

Inspection of a good school: Bursted Wood Primary School

Swanbridge Road, Bexleyheath, Kent DA7 5BS

Inspection dates:

11 and 12 November 2021

Outcome

Bursted Wood Primary School continues to be a good school.

What is it like to attend this school?

This is a happy community where pupils enjoy their learning. Pupils aim to embody the school values of being caring and respectful. They said that staff look after them and make everyone feel welcome. The school's warm atmosphere enables pupils to learn in a calm and purposeful environment.

Pupils feel safe here. They behave well and are polite and considerate of each other. Pupils said that bullying is very rare. Staff deal swiftly with any problems that arise.

Leaders support pupils in developing their interests and talents. For example, pupils take part in many enrichment activities, including visits and residential trips. Pupils also enjoy a range of clubs, including those for sports, music and theatre.

Leaders and teachers have high expectations of all pupils' behaviour and learning. This includes pupils with special educational needs and/or disabilities (SEND). In lessons, pupils work hard and approach their learning with good attitudes. Further improvements to the curriculum are having a positive impact on pupils' learning, particularly in reading. However, in some subjects, the curriculum is not planned as effectively. On occasions, this leads to pupils being set work that is not demanding.

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

Following her appointment in January 2020, the headteacher took decisive steps to develop and strengthen the curriculum. These improvements are bearing fruit, with pupils' needs considered every step of the way.

All pupils benefit from learning a broad curriculum. Some subjects are planned very well. This is because curriculum planning identifies the essential knowledge that pupils need to know and remember. For example, in history, leaders sequence learning so that pupils develop their skills and knowledge effectively. This begins from the start of Reception, and each year pupils build on what they have previously been taught. However, this approach

is not firmly in place in subjects such as computing and art and design. Consequently, pupils' understanding of essential concepts is not embedded as successfully over time. The headteacher is supporting newly appointed subject leaders to develop their curriculum expertise. However, some of this work is in the early stages.

The approach to early reading is strong. Leaders have ensured that the curriculum for reading is of high quality. Children start to develop a love for reading from the moment they join the Reception class. Well-planned activities and resources, along with regular story times, immerse children in language and vocabulary. Phonics teaching also begins straight away and the well-planned programme continues in Years 1 and 2. Pupils learn to read with fluency and accuracy. If pupils need it, teachers provide timely extra help so that they catch up and read with confidence. Pupils read a wide range of interesting books. They enjoy exploring ideas and vocabulary. This also helps with the development of their writing.

The curriculum enables pupils to grasp important mathematical concepts. In the Reception Year, for example, children learn essential knowledge such as counting and simple addition and subtraction. In Years 1 to 6, pupils revisit and practise key mathematical ideas regularly. This secures pupils' understanding and means that they achieve well overall. In a few instances, however, teachers' use of assessment does not fully link with and support the teaching of the curriculum. For some pupils, this means specific gaps in knowledge are not pinpointed and addressed. For others, it means that learning can be undemanding.

Pupils' behaviour throughout the school is positive. Pupils respond well to the high expectations for their behaviour. These expectations are linked to the values of respect and care. Classroom environments are purposeful, and this supports pupils to learn without any disruptions.

Leaders provide strong pastoral care for all pupils. They work well with external agencies and professionals to identify the needs of pupils with SEND. Consequently, these pupils are well supported. Staff make sure that they are fully included in the planned learning.

Pupils' broader development is prioritised successfully. Pupils enjoy a wide range of extra-curricular activities, including music, theatre, sport, cooking and choir. Pupils also enjoy taking on responsibilities in school. These include, for instance, becoming members of the 'One Step Greener' group which promotes awareness of climate change and environmental issues.

Governors understand which aspects of the school need to improve further. However, they have not routinely challenged leaders on their work. Governors are taking steps to improve how they oversee curriculum developments. They aim to ensure that they challenge school leaders effectively. This work is not fully established.

Staff are proud to work in the school. They said that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

An experienced and well-trained team of leaders and staff ensures that pupils' welfare is always a high priority. Leaders make sure that staff receive appropriate training and know how to identify and report any safeguarding concerns.

Leaders have implemented robust procedures for recording and monitoring of concerns. They work tenaciously with external agencies to meet pupils' needs and ensure that they are safe.

Pupils know how to keep themselves safe and are aware of risks to their welfare, for instance when using social media and the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders expect staff to check pupils' understanding of what they have learned. However, in a few instances, teachers' use of assessment does not identify precisely the learning pupils need to revisit or when pupils' existing knowledge means that they are ready to study more complex concepts. Leaders should strengthen teachers' expertise in using assessment and ensure that they use this information consistently to support the teaching of the curriculum.
- In some subjects, curriculum plans are not fully developed. For example, in computing and art, leaders have not defined the knowledge pupils should develop and remember over time. However, it is clear from leaders' work that they are taking credible steps to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.
- Improvements to governance are recent. Governors need to build on their existing work to increase their oversight of the curriculum. This will support leaders to identify what is working well and what needs to be prioritised for improvement.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 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 information from Ofsted Parent View 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	140443
Local authority	Bexley
Inspection number	10200418
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	626
Appropriate authority	Board of trustees
Chair of trust	Pippa Catterall
Headteacher	Helen Charman
Website	www.burstewoodprimary.org.uk/
Date of previous inspection	29 and 30 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school is bigger than the average-sized primary school.
- The school has experienced significant changes in senior leadership and support staff since the last inspection.
- A new headteacher was appointed in January 2020.
- The school does not make use of any alternative provider or off-site provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in the following subjects: early reading, mathematics, science and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and scrutinised samples of pupils' work. Inspectors also looked at curriculum plans in history and art.

- Inspectors met with the headteacher and the director of safeguarding and inclusion, and spoke to leaders and staff about safeguarding. The lead inspector met with members of the governing body.
- Inspectors scrutinised the school's single central record and considered records and procedures for safeguarding.
- Inspectors considered responses made by parents to Parent View, Ofsted's online questionnaire, including free-text comments. Inspectors also considered responses to the staff survey and pupil survey.

Inspection team

Jeffery Quaye, lead inspector

Ofsted Inspector

Lascelles Haughton

Her Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021