

Inspection of a good school: Burntwood School

Burntwood Lane, London SW17 0AQ

Inspection dates:

29–30 January 2020

Outcome

Burntwood School continues to be a good school.

What is it like to attend this school?

Pupils understand that leaders and staff want them to be successful. They know that high expectations are set. Pupils respond to this challenge by achieving well in their studies. An impressive range of additional clubs and activities is available at lunchtimes and after school. There really is something for everyone. The programme includes music, art, sports, languages, debating and volunteering. The opportunities encourage pupils to be ambitious, bold and independent.

Pupils recognise, respect and celebrate the cultural diversity of their school community. They get on well with each other. They behave well in lessons and during social times. Pupils feel safe in school. They told us that bullying is dealt with quickly and effectively by staff. School records show that such incidents are rare.

The school community celebrates the work done to promote respect for the rights of all. Pupils support their peers at a link school in Morocco. They raised funds to provide a new playground to keep children safe as they play.

Students who joined the sixth form from other schools said that they soon felt that they belonged. This is because they were welcomed so warmly by everyone.

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

Subject leaders and teachers have thought carefully about what pupils need to know and how best to build their learning over time. For example, in Year 8 English pupils learn how to identify key quotations that support their viewpoints. When they get to Year 10, they know how to make full analyses of quotations and embed these into their essays.

Staff review what they teach and when they teach it, to make sure that pupils achieve deep understanding of ideas. They also refer regularly to previous learning to make sure it is remembered. For example, in Year 7 mathematics, pupils reviewed work they had done on basic algebra before they extended into using equations and formulae. This helps

them to develop a better understanding of the topic. In science, pupils learn very effectively how to work and think like scientists. It makes students in the sixth form well prepared and able to continue their scientific studies, including at university should they choose to.

Teachers make sure that pupils know, use and successfully apply subject-specific words and phrases in most subjects. For example, Year 13 geography students practise using sophisticated terminology correctly and with ease when making oral and written presentations. In Spanish and French, teachers plan reading and written tasks to help pupils develop their vocabulary and learn how to use tenses correctly. However, pupils do not get enough regular opportunities to deepen this learning through speaking and listening work. This is holding them back from making even better progress.

Teachers know their pupils well. They receive regular training, so they can support pupils with special educational needs and/or disabilities (SEND) in lessons. They make sure that disadvantaged pupils have access to resources and experiences that enhance their learning. As a result, these pupils also learn well in all subjects.

Leaders and staff expect pupils to behave well. Pupils are cooperative and keen to contribute in lessons. Disruptions are rare. This helps create an atmosphere in which pupils can focus on their learning. They enjoy opportunities for discussion. They listen to the views and opinions that are expressed by others and respond in a considerate manner.

On the rare occasions when conduct falls below what is expected, staff take effective action. Pupils understand the need for sanctions. Mentoring support and access to specialist counselling has helped some pupils have a better understanding of themselves and their reactions. This has led to them improving their behaviour and making a more positive contribution in school. Some of these pupils have gone on to be trained as junior sports leaders or mentors to younger pupils.

Leaders make sure that pupils learn how to be informed and active citizens. Lessons in mental health, physical well-being, healthy lifestyles and global citizenship all help pupils learn about themselves and the world around them. Pupils revisit topics from Years 7 to 13 so that their understanding is developed. For example, in Year 7 pupils learn about the law in relation to female genital mutilation. In Year 10 pupils consider the practice and its impact on women and communities.

Staff say that leaders listen to what they have to say. Leaders have supported staff to achieve a better work–life balance through changes in the frequency of data collection. Providing access to weekly leisure facilities on site has also been popular with staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular training to ensure they can recognise when a pupil may need help or support. Staff are confident about the correct procedures to follow, including involving external agencies. Pupils know who to speak to if they have worries or concerns.

Leaders have designed a programme that helps pupils to understand potential dangers including knife crime, extremism and sexual exploitation. As a result of their e-safety lessons, pupils understand the risks involved in using the internet, social media and mobile technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers ensure that pupils are taught and learn key terminology in most subjects across the curriculum. In Spanish and in French, this is largely done through reading and written work, with fewer opportunities for pupils to apply their knowledge through speaking and listening work. Leaders in all curriculum areas, including modern foreign languages, should encourage pupils' fluent use of subject-specific vocabulary, including in discussion and oral presentation.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

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 are the school and you are 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	139842
Local authority	Wandsworth
Inspection number	10121559
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,769
Of which, number on roll in the sixth form	417
Appropriate authority	Board of trustees
Chair of trust	Heather Wallace
Principal	Helen Shorrock
Website	www.burntwoodschool.com
Date of previous inspection	11–12 May 2016

Information about this school

- The principal took up her post in September 2018. She had previously been a deputy principal at the school.
- The school roll has increased due to a growth in the number of students in the sixth form.
- A small number of pupils attend alternative provision at Just Learn Education and Francis Barber Pupil Referral Unit. These are fixed-term placements.

Information about this inspection

- We held meetings with the headteacher and members of the senior leadership team.
- We did deep dives in these subjects: English, mathematics, science, geography and languages. We met with leaders, teachers and pupils. We visited lessons in these

subjects and looked at pupils' work. Business studies and personal, social, health, citizenship and religious education were also considered as part of the inspection.

- We spoke formally and informally with pupils, sixth-form students and members of staff.
- We met with five members of the trust, including the chair and vice-chair.
- We spoke with a representative of the local authority.
- We scrutinised the school's safeguarding policy. We spoke with the designated safeguarding lead. Records of pre-employment suitability checks were reviewed. We held discussions with pupils and staff to check the culture of safeguarding at the school.

Inspection team

Katerina Christodoulou, lead inspector	Seconded Inspector
Rebecca Allott	Ofsted Inspector
Lascelles Haughton	Ofsted Inspector

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