

Inspection of an outstanding school: Burnt Oak Junior School

Burnt Oak Lane, Sidcup, Kent DA15 9DA

Inspection dates: 12 and 13 June 2024

Outcome

Burnt Oak Junior School continues to be an outstanding school.

The executive headteacher of this school is Ian McManus. The school is part of The Pioneer Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lee Mason-Ellis, and overseen by a board of trustees, chaired by Jo Bouwens.

What is it like to attend this school?

Pupils are happy and proud to attend this welcoming, aspirational school. Burnt Oak Junior School is built on a strong culture of respect. Staff greet pupils and parents and carers warmly each morning. Pupils are courteous and respectful to each other and to adults and visitors.

Leaders and staff have the highest expectations for pupils' behaviour and achievement. Pupils try their best to meet these expectations by working hard and listening carefully. Staff inspire and enthuse pupils about learning. This helps pupils, including those with special educational needs and/or disabilities (SEND), to achieve very highly across the curriculum.

Classrooms are calm and inviting. Behaviour in lessons and around the school is excellent. Pupils show kindness towards their fellow pupils. They encourage and support each other. Pupils state that bullying is rare. They know adults will listen to them if they have any worries or concerns. Pupils are happy and kept safe in school.

Pupils enjoy a wide range of experiences beyond the academic curriculum, such as an exciting offer of trips and extra-curricular clubs, including cross-country, choir and yoga. They relish the opportunities to help improve the school for others by being, for example, school councillors, library monitors and lunchtime helpers.

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

Leaders have created a highly engaging and ambitious curriculum that matches the needs of pupils exceptionally well. Across all subjects, the important knowledge that pupils

should learn and when it should be taught, are clearly and precisely set out. Learning is broken down into small steps so that teachers can help pupils to build on their previous learning. Teachers ensure that they design activities that help pupils to learn and remember fluently what they are taught. Activities are adapted effectively so that pupils with SEND learn with confidence alongside their classmates. Consequently, all pupils achieve exceptionally well. The 2023 published data shows that pupils are more than prepared to make a successful start in secondary school.

Teachers' subject knowledge is strong. The curriculum is skilfully taught with a precise focus on the key things pupils need to grasp securely and in depth. Teachers select appropriate activities and ask meaningful questions that help pupils to achieve highly. They use assessment well to identify gaps in pupils' skills and knowledge. Staff take swift action so that no pupil is left behind. The school continuously reviews the curriculum to ensure it is exciting, engaging and relevant for all pupils.

Pupils appreciate the recap sessions at the start of each lesson. Recalling what they already know helps them to tackle new concepts. Pupils enjoy their lessons and explain their understanding confidently, using accurate vocabulary. Staff help pupils to make links and build upon new learning. For example, Year 4 pupils were able to explain the best point of release when throwing an object in physical education (PE), drawing on what they have learned about angles in their mathematics lessons.

The bespoke reading programme, created by leaders, ensures that pupils explore interesting and diverse texts that further enhance their learning in different subjects. Leaders have thought carefully about how to inspire a love of reading among all pupils. Pupils speak positively about their favourite authors and the books that they enjoy reading. Staff use the phonics programme successfully for those who need additional support. These pupils are identified quickly. Any extra support is timely and effective.

Leaders with responsibility for pupils with SEND understand the needs of these pupils well. They identify their needs quickly and accurately. This ensures that any additional needs do not become barriers to learning. Teachers skilfully adapt the delivery of the curriculum for these pupils. This ensures that pupils with SEND access the same high-quality curriculum as their classmates.

The school's curriculum to support pupils' wider development is exemplary. The carefully planned curriculum teaches pupils how to keep themselves healthy and safe, including forming healthy relationships. Pupils' understanding of tolerance and respect for others is embedded. Staff plan many outings for pupils that enhance their learning. These include visits to places of worship and residential trips. Pupils develop a strong understanding of difference and diversity. They learn to wholeheartedly embrace the importance of fundamental British values and being part of the local and global community. Leaders have also developed a well-considered programme to promote pupils' emotional and physical well-being. Pupils' attitudes to learning are highly positive and they attend well.

Trustees and governors understand and fulfil their statutory duties with diligence. They provide highly effective challenge and support to the school to continually improve the

quality of education that pupils receive. Staff value being part of the school. They are positive about what the school has done to support their workload and well-being further.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in July 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141976
Local authority	Bexley
Inspection number	10323408
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	Board of trustees
Chair of trust	Jo Bouwens
CEO	Lee Mason-Ellis
Executive Headteacher	Ian McManus
Website	www.burntoak-bexley.secure-dbprimary.com
Dates of previous inspection	10 and 11 July 2018, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher was appointed in September 2023
- The executive headteacher also leads another local school.
- The school runs a breakfast and after-school club.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the chief executive officer, the executive headteacher, other school leaders, teaching staff, the vice chair of the trust board and the chair of the local governing board.
- The inspector carried out deep dives in reading, mathematics, and PE. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, looked at samples of pupils' work and spoke with teachers and pupils. For the reading deep dive, he listened to pupils read to a familiar adult. The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector spoke with some parents at the school gate and considered parents' responses to the Ofsted survey, Ofsted Parent View.
- The inspector met with a range of staff and pupils during the inspection. He considered their responses to the staff and pupil surveys.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

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