

# Burnt Oak Primary School

## Inspection report

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<b>Unique Reference Number</b>	131527
<b>Local Authority</b>	Medway
<b>Inspection number</b>	331617
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms J Mayes
<b>Headteacher</b>	Mrs G Perry
<b>Date of previous school inspection</b>	9 June 2008
<b>School address</b>	Richmond Road Gillingham Kent ME7 1LS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' work in books, reports from advisers working with the school, the school's development plan for raising pupils' attainment, tracking data showing the progress pupils are making and 91 responses to the questionnaire sent to parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress through the school
- the effectiveness of leaders and managers in improving the quality of teaching and the school's capacity for sustaining improvement
- how well pupils develop their personal skills.

## Information about the school

Burnt Oak Primary is a larger than average primary school. The large majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average and many of these find basic literacy and numeracy difficult or need help to settle in class. The proportion of pupils learning English as an additional language is below average and few are at an early stage of learning English. The school has achieved Healthy School Status and the Activemark. At the time of the last inspection, the school was given a Notice to Improve because teaching was inadequate, pupils were not making enough progress and standards were exceptionally low. In September 2008, the school moved into wholly new buildings replacing the old former infant and junior school buildings on the same site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Burnt Oak Primary is now a satisfactory and improving school. There are particular strengths in the Early Years Foundation Stage and in pupils' awareness of how to keep themselves healthy. Senior leaders have set a clear direction for the school based on enhancing the quality of teaching, learning and progress in order to raise attainment. Staff working at the school have responded well to the challenge of improving the school. Attainment is rising as a result of appropriate action the school is taking. Achievement and enjoyment are satisfactory. Good systems have been put in place to enable the school to check how well pupils are doing. Teachers accurately assess the standards at which pupils are working as a result of successful training and support provided by the school, together with the local authority.

Outcomes in the Early Years Foundation Stage have improved considerably, particularly in communication, language and literacy, and in problem solving, reasoning and number. The good balance between activities for children to choose for themselves and tasks led by adults, helps children to develop their social skills and confidence. Children make good progress in Nursery and Reception. Recent assessments show many reach the goals expected by the start of Year 1.

The quality of teaching, raised as an issue at the time of the last inspection, has improved and is satisfactory, so that learning and progress in lessons and through the school are satisfactory. Some teaching is good but it is not consistent enough across classes to ensure that all pupils make good progress. This is why achievement is satisfactory overall although in some classes it is good. In most classes there is a wide range of ability and assessment information is being used more carefully to match work to pupils' needs and to set appropriately challenging tasks. Nevertheless, more able pupils do not always make the progress that they should because the work is not always challenging enough for them. Marking in pupils' books is used well to acknowledge pupils' efforts and suggest how to improve their work. However, pupils are not always clear about what to do in order to move up to the next level in their work and are not routinely involved in assessing for themselves how well they are doing.

The satisfactory curriculum is broad and balanced and rightly prioritises literacy and numeracy in order to raise attainment in these subjects. For example, daily morning reading sessions in all classes, together with lunchtime reading clubs for selected pupils, have successfully improved reading skills. Individual and small group sessions for pupils falling behind are effective in helping them to catch up. Pupils appreciate the opportunities they have to participate in sporting activities and extra-curricular clubs that

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encourage their positive attitudes to keeping fit and healthy. Parents are confident that their children are safe in school.

Leaders and managers have ensured the smooth transition from the old school buildings into the new buildings while sustaining their focus on improving the school's provision and outcomes for pupils. Key priorities for development have been identified and successful action has been taken. Initiatives including whole-school approaches to planning lessons, marking work, assessing pupils' attainment and tracking pupils' progress help ensure teaching staff are working as a team. This reflects the school's satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise attainment by ensuring that all pupils make consistently good progress through the school.
- Ensure that the quality of teaching and learning is consistently good by using assessment information to match work to the learning needs of all pupils, particularly more able pupils.
- Make consistently clear to pupils what the next steps are in their learning in order to move up to the next level in their work.

**Outcomes for individuals and groups of pupils****3**

Children join the school with a range of skills and capabilities but generally they are below the levels expected nationally. As a result of improvements to provision and an increased focus on literacy and number skills, children make good progress in the Early Years Foundation Stage. By the end of the Reception year they are at the expected levels for their age. In the recent past, pupils have not been making enough progress through the rest of the school to reach high enough standards. In 2009, provisional assessments at the end of Year 2 show that standards have risen to be broadly average. Although results in national tests in Year 6 remain low, they show improvement on the previous year. Nevertheless, few pupils reached the higher levels in assessments. Learning and progress observed during the inspection were satisfactory, reflecting the school's success in increasing rates of progress so that achievement and enjoyment are now satisfactory. Pupils are making good progress in some classes, but this is not consistently the case. The school's own data and work in pupils' books show that more pupils are on track to reach the expected levels. All groups of pupils make similar progress as a result of the support they receive.

Pupils enjoy coming to school and parents confirm this. One parent said, 'My child can't wait to get to school.' Pupils' awareness of how to keep themselves safe is satisfactory and they are in no doubt that adults will help them should any problems occur.

Behaviour observed in lessons and around the school was satisfactory overall and often good. Teachers and additional adults support pupils with behavioural difficulties well so that there are very few incidents of poor behaviour. As a result, the school now makes very little use of its former behaviour support unit. Pupils have a good understanding of

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how to lead healthy lives, as shown by the school's success in gaining Healthy School Status and the Activemark. They are enthusiastic to take on responsibility within the school community although pupils' involvement in supporting the school to develop further is more limited. Older pupils help the younger ones at lunchtime. For example, they collect plates and cutlery, organise games in the playground and help younger pupils with their reading. Opportunities for pupils to participate in class assemblies, sing in the choir and participate in sporting competitions help self-confidence and self-esteem to grow. Spiritual, social, moral and cultural development is satisfactory. Attendance is average. Pupils' satisfactory personal qualities and progress in basic skills prepare them soundly for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers plan a variety of interesting tasks. These engage pupils' interest and, as a result, pupils have positive attitudes and enjoy their lessons. One pupil, reflecting a typical view, said, 'Our teachers help us every day to improve.' Pupils particularly enjoy opportunities to work in groups and to discuss their learning in pairs. This promotes

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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teamwork and good social skills, helps them to clarify their understanding and encourages speaking and listening skills. For example, in a design and technology lesson, pupils in Year 3 appreciated making healthy sandwiches, tasting them, and discussing their preferences. However, the quality of teaching is too variable across classes to ensure that all pupils make consistently good progress. Assessment information is not always used well to ensure that all pupils are set suitable tasks, particularly for those who find learning easy. Some more able pupils commented that they could cope with more challenging work in order to progress more swiftly. Pupils who struggle with basic literacy and numeracy, as well as those who need help to settle in class, benefit from good support from committed teaching assistants and this helps them make satisfactory progress. Work in pupils' books is marked regularly with guidance on how to improve. However, opportunities for pupils to assess for themselves how well they are doing are limited.

The curriculum is underpinning improved rates of progress in basic skills. Pupils appreciate visits to local places of interest, as well as a residential visit for pupils in Year 6 and the whole-school outing to the seaside. These contribute to their satisfactory cultural awareness and understanding of those who live in communities other than their own. French is a highlight. For example, in a Year 5 class assembly, pupils were enthusiastic to demonstrate the French they have been learning. Although there are some links developing between subjects, opportunities for pupils to develop their literacy and numeracy skills across a range of subjects are inconsistent. Opportunities for the more able pupils to broaden their interests and skills more widely are limited.

A pupil wrote, 'Our school is a safe and caring place.' Transitions are thoughtfully managed. Links with a range of outside agencies contribute to pupils' satisfactory personal development. The progress pupils are making is now checked regularly and this is helping the school to track how well pupils are achieving. Additional support is put in place for pupils who are falling behind in order to help them catch up. The progress and well-being of vulnerable pupils are closely monitored. Systems to promote regular attendance and good punctuality are sound. Computer workshops for parents help them support their children's learning at home. However, some parents made a point of writing to say they would appreciate more information about the work their children are doing and the progress their children are making.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

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While satisfactory overall, leaders and managers have developing strengths. Through sound monitoring and self-evaluation, senior leaders have identified priorities for improvement. Their effectiveness has already been seen, for example, in the increased rates of progress and learning throughout the school as a result of improvement in teaching. Because many developments are quite recently introduced, there has not been enough time to see their impact fully. However, it is clear that leaders have satisfactorily embedded ambition and driven improvement. The school's work to promote equality and tackle discrimination is satisfactory. Procedures to safeguard pupils' well-being, health and safety are robust and there are good links with external agencies to support pupils who need extra guidance. The promotion of community cohesion is satisfactory. Pupils' understanding of themselves as part of the school and local community is good. However, their awareness of those who live in communities other than their own, nationally and globally, are more limited. Evaluation of this aspect of the school's work, though satisfactory, is uneven. The committed governing body has supported the school well to improve teaching and raise achievement and attainment. Governors take an active part in monitoring the school's provision. However, formal systems for governors to consult the views of parents and pupils in order to improve the school further are not well established.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

The Early Years Foundation Stage is well led and managed. Induction arrangements are good. They include opportunities for children and their parents to visit the school as well



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as home visits conducted by staff before the start of term. Together with well-established routines, this helps children to settle quickly when they join the school. As a result, children's personal, social and emotional skills are well developed and they form positive relationships with adults and other children. Detailed records of continuous observation are kept. However, these are not always used systematically to plan the next steps in children's learning. Children are enthusiastic and enjoy developing their skills in all six areas of learning both inside and outside. Consequently, they get off to a good start in Nursery and Reception and make good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents responding to the survey are happy with their children’s experience of school. A minority expressed concern about the management of behaviour, but most judged teaching to be good. Inspectors found behaviour in and out of lessons to be satisfactory and often good, with very few instances of disruption, which were dealt with effectively. In the survey, the large majority of parents judged the overall management of the school to be effective, although a few felt the school could do more to take account of their views and keep them informed. The governing body acknowledges that the school could do more to consult with parents and involve them more in developing the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnt Oak Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	47	44	49	2	2	1	1
The school keeps my child safe	44	48	45	49	2	2	0	0
The school informs me about my child's progress	28	31	50	55	9	10	1	1
My child is making enough progress at this school	25	27	54	59	7	8	3	3
The teaching is good at this school	26	29	60	66	5	6	0	0
The school helps me to support my child's learning	26	29	52	57	8	9	2	2
The school helps my child to have a healthy lifestyle	26	29	55	60	6	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	22	51	56	7	8	2	2
The school meets my child's particular needs	23	25	57	63	5	6	3	3
The school deals effectively with unacceptable behaviour	20	22	47	52	14	15	6	7
The school takes account of my suggestions and concerns	19	21	51	56	11	12	4	4
The school is led and managed effectively	16	18	54	59	11	12	5	6
Overall, I am happy with my child's experience at this school	28	31	49	54	7	8	5	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 October 2009

Dear Pupils

Inspection of Burnt Oak Primary School, Gillingham, ME7 1LS

Thank you for being so friendly and welcoming when we recently visited your school. We really enjoyed talking to you and listening to all that you had to say. You really helped us with the inspection. We were particularly pleased to see how well you have settled into your new school building.

Burnt Oak Primary School is a satisfactory school and is getting better.

These are the best things about your school.

- The youngest children get off to a good start to their learning in Nursery and Reception.
- Your learning and progress have improved through the rest of the school and is satisfactory, but it could be even better.
- Teaching is satisfactory and you enjoy working together in pairs.
- You told us you like coming to school and your parents confirm this.
- You have a good understanding of how to keep yourselves fit and healthy.
- You get on well with each other and most of you behave sensibly in class and around the school.
- You like the opportunities you have to take on responsibility in the school.

We have asked the school to carry on working hard to make lessons better so that even more lessons are good ones because this will help to raise standards. We would like the school to make sure that all of you are set work that is just the right level of difficulty for you because this will help you learn more quickly. You can help by telling your teacher if you find the work too easy or too difficult. We would also like the school to make sure you know how to move up to the next level in your work.

Thank you again for your help and best wishes in the future.

Yours faithfully

Madeleine Gerard

Lead inspector

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