

Burnt Oak Junior School

Burnt Oak Lane, Sidcup, DA15 9DA

Inspection dates

24–25 March 2015

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

Summary of key findings for parents and pupils

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

- Over time, too few pupils have made the progress expected of them; they have attained average standards which do not reflect their abilities.
- Expectations in the past have not been high enough, especially for the most-able pupils.
- The quality of teaching in most subjects has been too variable in the past so that pupils made slow progress
- A few teachers do not check understanding often enough during lessons to identify quickly pupils who need extra help.
- Leaders and managers in the past did not ensure teaching was always of a high enough standard to allow pupils to make consistently good progress.
- Frequent changes of leaders and staff have hampered the governors' attempts to improve the quality of teaching and pupils' progress.
- Disabled pupils and those who have special educational needs have not made consistently good progress.

The school has the following strengths

- The executive headteacher and the head of school are inspirational. They have created a cohesive and highly ambitious workforce in a short period.
- Middle leaders are developing their skills in observing teaching to enable them to support the senior leaders even more effectively.
- Development plans focus on the correct priorities, with clear targets and precise timescales. As a result, progress is accelerating.
- Rigorous monitoring of the quality of teaching, followed by highly effective professional training, has ensured that teaching is now good.
- The governing body gives a high level of challenge to the current leadership team. As a result, improvements have been swift and effective.
- Pupil's behaviour is good. They thoroughly enjoy coming to school and work hard in their lessons.
- Parents are supportive of the school and recognise how much it has improved.
- Pupils feel safe. Senior leaders make sure that all safety procedures are fully in place.

Information about this inspection

- Inspectors observed learning in all classes, including those taken by specialist teachers. They observed 16 lessons or part lessons, one of which was observed with the executive headteacher and another with the head of school. In addition, inspectors visited an assembly, scrutinised work in pupils’ books and observed pupils at play.
- Meetings were held with school leaders, members of the governing body and a group of pupils. Inspectors also spoke to a representative from the local authority.
- Inspectors observed the school’s work and looked at a wide variety of documents including the school’s own records about the current pupils’ progress, the checks made on the quality of teaching, and samples of minutes from the governing body. Checks were also made of documents relating to safeguarding, child protection and health and safety.
- Inspectors took account of 94 responses to the online parent questionnaire (Parent View) and other communication received during the inspection. They also spoke to parents informally at the end of the school day. The views of staff were considered in 27 responses to the staff questionnaire.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Calvin Henry

Additional Inspector

Full report

Information about this school

- Burnt Oak Junior School is similar in size to an average-sized primary school. There are two classes in each year group.
- The school has been through significant changes to its leadership and teaching staff since the previous inspection. A new leadership team from the Pioneer Academy Trust was appointed in September 2014.
- The school is led by an executive headteacher who is also the executive headteacher of two other schools. A head of school provides the day-to-day leadership.
- The school is to become part of the Pioneer Academy Trust in July 2015.
- Most pupils are of White British heritage and speak English as their first language. The proportion of pupils from other ethnic groups is small and well below that seen nationally.
- The proportion of pupils supported by the pupil premium is much lower than average. The government provides this funding for pupils who are known to be eligible free school meals or looked after children. There are currently no looked after children attending the school.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise achievement in all subjects by:
 - increasing the rate of progress so that pupils cover the work they did not learn well enough in the past
 - strengthening opportunities for pupils to apply the basic skills they learn in English and mathematics in all subjects to consolidate these skills
 - making sure that when pupils and their peers assess goals as being achieved, all teachers regularly check this is so, and set further targets as needed.
- Improve the quality of teaching by:
 - determining to have more lessons where learning is outstanding
 - teachers regularly checking that all pupils understand what to do during lessons, and quickly adapting their teaching accordingly
 - indicating what pupils have done well when marking their books, as well giving them specific guidance about how they can improve.

Inspection judgements

The leadership and management are good

- As stated by several members of staff, parents and pupils, the executive headteacher and head of school have transformed the school. Good relationships, coupled with accurate and precise plans for improvement, ensure that all members of the school community are clear about what needs to be done. As a result good behaviour and learning are now flourishing.
- Staff at all levels are supportive of the school and its leaders. They work together and are determined to achieve the highest possible outcomes for all pupils. Subject leaders model good practice, deliver staff training and undertake work scrutiny. They are developing their skills in observing lessons to judge the quality of teaching and learning.
- Leadership of teaching is excellent. Rigorous checking, followed by purposeful support and training, has improved teaching rapidly so it is now good. Less experienced members of staff are supported well by more experienced colleagues, and good use is made of the expertise within other trust schools to model good practice. As a result, pupils' progress is accelerating and standards are rising.
- Systems to track pupil progress are robust. Pupils who fall behind are identified quickly and support is put into place promptly to enable them to catch up. Although previous underachievement is not completely gone, equality of opportunity is now firmly in place and promoted strongly.
- Teachers' progression along the salary scale is now firmly linked to pupils' progress. Teachers are rightly rewarded for excellent practice and underperformance is tackled swiftly.
- Leaders do not tolerate discrimination in any form. Pupil premium funding is used to good effect. An accurate assessment of pupils' needs leads to specific intervention by well-trained staff. The impact of this intervention is carefully checked to ensure it is achieving good value. As a result, pupils who benefit from the additional funding are making good progress. Gaps between their attainment and other pupils are closed. The recent purchase of e-readers for this group of pupils is already having a positive impact on developing their love of reading and improving their reading skills.
- The curriculum offers a wide range of different subjects that generally engages pupils' interests. Recent reviews are leading to the introduction of a new range of topics designed to be even more relevant and exciting. Opportunities for pupils to consolidate and extend their literacy and numeracy skills are increasing as a result. Pupils are well prepared for life in a multicultural Britain through specific lessons, trips, visits and opportunities to serve the school and local community through charitable work and representation on the school council. Extra opportunities for pupils to take part in music, dance and sport are available through the many after-school clubs arranged by the school.
- Pupils' spiritual, moral, social and cultural development is promoted strongly. The school's key values of rigour, aspiration, commitment, energy and high standards are woven into everyday life through assemblies, lessons and extra-curricular opportunities. Pupils use these values to explain how they are doing in their work and their relationships with peers and teachers. Links within the local community are strong and growing. This year the children attended Easter services at the local church for the first time because of a newly forged relationship between the school and the local vicar.
- The funding for primary sport is used effectively to employ a specialist teacher. Pupils benefit from his excellent coaching skills during lessons and in specialist sporting clubs. As a result, more pupils are actively engaging in sporting activities and the uptake for clubs is high. Pupils are successful in football competitions with local schools.
- Parents are vocal in their support for the school. Parents' evenings taking place during the inspection were very well attended and parents were keen to tell inspectors how well their children were doing. They are appreciative of the improved communication and the openness of the leaders when they have a concern.
- Safeguarding measures are strong. All staff understand and use the robust and regularly reviewed policies to prevent children from coming to harm. The site is safe and secure and risk assessments for trips and events are rigorous. Safer recruitment practices are evident in recent appointments.
- Some support from the local authority has been effective and relationships are good. The school used training for governors and teachers and the work with the specialist mathematics consultant has been highly successful. However, the local authority's support to ensure standards and progress improved during the frequent changes of leadership support was less effective.
- **The governance of the school:**
 - Governors are highly committed to the school's improvement. They are an effective and highly skilled team which offers a good level of challenge and support to senior leaders. Training in their understanding of assessment information is ensuring they can monitor pupils' progress effectively. They have an accurate understanding of how the school is performing compared to schools nationally and are

determined to be among the best in the country.

- Governors know how good teaching is across the school and check to make sure teachers are only rewarded for good practice. They are aware that support is in place for those who need it. They are working closely with parents to ensure the school's conversion into an academy is carried out swiftly and effectively as soon as possible.
- Governors ensure that funds, including those for the pupil premium and sport, are spent wisely by checking that the impact on pupils' achievement is positive and standards are rising. Financial oversight of the budget is effective and all statutory safeguarding requirements are met.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils show positive attitudes to learning and are keen to do well. They are generally attentive in lessons and try hard. Behaviour is not outstanding because some pupils, during lessons that are not as engaging, lose their impetus for learning and their attention wanders.
- Pupils get along well with each other. Pupils are polite and well mannered. They walk around the school sensibly, and at break times they play happily together. This is reflected in the good attendance that has improved and is above average.
- Training for midday meal supervisors has equipped them with good skills to interact with the pupils and, as a result, behaviour in the playground has improved. There is a keen sense of mutual trust and respect between adults and pupils, which is reflected in the way they speak to each other and respond to any instructions.
- Pupils who spoke to inspectors were adamant that behaviour had improved considerably since the new leadership team took over. They know how the behaviour system works and are keen to keep on the positive 'green triangle'.

Safety

- The school's work to keep pupils safe is good. Pupils stated that they feel safe in school. They are confident to approach school staff and are sure that they will help them. They like the worry boxes that are in each class and say they make them feel happier and safer.
- Regular teaching about the risks involved in using the internet and social media ensures that all pupils know how to keep themselves safe when using a computer. Posters and displays around the school reinforce messages about safety for all members of the school community.
- Parents agree that the school keeps their children safe. They are positive about the school's approach and are appreciative of the way in which communication from the school has improved. They love the postcards sent home when their children have been successful.
- Children reported that bullying is rare and records examined by the school support this view. Incidents have declined and there have been none recorded recently. Some ongoing issues from the past are being dealt with swiftly by the new leadership team.
- Policies and procedures to keep children safe from harm have been strengthened and reviewed to ensure they are rigorous. Recent training for staff is seen as being very informative and helpful.

The quality of teaching

is good

- Recruitment of high quality staff, redeployment from schools within the academy trust and rigorous monitoring have contributed successfully to rapidly improving the quality of teaching. Teaching is now good. Ongoing high quality training and support ensure this improvement is consolidated and improved further. As a result of this improvement, pupils' progress has accelerated and standards are rising for all groups of pupils.
- Teachers plan lessons of high quality. Good use of assessment information, coupled with higher expectations for pupils' achievement, ensures tasks are matched well to their needs. As a result, pupils of all abilities are making more rapid progress.
- Teaching is rightly focused on ensuring specific groups are supported to succeed and improve. Most teachers are skilled at assessing pupils' understanding and adapting their teaching during lessons. However, in one or two instances, pupils who have not understood work are not always identified quickly enough to ensure their learning is sustained throughout the lesson. Consequently, their progress slows.
- The quality of pupils' writing is improving. Good teaching of the basic skills of grammar, spelling and

punctuation is ensuring pupils' writing is developed securely. As a result, progress is rapidly improving and underachievement is being eradicated. Teachers make good use of high quality literature to inspire pupils' writing. For example, using the theme of remembrance, pupils in Year 6 read famous war poetry before creating their own powerful and moving poems.

- Mathematics teaching has been overhauled. The mathematics leader, working with a specialist consultant, has delivered bespoke training for teachers and supports individuals to improve their practice further. As a result, pupils' confidence in using and applying their skills is increasing. Regular weekly sessions contribute to this improvement by allowing pupils to investigate and solve a wide range of puzzles and problems.
- Additional adults are deployed well during lessons. High quality training for teaching assistants in how to pose effective questions is ensuring that all pupils have opportunities to develop their understanding. Regular checks by leaders, when teaching assistants run small groups, are ensuring that they have a positive impact on pupil progress. They appreciate the opportunity to develop their skills and are proud to be part of the teaching team.
- Disabled pupils and those who have special educational needs are now taught well. Support is effectively deployed and pupils are encouraged to be resilient and have a go. As a result, they are making increasingly good progress.
- The use of specialist teachers for sport, computing and music is highly successful. Pupils' skills in computing are high because the teacher has excellent subject knowledge and there is very good level of challenge. This is equally apparent during physical education lessons where high quality teaching and coaching are used effectively to develop pupils' skills and understanding of different techniques.
- Pupils are set challenging targets that are assessed by their peers, themselves and teachers. In one or two instances, teachers fail to acknowledge or check, on a regular basis, whether these have been achieved. This slows progress for some pupils.
- Marking is regular and comprehensive. Pupils understand the system well and there is a good dialogue leading to improvement. However, in a few instances, teachers do not identify clearly where pupils have succeeded in order for them to understand how to improve further.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because gaps in their learning are not yet fully eradicated. This is especially the case for the older pupils; rapid improvements in progress are yet to be realised in national tests at the end of Year 6.
- Pupils enter Year 3 with attainment that is above that seen nationally. Recent rigorous testing of pupils indicates some prior assessments may have been overly generous, especially in writing. Reading is improving. Good use of exciting and interesting texts is inspiring pupils to read more widely. Pupils use these books to support their reading in a very positive manner. Close links between the texts and the topics studied by pupils give added opportunities for writing. For example, pupils in Year 3 produced some excellent diary entries based on *The Lion and the Unicorn* during their work on the Second World War.
- Given the high levels of attainment on entry to Year 3, in the past too few pupils reached above average standards at the end of Year 6. Assessment information for current pupils shows increased rates of progress for all pupils, with correspondingly higher standards being achieved.
- Previous underachievement is more pronounced in Years 5 and 6. However, good teaching, carefully planned interventions and booster groups are having a very positive impact. Progress is accelerating and more pupils are working above the levels for their age.
- Work in books reflects this increase in progress. Improvements can be tracked as work becomes increasingly more challenging. Pupils rise to the occasion to produce better and better examples of work in a wide range of subject. The new leaders quickly addressed the dip in attainment in mathematics in 2014. Support from a specialist mathematics consultant, coupled with the introduction of a more rigorous approach to the teaching of basic skills, is ensuring all pupils are progressing more swiftly. Work in books shows pupils' understanding of basic calculation is better. A good range of problem-solving activities and interesting investigations means there is plenty of opportunity for pupils to practise their skills and achieve highly.
- Effective use of the pupil premium means the small numbers of disadvantaged pupils make the same good progress as other pupils. Gaps between these pupils, their peers and other pupils nationally have narrowed over time and are closed. In 2014, these pupils attained above their peers and other pupils nationally by approximately one term in mathematics, two terms in reading and nearly three terms in writing.

- Over time, disabled pupils and those who have special educational needs have made slower progress than might be expected. Recent improvements in leadership, coupled with accurate assessment of these pupils' needs and high quality training for support staff, are accelerating their progress. Consequently, their attainment is rising.

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	101427
Local authority	Bexley
Inspection number	453768

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Doug Robinson
Headteacher	Jill Ivil
Date of previous school inspection	28 February 2013
Telephone number	020 8300 5854
Fax number	020 8302 6195
Email address	admin@burntoak.bexley.sch.uk

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