

Inspection of Bird in Bush School

Bird in Bush School, Bird in Bush Road, Peckham, SE15 1QP

Inspection dates: 2 and 3 July 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Requires improvement |
| Previous inspection grade | Good |

What is it like to attend this school?

Bird in Bush school was formed at the start of the year from the merger of two previous schools. Leaders have brought the two communities together very effectively. They have created a harmonious and welcoming atmosphere with a culture of aspiration. Pupils are happy and safe. They enjoy school and attend regularly. If they are worried about anything, they know they can talk to an adult who will help them.

The school acknowledges that many children and their families face wider challenges in everyday life. Many pupils benefit from the free breakfast and after-school clubs. They can also attend the free holiday clubs organised by the school. Pupils deepen their cultural understanding through trips to museums, places of worship, and cultural sites such as Kew Gardens and the Barbican Centre.

Leaders have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). The school has made sure that it provides a strong quality of education for pupils but recognise that there is still more work to do in this area. The provision for children in the early years is not as strong as it could be.

Parents and carers are very positive about the school and greatly appreciate leaders' work to support their children's academic and personal development.

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

Leaders have created a broad and balanced curriculum that matches the expectations of what is required nationally. Across a range of subjects, they have carefully chosen the knowledge that pupils should learn and the order in which they should learn it.

Reading is a big priority in the school. Children learn formal phonics from the start of Reception. They have lots of opportunities to segment, sound out and blend the words that they are reading. The books that pupils read match the sounds that they are learning in class. Staff receive high-quality training to become early reading experts. They deliver the programme consistently as a result. Pupils' progress in phonics is checked regularly. Any pupils who fall behind are supported to catch up. As a result, pupils' outcomes at the end of Year 1 in phonics are improving.

The school works hard to develop a love of reading. The school is also very proud of its 'racial literacy' programme. This ensures that pupils read a wide range of diverse texts. The school has worked carefully to improve the curricular offer for pupils. For example, in mathematics, it has worked hard to deepen pupils' understanding of fractions as they move through the school.

Pupils study a broad range of subjects. In science they learn about the geo-centric and helio-centric models of the solar system. In computing they learn to design, write and debug programs. In music they learn to play the violin and the ukulele.

However, in some subjects, the curriculum is not designed and taught in such a way as to enable pupils to build up a broad body of knowledge over time. In a few subjects, the school does not make sure that pupils have sufficient time to review and build on prior learning.

On occasions, teaching does not check carefully what subject content and vocabulary pupils have learned with precision. This means that teachers sometimes move on too quickly before pupils are fully ready for new content. Children in the early years do not have enough opportunities to develop their communication and language skills or their mathematical thinking.

The school has worked very carefully to identify pupils' individual needs. Clear systems are in place, including through partnership with staff, parents and external agencies. Appropriate support is put in place to enable pupils with SEND to access the curriculum.

Pupils attend school regularly. Leaders work with parents to ensure that there are no barriers to their child's regular attendance at school. Typically, pupils behave well in lessons and around the school. The school provides mentoring and support for vulnerable pupils. However, children in the early years do not routinely behave as well as older pupils. Staff do not ensure that children learn routines and follow instructions as well as they should do. This means that children in the early years do not focus on their learning, take turns or co-operate with each other consistently.

Pupils have many opportunities to develop their talents and interests or take on positions of responsibility within the school. They can become subject advocates or lead on an aspect of school improvement alongside staff. All pupils learn how to keep themselves safe online and in the local community.

Staff, including teachers at the early stages of their career, value the training they receive, as well as the extra time they are given to complete their work. They spoke warmly about leaders' support for their well-being. Governors are knowledgeable and committed to the school.

Leaders and staff have achieved a great deal over the past two years. They are all fully committed to further improvements to the school's provision for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not ambitious enough and not enough time is given for it to be taught effectively. In these subjects, the school's curricular thinking does not provide opportunities for pupils to review and revisit their

learning regularly. As a result, pupils are not building up a broad body of knowledge in each subject. The school must ensure that the curriculum for every subject is ambitious and is given enough time to be taught systematically across the year in order to enable pupils to develop a deeper knowledge and understanding over time.

- On occasions, systems to check that pupils are taught important content and subject-specific vocabulary lack precision. This means that pupils do not embed key knowledge in their long-term memory limiting readiness for future learning. The school must ensure that all teachers check what pupils know and can do regularly and systematically in lessons.
- Provision in the early years does not enable children to benefit from meaningful learning across the curriculum. There is not a sharp focus on building up children's knowledge and skills across the seven areas of learning, particularly communication and language and mathematics. As a result, children are not prepared effectively for Year 1. The school must ensure that all aspects of early years provision effectively contribute to children's learning and development.

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

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| Unique reference number | 100780 |
| Local authority | Southwark |
| Inspection number | 10345686 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 482 |
| Appropriate authority | The governing body |
| Chair of governing body | Juliette Young |
| Headteacher | James Robinson |
| Website | www.birdinbushprimary.co.uk |
| Date of previous inspection | 17 and 18 January 2018, under section 5 of the Education Act 2005. |

Information about this school

- Bird in Bush School is an amalgamation of two previous community schools, Camelot Primary School and Cobourg Primary School. The amalgamation took place in August 2023.
- The school operates and manages a breakfast club and an after-school club.
- The school makes use of one registered alternative provider.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with members of the school senior leadership team, a selection of subject leaders, teachers and support staff.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subject areas.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors met with those responsible for governance, including the chair of governors. Inspectors also spoke with a representative from the local authority.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

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|---------------------------------|-------------------------|
| Christian Hicks, lead inspector | His Majesty's Inspector |
| Sukwinder Samra | Ofsted Inspector |
| Sabrina Edwards | His Majesty's Inspector |
| Noeman Anwar | His Majesty's Inspector |

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