

Burnley Brow Community School

Inspection report

Unique Reference Number	105680
Local Authority	Oldham
Inspection number	336537
Inspection dates	27–28 January 2010
Reporting inspector	Jennifer Platt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Cllr Jeremy Sutcliffe
Headteacher	Mrs Michelle Lee
Date of previous school inspection	2 March 2007
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Introduction

This inspection was carried out by four additional inspectors. Approximately half of the time was spent looking at learning and additional time was spent looking at pupils' work. The inspectors visited 24 lessons and saw the majority of teachers; they also held meetings with governors, staff and groups of pupils. Informal discussions were held with parents as they brought their children to school. The inspectors observed the school's work and looked at documentation including policies relating to the safeguarding of pupils, the school's development plan, self-evaluation and monitoring records. In addition, inspectors analysed 90 questionnaires returned by parents and carers, 28 from school staff and 114 from pupils.

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

- the current progress of pupils of all abilities and in all subjects in Key Stage 1 and in science and mathematics in Key Stage 2
- attendance figures and procedures to improve attendance
- the quality of teaching and use of assessment to ascertain the impact on outcomes for pupils
- the role of managers in monitoring and sharing their expertise across the school.

Information about the school

The school is larger than most primary schools. The proportion of pupils eligible for free school meals is well above average. The vast majority of pupils are of Bangladeshi heritage and all pupils in the school speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and this number is rising. The school provides for pupils in the Early Years Foundation Stage in a Nursery and two Reception classes. The school has achieved many awards including the Healthy School Award, Investors in People status, Eco School status and Active mark.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an amazing school with the vast majority of aspects being outstanding. Staff and pupils have most imaginatively transformed the fantastic new building into a welcoming and friendly school. Parents are highly satisfied with the education their children receive and the school is held in high esteem by the local community.

The exceptional vision of the headteacher drives the school forward. She most effectively empowers all staff so that all are supportive of change and work as a team. Detailed and thorough self-evaluation leads to an informed picture of the school's strengths and also sets future priorities. This accurate analysis and the determination to do the very best for its pupils ensure the school has excellent capacity to improve.

The school is a hive of industry. The walls are awash with fantastic displays of pupils' work showing the richness of the excellent curriculum. This reflects the staff's enormous efforts to extend the horizons of the pupils. Inspirational teaching enthuses pupils and enables them to overcome many barriers to their learning. The focus on 'cooperative learning' leads to many opportunities for discussion and collaborative work. As a result, pupils make excellent progress from a very low starting point with limited language skills in both their mother tongue and English. Attainment has been rising year on year. Pupils leave school reaching broadly average standards in reading, mathematics and science. Writing is creeping closer to average but is not as high as other subjects. Pupils are improving their imaginative writing but in Key Stage 2 pupils' handwriting is not always neat enough.

Pupils of all abilities flourish because of the outstanding levels of care, guidance and support that the school provides. This leads to excellent relationships and exemplary behaviour. The respect and care pupils show for each other is wonderful to see and as a result the playground is a harmonious place. Attendance has been steadily rising and the school exceeds the target set by the local authority. Nevertheless, the school is striving to remind parents of the importance of regular attendance.

What does the school need to do to improve further?

- Improve the handwriting of pupils in Key Stage 2.
- Support the present increase in attendance to bring it securely in line with the national average by impressing even more strongly on parents the importance of regular attendance.

Outcomes for individuals and groups of pupils

1

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Pupils are excellent ambassadors for the school. They have very positive attitudes to learning and love school. They make excellent progress in lessons because they seek to do their best, try hard and practise new skills exceptionally well. Pupils listen attentively to each other and extend their English speaking skills in organised pair and group discussions. They enjoy being challenged and when given a set time to complete a task they work briskly to complete it successfully. New approaches to teaching letters and sounds and an emphasis on practical activities in numeracy lessons have reaped benefits. Standards are rising at the end of both key stages and are now broadly average. At the end of Year 6 pupils reach the level expected for their age in reading, mathematics and science. A dip in science last year has been resolved and staff particularly in Year 6 have a strength in the subject. Results of national tests are influenced by the number of pupils with special educational needs and/or disabilities. It is indicative of the school's determination to ensure all make as much progress as possible that standards remain close to average when a half of the current Year 6 are assessed as having special educational needs and/or disabilities. Data show clearly these pupils also make impressive progress. Staff benefit from specialist training and new skills are transferred into very effective support for pupils both individually and in small groups.

Pupils' spiritual, moral, social and cultural development is outstanding. In class worship sessions, older pupils reflect sincerely on what life would be like if everyone looked the same, helping them to reflect on issues surrounding equality and fairness. They follow a strong moral code and relationships are excellent. Pupils respect other faiths and traditions. Pupils live healthy lifestyles. They appreciate the nutritious food available at lunchtime and understand the importance of exercise. Attendance is close to the national average and the number of persistent absentees has declined. Pupils make a strong contribution to both the school and wider community. They have a strong voice and have many opportunities to accept responsibilities and to influence what is happening in school; for example, through the school's charity work including the current support for Haiti following the earthquake. They are very aware of their role in the global community, for example in their commitment to being an ECO school. Visitors inform older pupils about future career options and pupils demonstrate well those life skills that will stand them in good stead for the future.

These are the grades for pupils' outcomes

¹ 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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Please turn to the glossary for a description of the grades and inspection terms

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

How effective is the provision?

High quality teaching is evident across all years and subjects. In many lessons seen teaching was outstanding. Lessons are extremely well ordered and purposeful. The variety of approaches captures pupils' interest. For example in Year 2, the use of games activities in numeracy consolidated understanding of dividing numbers. Expectations are very high especially in Year 6 when pupils are expected to use the correct vocabulary to explain their mathematical calculations. Only occasionally in mathematics does the pace of learning slow because discussion interrupts the flow of learning. Pupils' knowledge of how to improve is enhanced by very rigorous marking and setting of targets. Excellent assessment systems are applied most rigorously to track progress and to inform planning. Consequently, teachers pitch work at exactly the correct level.

The curriculum is a masterpiece of planning that ensures a balance between academic, creative and physical development. It is particularly effective in meeting the needs of all pupils especially those with special educational needs and/or disabilities. Imaginative ideas are enhancing the already strong provision of themed weeks and special events. For example, pupils arrived to find their classroom in chaos and windows covered with sticky tape as an introduction to a theme on natural disasters. Obviously, pupils' interest was immediately captured. The focus on extending pupils' horizons is evident in the variety and number of visits, visitors and opportunities to take part in an after-school club.

Pupils benefit from excellent care based on all staff's high level of commitment to every child. There are many opportunities to share any worries. One pupil summed this up by saying, 'The staff work hard to keep us safe.' Pupils are adamant there is no bullying

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and they have many established friendships.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's enthusiasm is infectious. Innovation is forefront in her planning and she diligently researches any initiatives which she feels may benefit the pupils. She is prepared to go out on a limb to implement changes to drive up standards and meet the particular needs of this school. This has given the school its distinct reputation for originality and excitement. She and all members of the senior management team lead by example and staff morale is exceptionally high. Staff appreciate the high priority given to their professional development which not only improves their skills but leads to a firm commitment to the school. Management teams closely monitor teaching and pupils' progress. Prompt action is taken when a need arises, as can be seen in the improvement in science. Targets are very challenging and are exceeded. They reveal that rising trends are due to continue.

The school is deeply conscious of its duty to ensure all have equal opportunity. The impact of actions is very clear in the progress of all pupils, including a steady rise in pupils attaining standards that exceed the national average which is a significant achievement for these pupils. The commitment to eliminate discrimination is also mirrored in the excellent promotion of community cohesion within and beyond the school. Effective planning has led to effective links being forged with schools with a more varied intake. The school is looking into different ways to evaluate the impact of links on outcomes for pupils.

Governors take their responsibilities seriously and hold the school to account to ensure money is spent prudently to provide the best value. They ensure safeguarding procedures are met and pupils feel safe. Checks are conducted to ensure that adults who have contact with pupils are carefully vetted for their suitability to work with children.

As well as excellent links with external agencies contributing to the pupils' excellent progress, the school shares its own skills and experiences with others. It is a 'Teaching Schools' designate for outstanding and improving teacher programmes.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage provides an excellent platform for children starting school. The atmosphere in Nursery and the Reception classes is welcoming and supportive. Welfare needs are met and staff are extremely sensitive to the children's individual needs. They are alert to the children's difficulty in expressing their needs in either their mother tongue or English. Bilingual support is at hand and by immersion in a superb variety of experiences children quickly gain confidence. Teaching is exceptional in the way it caters for the needs of the children. Carefully focused activities teaching children essential basic skills are balanced with time to select activities and work alone or with a friend. Outdoors is used most imaginatively to extend learning and the children thoroughly enjoyed using binoculars to spot birds and record their sightings on their clipboards. Assessment is exemplary. The recording of progress in a learning journey effectively informs parents of their children's progress as well as informing future planning. Individual targets are set and in Nursery children wear little badges that include very simple targets such as 'fasten my coat' or 'count to ten'.

This excellent start to their school life enables children to make excellent progress. Attainment on entry is extremely low and children leave Reception very close to average in many aspects although standards are lower in writing, aspects of numeracy and their knowledge of the wider world. Very effective leadership has raised attainment and staff are clear how this will be sustained.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents have very positive views about the school. Written comments emphasised their appreciation of the care their children receive and the welcoming staff. Both these aspects were very evident during the inspection. The very small number of concerns was considered as part of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Brow Community 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	68	28	31	1	1	0	0
The school keeps my child safe	60	67	28	31	2	2	0	0
The school informs me about my child's progress	52	58	33	37	5	6	0	0
My child is making enough progress at this school	36	40	50	56	2	2	2	2
The teaching is good at this school	52	58	34	38	4	4	0	0
The school helps me to support my child's learning	40	44	44	49	5	6	1	1
The school helps my child to have a healthy lifestyle	40	44	46	51	3	3	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)	36	40	46	51	6	7	2	2
The school meets my child's particular needs	41	46	46	51	3	3	0	0
The school deals effectively with unacceptable behaviour	42	47	43	48	3	3	0	0
The school takes account of my suggestions and concerns	31	34	52	58	5	6	0	0
The school is led and managed effectively	44	49	40	44	3	3	1	1
Overall, I am happy with my child's experience at this school	50	56	38	42	2	2	0	0

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



29 January 2010

Dear Pupils

Inspection of Burnley Brow Community School, Oldham, OL9 0BY

Thank you for the warm welcome you gave the inspectors when we visited your school. It was lovely to hear you talking with such pride about your school. We agree that you go to an outstanding school. You clearly appreciate all that your staff do to make learning so interesting and ensure you make excellent progress. You contribute to the friendly atmosphere in your school by your excellent behaviour and the way you help each other. The staff take excellent care of you all and teach you exceptionally well. We were hugely impressed with how very well you are doing in English, mathematics and science.

To help the school become even better, I have asked your headteacher and governors to:

- impress on your parents the importance of you attending regularly
- improve your handwriting in Key Stage 2.

You can help especially by attending every day unless you are really ill and by making sure you always write as neatly as possible. I know when you leave you will take with you some wonderful memories of your time in school.

I wish you all the very best for the future.

Yours sincerely

Mrs Jennie Platt

Lead Inspector

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