

# Burnt Oak Junior School

## Inspection report

---

<b>Unique Reference Number</b>	101427
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	307680
<b>Inspection dates</b>	12–13 May 2008
<b>Reporting inspector</b>	Wendy Simmons

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Rapley
<b>Headteacher</b>	Mrs Carol Richardson
<b>Date of previous school inspection</b>	24 May 2004
<b>School address</b>	Burnt Oak Lane Sidcup DA15 9DA
<b>Telephone number</b>	020 8300 5854
<b>Fax number</b>	020 8302 6195

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	12–13 May 2008
<b>Inspection number</b>	307680

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Burnt Oak is an average size school. Pupils largely come from owner occupied homes and few receive free school meals. Most pupils have White British backgrounds but a few come from a range of different cultural backgrounds, and of these they are most often from Asian heritages. Few pupils speak English as an additional language and only a very small number are at an early stage of learning English when they join the school. The school has an average proportion of pupils with learning difficulties and/or disabilities. Pupils' difficulties mostly relate to behavioural or emotional problems, dyslexia and autistic spectrum disorders. The school has been awarded Investors in People, the Basic Skills Quality Mark, Eco Schools (bronze) award and the Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Burnt Oak is a satisfactory school, which has a good capacity to improve. This is evident in the consistent improvement in English, mathematics and science standards since 2004. By the end of Year 6, standards are above average. When pupils join the school, many pupils have above average skills for their age. From this high starting point, they make steady progress due to satisfactory teaching and learning.

When the headteacher joined, there were many challenges facing the school. She has managed change effectively. The senior leadership team and governors support her well. As a result of their work, the quality of teaching has improved and there has been a successful drive to enhance and improve links with parents and the community. The headteacher was quick to identify pockets of underachievement and as a result of improved teaching and learning pupils of all abilities are now doing better. In particular, the achievement of the most able pupils has improved to become satisfactory. As one parent put it, 'The headteacher has worked hard to turn the school around in three years'.

From the work seen and from assessment information, pupils are making faster progress in mathematics this year compared with previous years. The curriculum is satisfactory and initiatives to improve mathematics, science and reading, together with greater opportunities for discussion work in lessons, are helping standards and achievement to rise.

The headteacher talks about now being ready for, 'A further push forward' in the drive to become a good school in the future. Leaders have recently been monitoring teaching and learning in a more rigorous and accurate way and this is helping. They correctly identified that pupils still need to be challenged more in lessons. They also know that not all pupils, particularly those of higher ability, make the expected rate of progress in writing. Leaders agree with inspectors that this is because pupils are not being supported enough in how to edit, extend and improve their written work. Despite this, overall, the school provides satisfactory care, guidance and support. This is aided by effective developments in the school's assessment systems, which contribute to pupils' improving progress. Pupils, like inspectors, agree that general pastoral care is good. Pupils who receive extra support because they have learning difficulties make good progress.

There are early signs of improvement in pupils' writing skills, which reflects the satisfactory leadership and management. For example, teachers have introduced a special writing curriculum and have greatly improved the quality of their marking. Nonetheless, there is more to do to ensure that pupils have sufficient time and help to edit and improve their writing.

Pupils like school overall, as evident in the good attendance. They are polite and their behaviour is satisfactory. Parents noted some concerns about behaviour. Inspectors found that pupils are mostly keen to learn, but sometimes, pupils do not behave consistently well because some lessons are dull and do not inspire pupils to work with energy and enthusiasm. Pupils adopt healthy and active lifestyles and know about how to be generally safe in the wider world. Pupils' awareness of different cultures has improved and is satisfactory. Pupils' good moral and social development enables them to make a useful and thoughtful contribution to the wider community.

## What the school should do to improve further

- Raise achievement in writing, especially for higher attaining pupils by helping all pupils to edit, extend and improve their written work.
- Lift the quality of teaching and learning, so that lessons are more challenging and exciting for learners.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards are securely above average and pupils are on track to reach more challenging targets so that standards will improve still further this year. Pupils from different backgrounds largely perform similarly and their overall achievement is satisfactory. Within this, pupils with learning difficulties make good progress because the work is suitable for their needs. This is not always the case for higher ability pupils, as activities, particularly those related to independent and extended writing, are not always challenging enough. There is also room for greater enjoyment and research work in lessons to lift achievement to good.

Overall, pupils make good progress in reading because of regular practice of skills and opportunities to talk about books. Pupils do not always make enough progress in writing for their capabilities because opportunities are missed to improve and develop their written work. In the last year, standards and achievement in mathematics have improved. This is a result of improved problem solving work. For example, through puzzle weeks and by helping pupils to work on harder calculations in a step-by-step way before finding the answer. Science has improved considerably since the last inspection due to good leadership, effective assessments and a significant increase in investigation activities.

## Personal development and well-being

### Grade: 3

Pupils follow rules well, grow in confidence and learn much about how to communicate with others. Teamwork is good. Pupils take the responsibility of representing others on the school council seriously. One said, 'It makes me feel important when our views are listened to'. They enjoy taking part in the community, for example, by presenting musical performances and by making an attractive recycled collage with the help of a local artist. Pupils have a growing understanding of different cultural heritages in the world. However, they are less clear that Britain is a multicultural society. Pupils like it when they do exciting investigative activities and when they are doing this they show very positive attitudes and behave well. However, they do not yet always display a drive and enthusiasm for excellence. Sometimes, pupils lose focus in lessons and low-level disruptions occasionally disturb the learning of others. Overall, pupils gain a suitable range of academic and personal skills for their future economic well-being. In particular, they enjoy a good range of fitness activities, know about how to eat healthily and have plenty of opportunities to work outside. Pupils like these aspects of school life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Lessons are mostly well planned, but sometimes teachers do not make it really clear how the most able pupils will be challenged. Some lessons are becoming more exciting but others are too dull and do not encourage pupils to show initiative when engaged in exciting research work. Teachers are developing discussion work well through 'talk partner' activities. This is helping pupils to develop confidence in their thinking and reporting skills. Teachers use resources, including information and communication technology (ICT), to help pupils to understand new things well. Mostly pupils are managed well, but when the pace of lessons drops, they lose concentration. Teachers' expectations of what pupils can achieve is improving because they are assessing pupils' learning and progress more accurately, but expectations could still be higher. The proportion of good and outstanding lessons is not yet high enough to ensure that pupils make consistently good progress.

### Curriculum and other activities

#### Grade: 3

The school has been working to make learning more fun, but there is still more to do. An example of good practice is evident in the special project weeks and in the English work on 'The Piano'. The ICT curriculum has improved significantly since the last inspection. Overall, teachers are still working to make links between subjects as interesting and meaningful as possible. The developments in investigation work are helping standards in mathematics and science to improve. Sports and music are well promoted and pupils spoke appreciatively about the new 'Pop Group' (Positively Organised Pupils) and agree that this is helping to promote and encourage more positive attitudes. The displays around school often support pupils' learning but do not show a rich and exciting range of pupils' work. Visits are increasing and pupils are delighted by the wide range of clubs, which make a good contribution to general knowledge, hobbies and skills.

### Care, guidance and support

#### Grade: 3

The promotion of safety and child protection are satisfactory. Healthy life styles are well promoted. Vulnerable pupils are well supported and this is enhanced by suitable links with community professionals. Pupils value 'The Listening Ear' support, where pupils can request a confidential interview to discuss concerns. Pupils with learning difficulties and or disabilities are supported well overall. Several parents thought that bullying was an issue. A recent school focus has raised awareness of bullying and pupils report that incidents of bullying are few and that they are quickly addressed. Very occasionally, pupils make racist comments. Overall, leaders take this seriously and take appropriate action to eliminate such incidents but occasionally, parents need to be reassured that firm action is being taken. Assessment information is used well to monitor pupils' progress and to set them suitable learning targets. Pupils mostly know their targets. There is some effective marking of pupils' work but teachers do not consistently provide enough opportunity for them to follow up the comments made, particularly in writing. This hampers pupils from making faster progress.

## Leadership and management

### Grade: 3

The headteacher and deputy headteacher form a dedicated and complementary partnership. Responsibilities are distributed to other subject managers and all leaders and managers are developing their roles steadily. As a result, staff are becoming increasingly responsible for standards and pupils' achievement as a team. This is helping leaders to make an accurate evaluation of the school's strengths and areas for development. Through the drive to improve achievement to good, leaders are involved in a special project called, 'Making Good Progress'. This is beginning to have a positive impact on standards and achievement. The quality of monitoring and development planning is now good and has improved well in the last year. Good tracking is central to pupils' improved progress and aids leaders in setting challenging targets. Governors are enthusiastic and play an important part in developing the school. For example, by working to improve the accommodation and by enhancing communication with parents through 'The Insider' magazine. They are developing their ability to ask challenging questions about standards and achievement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

21 May 2008

Dear Pupils

Inspection of Burnt Oak Junior School, Sidcup, DA15 9DA

You may remember that two inspectors came to your school recently. Thank you for telling us about your school. I am writing to let you know what we have found.

You go to a satisfactory school, which has improved greatly in the last two years. Staff care about you and you mostly enjoy school, especially the clubs. We are pleased to tell you that most of you make steady progress and are now able to get to the level of work that you are capable of. This is a higher level than in most schools and is very important, as many of you have already done well at your infant school and find learning easy. The teaching and learning is helping you to learn new things in a suitable way overall, but some lessons are a bit too dull. We noticed that you behave well when lessons are exciting, but sometimes a few of you do not behave as well as you should when you get bored. Please try very hard to behave as well as possible in the future, as your teachers are working to make learning more fun. We are very impressed with the way that you are taking part in sports and learning about healthy eating. Well done for working hard on the mathematics investigations. This is really helping you to learn important skills. Your headteacher and all other adults are keen to make the school even better and agree that the following things need to be done.

- Help you to learn how to make changes to your writing so that it becomes as interesting and well developed as possible.
- Make more lessons good, especially so that they are more interesting and challenging.

We also enjoyed seeing you working regularly outside and were impressed by the mosaic that you have been making out of recycled bottle tops. Keep up your efforts!

Yours sincerely

Wendy Simmons

Lead Inspector