

Inspection of Burnt Ash Primary School

Rangefield Road, Bromley, Kent BR1 4QX

Inspection dates: 2–3 October 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils enjoy their lessons very much here. Leaders have decided exactly what a 'Burnt Ash learner' should be like. They have made sure that pupils develop confidence and self-belief. Parents and carers really appreciate this and told us what a special school this is.

Leaders are equally ambitious for all pupils' achievement. They encourage pupils to look beyond their immediate neighbourhood to discover more about the wider world. Teachers plan many interesting outings and activities aimed at introducing pupils to a rich variety of cultural experiences.

We saw boys and girls getting along really well with one another. They play sporting activities together at breaktime. Pupils told us that they feel safe in school. Staff take safeguarding seriously. They work with the whole school community, including parents, to help everyone understand how to raise any concerns and ask questions about safety.

There is rarely any bullying here. Pupils explained to us that there is always an adult they can turn to if they feel upset. They said that any worries are taken very seriously and sorted out quickly. Leaders show by their actions that they will not tolerate poor behaviour. They deal with it fairly and make sure it very rarely reoccurs.

What does the school do well and what does it need to do better?

Pupils achieve exceptionally well in reading, writing and mathematics. Leaders are determined that pupils leave the school with knowledge and skills that will serve them well in their future lives. Teachers ensure that pupils understand and remember what they have learned.

Many children begin the early years with poor speaking and listening skills. Teachers are talented in spotting this. They work hard to help children to improve their concentration and communication. This is hugely successful in enabling children to catch up quickly.

Pupils listen to a rich range of literature which they could not read for themselves. This helps pupils learn to enjoy books very much. Leaders have developed the reading subject planning. Current pupils achieve exceptionally well in reading. Younger pupils can pronounce words they have not read before, using phonics skills that they know and remember well.

Leaders and governors make sure that all other subject planning is as well organised as the planning for reading, writing and mathematics. Pupils' achievement is consistently high across the curriculum.

We saw how well the order in which pupils learn computing skills boosts pupils'

ability to write computer programs by the time they are in Year 4. In physical education (PE), specialist teachers work closely with class teachers to make sure that pupils learn exactly what leaders intend. All pupils take part in PE. By the end of Year 6, all pupils have learned to swim. Older pupils use their PE and personal and social skills to design and organise a sports day event for the whole school. We saw that the quality of pupils' work was consistently excellent in all parts of the school.

Leaders are determined that pupils with special educational needs and/or disabilities (SEND) achieve as well as others. They ensure that all pupils have the same opportunities to take part in the wide range of activities on offer. Pupils who are unable to attend clubs after school can enjoy other clubs, such as dance and football, at lunchtime. Teachers encourage pupils to help each other to learn and check one another's work. This helps pupils with SEND to gain confidence and take part in lessons which they were unable to do before joining this school.

Leaders encourage pupils to develop personal skills that will be useful in their adult lives. Pupils said to us that they enjoy the responsibilities they are given. They readily take on a variety of positions, such as the 'green ambassadors' role. They act as great role models for others by helping the community to keep the local community garden tidy and helping adults with planting.

Pupils listen to one another's views courteously. They are enthusiastic learners because teachers make lessons so interesting. Pupils are attentive and motivated. This helps make sure that lessons run smoothly and without interruption.

Teachers told us that leaders and governors support them exceptionally well to do their jobs while keeping a careful watch over their workload. Teachers check pupils' knowledge without requiring unnecessary paperwork. Staff morale is high. Parents and pupils told us that the school's positive approach to education is what makes this school so special.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are very clear about any risks which pupils might face in the neighbourhood. Leaders take an active part in community activities and have strong links with the local police. This keeps leaders up to date with any safeguarding concerns.

Pupils and parents place great trust in school leaders. They readily share any concerns with them. This helps the school's pastoral team to pick up and address any issues promptly. Leaders also understand that pupils with SEND may experience different risks to their safety compared with others and tailor the training they provide for staff to address this.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142584
Local authority	Bromley
Inspection number	10110389
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	Board of governors
Chair of governing body	Richard Lockyer
Headteacher	Leah Crawley
Website	www.burntash.bromley.sch.uk
Date of previous inspection	20 November 2018

Information about this school

- Burnt Ash Primary School is larger than the average-sized primary school.
- It includes two specialist classes for pupils with SEND which are funded by the local authority.
- The proportion of pupils with SEND is well above average, as is the proportion of disadvantaged pupils.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We talked with school leaders about their planned curriculum and looked in detail at reading, mathematics, PE and computing.
- We also visited lessons and looked at pupils' work together with leaders, including the leader responsible for pupils with SEND.
- I spoke with the chair of governors on the telephone and met with another governor in person.
- We spoke with groups of teachers and other staff, including the catering staff at

the school.

- We considered a range of documents and records about school improvement, behaviour, attendance and safeguarding.
- We considered the 29 responses to the staff survey, the 36 responses to the pupil survey, 68 written comments from parents and the 69 responses to Ofsted's Parent View survey. We also spoke with several parents at the beginning of the school day.

Inspection team

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