounded individuals.

Information about this inspection

- Inspectors visited 22 lessons, including short visits to small groups arranged to support pupils with specific difficulties and a series of short visits to mathematics lessons to check the progress of more able pupils. Inspectors saw lessons taught by 15 teachers. Additional activities included observations in the breakfast club, an assembly and in the dining room.
- One lesson was observed jointly with the deputy headteacher. The head of school, assistant headteacher, early years and special educational needs leaders all joined the inspectors in visits to a series of parts of lessons or small group activities to see how pupils were working or to collect evidence of the impact of spiritual, moral, social or cultural provision.
- Meetings were held with groups of pupils, representatives of the Federation governing body, school leaders and subject leaders. A meeting was also held with representatives of the local authority.
- Inspectors took account of the 21 responses to the online questionnaire (Parent View), as well as views communicated during informal discussions with parents and carers. They also took account of the views of the staff through meetings and 12 staff questionnaires.
- Inspectors listened to pupils read and examined the work in pupils' books.
- The school's own attainment records for the current as well as previous academic year were checked in addition to published information on pupil achievement. Inspectors examined planning documents, records relating to pupil safety and welfare, including the school's single central record of checks on staff and attendance records. Minutes of the governing body were read as were the school leaders' records of their views of the quality of teaching.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Peter McCarthy	Additional inspector
Janet Tomkins	Additional inspector

Full report

Information about this school

- Burbage is a larger-than-average-sized primary school. A large majority of pupils are of minority ethnic heritage with those from other White backgrounds forming the largest single group. African, White British, Bangladeshi and those from other Black backgrounds feature as sizeable groups. The proportion of pupils who speak English as an additional language is well above the national average, with 71% of pupils believed to speak a different language at home.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils including those eligible for free school meals) is much higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above the national average, as are the proportions of pupils supported at school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has, since the last inspection, experienced some turnover in senior staff. Burbage School joined the Best Start Federation of five Hackney primary schools in January 2013.
- Inspectors were aware during this inspection of an investigation by the appropriate authorities into allegations of wrong doing that did not concern child protection or safeguarding arrangements. Whilst Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident(s) were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- The Federation was led by an executive headteacher, who has since resigned effective from the end of the autumn term 2013. The literacy subject leader at the time of the last inspection was promoted to acting deputy headteacher in 2012 and subsequently to head of school at Burbage. A new deputy headteacher was appointed in September 2013.
- The powers of the governing body relating to delegated financial and staffing powers were removed during the summer term 2013 by the Hackney Learning Trust. The Chair of the Governing Body was appointed to post in September 2013.

What does the school need to do to improve further?

- Consolidate the improvements in teaching so that all is at least good and some outstanding by:
 - making sure that teachers provide pupils, especially the more able, more opportunities to develop better language and reasoning skills
 - making sure that all teachers provide sufficient challenge for more able pupils
- Improve achievement by making sure that the more able pupils, and those pupils with special educational needs who are supported at school action plus, are set ambitious targets in order to accelerate their progress.
- Improve governance further by ensuring that governors check that the procedures for the performance management of teachers are leading to improvements and that pupil premium funding is being used effectively to help these pupils close gaps in attainment with other pupils.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement for pupils of all backgrounds is not good because it is inconsistent across different year groups. Attainment in Year 2 has been significantly below the national average in English and mathematics for some time. Attainment in mathematics and writing remained significantly below national expectations in 2013, although there was an improvement in reading scores.
- Attainment in national tests at the end of Year 6 in 2013, despite being in line for the most able, was significantly below national average in mathematics for those attaining Levels 4b or above and attainment in mathematics remained below the national average. However, significant progress in the teacher assessed writing scores was also seen, showing a rapid improvement in progress in this area for most groups.
- In other Key Stage 2 year groups, over the course of 2013, only a minority of pupils made good progress from their starting points, with the exception of Year 3 as well as the strong progress seen in mathematics for Year 4.
- School records of Key Stage 2 groups, other than last year's Year 6, show that the more able pupils are making less marked progress in reading, given their starting points, than their classmates.
- Systems have been strengthened since the previous inspection for checking teacher assessments. Progress information is now collected systematically. However, no overview of pupil progress since July 2013 could be made because this term's data had not yet been analysed by school leaders at the time of the inspection. Consequently, it is not yet possible to see if the recent improvements of the 2012–13 academic year are being sustained.
- Achievement in the Early Years Foundation Stage is improving. Children join the school with skills that are well below those typical for children of this age. They left the Reception classes in 2012 having made poor progress. However, this improved in 2013 with better progress from the children's low starting points, although still below national expectations of five-year-olds.
- Attainment in reading at the early stages of Key Stage 1 improved markedly in 2013 because the introduction of systematic routines for teaching phonics resulted in a higher percentage than the national average reaching the required standard in their Year 1 screening check. Early assessments of reading in the current Year 1 suggest that this improvement will be sustained.
- The extra money provided under the pupil premium initiative has been used to fund strategic checks on progress by senior leaders and additional staffing to provide small groups and individual coaching for pupils in the target group. As a result, pupils in receipt of the premium in Year 6 last year attained higher scores than their classmates in reading, writing and mathematics. Some gaps remain in Key Stage 2, however, with pupils in the target group up to six months behind their peers in reading and writing and also, in Year 3, in mathematics.
- Disabled pupils and those with special educational needs make the same progress as their classmates across all the year groups because the additional support they receive is regularly planned and evaluated. Although, for pupils supported at school action plus, progress is weaker because their targets do not always ensure they are making sufficient progress quickly enough. The special educational needs leader has already identified the need to work more closely with this group to raise achievement.
- Pupils who speak English as an additional language make progress as good as, or in many cases better than, their classmates because there is systematic support for their additional needs.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not yet promote consistently good progress
- The school's own account of the quality of teaching shows that some in the past had a negative impact on pupil performance. As a result of effective leadership and management, teaching is improving and much seen during the inspection was good. This is improving pupils'

achievement, although pupils are not yet making good progress over time in all years and subjects.

- When the challenge in teaching is high, pupils make good progress. For example, in a Year 3 mathematics lesson, the teacher set tasks with different levels of difficulty and all pupils made good progress in their understanding of mixed fractions. Because they were guided to use the correct mathematical language, pupils were able to express their answers in more accurate terms than when the topic had been first introduced. However, not all teachers consistently ensure such a rigorous level of challenge in group tasks.
- Pupils learn best where adults insist on them answering in full sentences because they themselves model the use of formal English or correct use of mathematical language. However, this does not always happen and, as a consequence, pupils are giving short and undeveloped answers which hinder their progress.
- Pupils who find the work difficult have good, focused support in class and make progress. However, the able pupils who are capable of making more rapid progress are sometimes set tasks that are not hard enough and that do not challenge them to develop fuller answers. This hinders their progress.
- Marking is extremely thorough, with useful written advice on each piece of work about how to improve it. Teachers' feedback and praise are valued. However, some pupils are not able to relate these suggestions to higher levels of attainment because they are unsure of their current level and target grades.
- Teaching in the Early Years Foundation Stage is good. For example, adults skilfully and systematically build on the children's enthusiasm for stories to extend their vocabulary and practise key words. This is important for groups where many are new to the English language, helping them make good gains in their learning.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. This is because pupils want to live up to the school's behaviour system. The badges and celebratory comments of teachers and peers for positive behaviour are valued. Pupils also say that their lessons are fun. Learners of all ages follow the school's 'talk to your partner' routines in lessons that build habits of cooperation and mutual respect.
- The consistent behaviour policy is clearly understood by all pupils. A strong feature in this school is the way that all adults, in support and administrative posts as well as the teachers and teaching assistants, defuse confrontations and gently, but insistently, bring reluctant learners back into the fold. As a result, fixed term exclusions have reduced since the previous inspection.
- During a particularly strong assembly on the importance of being able to say sorry, the pupils' social interactions, discussions with their partners and responses to images on the interactive whiteboard helped to develop their moral viewpoints very effectively.
- Pupils feel well looked after by the adults around them both in school and in the breakfast club. 'It is wonderful here because teachers look after us and make sure that bullying is dealt with.' This is a response that sums up pupils' confidence in the school as a safe and happy place to be.
- Well-mannered, courteous behaviour is typical. The calm, quiet way in which pupils of all ages move around the school at break times and between lessons is impressive. Pupils all understand and rise to the high expectations outlined in the rules for the corridors.
- Bullying is rare. Pupils understand what most forms of bullying mean and speak highly of the effective way in which adults help to prevent it.
- Pupils have a good awareness of personal safety, including the damage that smoking can do to the health, because it is well covered in memorable lessons. Younger children were well informed about preventing sugar damage to teeth and their lunch choices showed sensible selections.
- Behaviour and safety are not yet outstanding because whilst attendance has improved in recent years and is drawing closer to national averages it remains below average levels. However,

effective strategies are persistently deployed by the school's attendance worker to encourage good attendance and these are increasingly having a positive impact.

- Parents and carers who responded to Parent View were unanimous that the school manages behaviour well and the inspectors agree.

The leadership and management

requires improvement

- Improvements in the quality of teaching have been made as a result of the leadership team established in January 2013 when the school joined the Best Start Federation. Leaders steered a rapid improvement in the outcomes for Year 6 by May 2013. However, leadership requires improvement because weaknesses in governance remain and the impact of some subject leaders is not yet impacting on pupil achievement across the school. The head of school is credited by the pupils themselves as responsible for substantial improvements in behaviour. The deputy headteacher has led an improvement in 2013 to the numbers of pupils reaching the required standards in the phonics screening check for six-year-olds. It is too early to judge whether these advances will be sustained but these improvements illustrate the school's capacity to improve.
- The management of staff performance makes sure that only those teachers who meet required standards move up the salary scale. School leaders have not shied away from difficult conversations about teaching performance if these are necessary.
- Subject leaders, some relatively new to their roles, have supported colleagues to improve their teaching. For example, the mathematics leader identified weaknesses in the teaching of calculations and mental mathematics. As a result, regular training sessions for staff have been introduced before each new topic and this has begun to have a positive impact upon pupils' progress. The focus on the correct use of the language of mathematics resulted in improved progress among the younger pupils last year. It is however too soon to see this good progress consistently through the school.
- Other middle leaders, such as early years and special educational needs leaders have made a strong contribution by developing clear and rigorous systems of assessment. As a result, these groups of pupils made faster progress in 2013 than in the past.
- Strong encouragement of spiritual, moral, social and cultural development is planned in the curriculum. 'Hopes and Dreams' assemblies effectively encourage pupils to reflect on spiritual themes. Pupils express moral viewpoints that show a clear sense of right and wrong, guided by posters around the school that focus on bullying and discrimination of various kinds that are linked creatively to extracts from books. Opportunities to participate in Indian art events and to perform for the younger children are relished and widen pupils' cultural horizons.
- The sports funding has been used imaginatively to hire professional sports people to coach every class for an hour a week. The class teachers stay in these sessions to be trained to improve their physical education lesson plans. Pupils are now experiencing higher quality teaching, and the impact on developing their healthy lifestyles includes participation in a mini-Olympics as well as increased participation in after-school sports clubs or the lunchtime playground dance club.
- Safeguarding systems meet statutory requirements and policies are duly applied, although the senior leaders have a good awareness of procedures for safer recruitment some governors have yet to be trained. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
- The local authority provides appropriate support through its core visit programme that includes assisting with school self-evaluation and target setting. Other recent support has included training for the head of school to support him as an acting headteacher for the rest of this academic year.
- **The governance of the school:**
 - Governance requires improvement. The governing body does not have a clear understanding of how eligible pupils benefit from the substantial pupil premium funds received by the school. Whilst checks have been made by governors on this funding, reports received from the school

do not enable them to effectively challenge school leaders on the effectiveness of ensure pupils from this group make good progress. Governors' understanding of performance management of staff and pay progression is not sufficiently detailed to ensure that they are aimed at improving pupil's achievement throughout the school. However governance has improved in the past year and continues to do so. The governors are very supportive of the school and have developed a clear understanding of how the school overall is performing in relation to other schools nationally. Governors are keen to continue their development and are proactive in developing their skills. Governors are making regular visits to the school to satisfy themselves that reported improvements are being borne out in classrooms. This is helping them to develop a clearer understanding of strengths and weaknesses in teaching through the school.

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	131141
Local authority	Hackney
Inspection number	425557

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair	Mike Sharman
Headteacher	Executive Headteacher Greg Wallace Head of School Raheel Akhtar
Date of previous school inspection	3–4 November 2011
Telephone number	0207 739 8591
Fax number	0207 729 3922
Email address	office@burbage.hackney.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

