

Burnt Tree Primary School

Inspection report

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| Unique Reference Number | 103914 |
| Local Authority | Sandwell |
| Inspection number | 346201 |
| Inspection dates | 28–29 April 2010 |
| Reporting inspector | Paul Weston HMI |

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

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|--|----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 184 |
| Appropriate authority | The governing body |
| Chair | Ray Mace |
| Headteacher | Jackie Gazeley |
| Date of previous school inspection | 30 October 2007 |
| School address | Hill Road Tividale Oldbury |
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. The inspectors visited 13 lessons, three parts of lessons and an assembly. They observed nine teachers. They held meetings with governors, staff and groups of pupils and observed the school's work including a sample of pupils' books and looked at safeguarding procedures. They scrutinised internal assessment and tracking data, special educational needs and inclusion documentation and analysed questionnaires from 56 parents and carers, 79 pupils and 12 staff.

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

- how well all groups of pupils attain and progress through the school, particularly those in Key Stage 2
- how successful strategies have been in improving the quality of teaching, particularly in matching work to pupils' needs effectively so that they make at least good progress
- how effective and accurate assessment and tracking systems are and how well these are used to intervene with those groups identified as making less than expected progress especially in English and higher attaining pupils
- the impact of the school's efforts to improve attendance
- how effective leaders and managers are at all levels in identifying and driving through priorities to increase the rate of improvement.

Information about the school

Burnt Tree Primary School is smaller than the average. The large majority of pupils are from minority ethnic backgrounds. The largest group are of Pakistani heritage. A high proportion of pupils attend whose first language is not English: Mirpuri is the most common home language. Almost two-thirds are in the early stages of learning English. A high number of pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above that found nationally although there is an average number with a statement of special educational needs. Significantly more pupils join or leave the school at times other than the usual starting or leaving points.

The school has achieved the Platinum Healthy Schools, Be Smart and Activemark awards in recent years. It has also achieved the Financial Management Standard in Schools.

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

Burnt Tree primary is a satisfactory school which shows signs of significant improvement. Stronger leadership and management at different levels, better teaching and a sharper understanding by teachers of the need to secure progress in learning at all stages of the school are helping to drive improvement. The staff team has been successfully galvanised by the headteacher. Staff share her vision and determination to provide pupils with a wide range of opportunities which develop their learning and well-being.

Monitoring and self-evaluation are rigorous. The school is aware of what it does well and has a clear programme for improvement. A regular and accurate review of teaching, together with effective support for staff, is helping to increase the proportion of good teaching. Teachers manage their classes well and the pupils respond positively; they are keen to learn and work well with each other. However, the pace of lessons is occasionally too slow. For instance, although teachers share learning objectives with the pupils so that they know what they are to learn, they are sometimes presented in language that is too difficult for pupils to understand. Valuable time is therefore spent clarifying this before learning can start to take place. In addition, although pupils respond well to the increased opportunities to talk to a partner, this technique is sometimes overused. This again slows learning. Occasionally, work provided for groups of pupils in lessons is not matched accurately to their needs. Marking is of good quality in English, but further work is required in other subjects to ensure pupils have a clear understanding of what they need to do next to improve.

Considerable inroads have been made into a pattern of stubbornly low attainment. Although standards of attainment in English and mathematics remain low at the end of Year 6, a corner has been turned. Throughout the school there is good evidence that progress is increasing quickly and securely within the core areas of reading, writing and mathematics. The school is a positive community where pupils behave well towards each other and respect different cultures and religious beliefs. They enjoy school and develop in confidence as a result of the safe, supportive environment. Care, support and guidance are good, and the pupils whose circumstances make them vulnerable are looked after particularly well. The school has worked hard to involve parents and carers and this accounts for the very high level of parental satisfaction expressed in the inspection questionnaires. One parent commented, reflecting the views of most, 'I am pleased with all aspects of this school.' Although there has been some improvement in attendance as a result of concentrated efforts, further work is required, with the support of parents and the community, to raise attendance from its current low level.

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What does the school need to do to improve further?

- Raise levels of attainment further and continue to accelerate progress throughout the school, particularly in writing and mathematics, by:
 - improving the quality of teaching so that 80% is consistently good by March 2011
 - ensuring that the pace of all lessons is suitably brisk
 - ensuring marking is consistently applied in subjects other than English so that it identifies clearly what pupils need to do next to improve
 - ensuring that work is matched to pupils' abilities, particularly for the more able.
- Improve levels of attendance so they are at broadly national average levels by March 2011 by continuing to work with parents and carers to explore and implement further strategies to reduce absence.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Standards in the 2009 Year 2 national teacher assessments show a significant improvement on previous years in reading, writing and mathematics. Although standards overall were broadly average, a higher than average proportion of pupils gained a Level 3 in writing. For the past three years, pupils' outcomes at the end of Year 6 have been low. School data, confirmed by inspection evidence, indicate that learning and progress are satisfactory and improving rapidly. Strategies such as 'Talking Mathematics' and 'Numbers Count' are increasing pupils' skills and confidence in mathematics. However, weaknesses persist in Year 6 where gaps in pupils' mathematical comprehension inhibit their progress. For example, in a Year 6 lesson, pupils' lacked confidence and understanding of how to measure accurately using different scales. Better subject knowledge and improved planning by teachers coupled with the provision of increased opportunities to write in other subjects are leading to good improvements in writing. The development of the practical curriculum which combines subjects together into interesting themes has increased pupils' enjoyment of learning markedly. Improved teaching and effectively tailored small-group and one-to-one support for pupils at risk of underachieving have also had a positive impact. As a result, pupils with special educational needs and/or disabilities and those whose first language is not English now make at least satisfactory progress.

Pupils feel safe and secure and have a good awareness of how to stay healthy. They take responsibility in many ways, for example, through the school council, in the playground and in classrooms. Pupils' spiritual, moral, social and cultural development is good and is reflected well in the respectful and courteous way they treat each other. Pupils are thoughtful about the needs of others, for example, through the excellent

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efforts recently to design and construct Ebony's garden. They have a good understanding of both the local and wider community through links with schools in Sandwell and in their developing contact with a school in South America.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The quality of teaching continues to improve. During the inspection no inadequate lessons were seen. While there is evidence of good lessons, their positive features are not sufficiently widespread and embedded throughout the school. The strongest teaching is accelerating progress rapidly. Teachers often make good use of open-ended questions to challenge pupils' thinking and trigger good, well-reasoned responses. The pace of learning is brisk in the most effective lessons. Sometimes, pupils do not make the rates of progress they are capable of because the work provided for them is too difficult. Occasionally, work provided for higher attaining pupils is not sufficiently challenging. Good support is provided by teaching assistants. Relationships between adults and pupils are positive.

Teacher assessments are more accurate than they were. Increasingly, pupils' progress

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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information is being used to plan suitably challenging lessons. Also, data is being progressively used to set challenging targets for all pupils. Marking is particularly good in English because it provides clear guidance on what pupils need to do to make their work better. Encouraging comments also help to build their self-esteem. However, in other subjects, including mathematics, insufficient guidance is provided to pupils on how they can improve their work and aspire to a higher level.

The active curriculum, which links together different subjects, is interesting and sufficiently broad and balanced. It supports pupils' enjoyment of their learning, such as the work on the Aztecs and the Second World War. However, in some subjects such as geography and art and design, there is insufficient recorded evidence of work. A wide range of visits, visitors and extra-curricular activities supports the curriculum well.

Parents and carers appreciate the good level of care and support that their children receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for the more vulnerable pupils. This is greatly appreciated by pupils. One commented that 'Teachers and everyone in the school mean a lot to me. They make me feel joyful.' Learning difficulties are identified early. Those with special educational needs and/or disabilities have effective individual education plans. In-class support for individual pupils is well organised and monitored. The high quality work of the learning mentor is greatly valued by pupils and their parents and carers. The school draws well on the expertise of external agencies to devise programmes for those with more complex needs and those in the early stages of learning English. It keeps in close contact with all parents about how well their children are progressing.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher, well supported by senior staff, has worked skilfully to secure improvements to provision. Pupils' progress is tracked rigorously and systematically each term. Information from these meetings is used to set challenging targets in order to accelerate progress and raise standards. Where differences in performance between groups of pupils have been identified, the school has put in place suitable strategies to address this inconsistency. The governing body shows a keen desire to support and challenge the school appropriately. Governors are becoming more involved in monitoring the work of the school and holding the school to account but are not rigorous enough in ensuring that all policies are updated.

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Leaders demonstrate a complete commitment to supporting families and to the pupils' achievement and welfare. The school successfully engages with parents and carers through the newsletters, open days and telephone polls. This is an inclusive school, committed to promoting equality and tackling discrimination. It is successful in this aim regarding pupils' personal development but more work needs to be done to ensure that all pupils achieve to their potential. A number of projects promote community cohesion well. The school reaches beyond the local community by making links with communities in the United Kingdom as well as cultivating international contacts in South America. At the time of the inspection all safeguarding requirements were met. There are satisfactory arrangements in place to ensure that only suitable adults come into contact with pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Most children enter the nursery with attainment levels well below those seen nationally. They make good progress and leave reception with standards at or slightly above national expectations in all areas of learning. Children have good relationships with adults. They enjoy their learning and are motivated by the wide range of activities that are provided in both nursery and reception. Behaviour is good. Staff rightly prioritise developing the children's communication skills and this gives them a sound foundation for their future learning. Writing skills are fostered imaginatively in well-resourced, interesting activities. Children are becoming independent learners and co-operate well together, sharing and taking turns. They learn about counting, shapes and capacity in both planned and child-initiated activities. They explore the school grounds for

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'mini-beasts' which fosters their curiosity about the living world.

Parents and carers are welcomed into the nursery each day, many staying to help their children write their names as they self-register. Parents and carers appreciate the care with which the school manages the transition between school and home. However, some activities do not challenge children's physical, creative or investigative skills sufficiently well. Outdoor equipment is not challenging enough to extend children's physical skills. Some activities have insufficient resources to engage all children's interest. Occasionally staff questioning does not help children to think through problems. Outcomes and provision for children's welfare are satisfactory. Their learning and development are satisfactorily managed and the leadership knows the strengths and areas of development of the provision and has focused their improvement activity on raising children's attainment and progress.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The overwhelming majority of the parents and carers who replied to the questionnaire are very content with the quality of education and care provided at Burnt Tree. Comments include: 'The school provides brilliant support to both my children', and, 'Burnt Tree teachers could not be more helpful'. The inspectors found no reason to disagree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnt Tree 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 34 | 69 | 15 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 38 | 78 | 11 | 22 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 29 | 59 | 18 | 37 | 1 | 2 | 1 | 2 |
| My child is making enough progress at this school | 27 | 55 | 21 | 43 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 27 | 55 | 21 | 43 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 27 | 55 | 20 | 41 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 29 | 59 | 19 | 39 | 1 | 2 | 0 | 0 |
| 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) | 24 | 49 | 23 | 47 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 29 | 59 | 19 | 39 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 27 | 55 | 18 | 37 | 2 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 28 | 57 | 17 | 35 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 32 | 65 | 16 | 33 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 33 | 67 | 15 | 31 | 1 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



30 April 2010

Dear Pupils

Inspection of Burnt Tree Primary School, Oldbury, B69 2LN

Thank you very much for your kind welcome and the help you gave me in finding out more about your school. Your school offers a satisfactory standard of education, but it is improving quickly. There are a number of good things in your school. These are some of the main findings.

The standards in your work are rising and you are all now making better progress. Some of you are moving on more quickly in your learning.

You feel safe in school, behave well and have a good awareness of healthy living.

You take on responsibilities in school well and are active in the life of the local area.

You enjoy the active curriculum and the activities on offer during and after school. I thought your gas masks were excellent!

Your headteacher is doing a good job to help the school to improve and has built very close partnerships with your parents and carers.

In order to ensure the school continues to improve, I have asked the school to do the following things.

- increase the amount of good teaching so that you all make good progress, especially in mathematics and writing
- make sure that what you are asked to do in lessons is challenging enough, especially for those who are the fastest learners
- make sure learning objectives are clear so you can get straight down to work and that lessons move at a fast pace
- improve marking in subjects other than English so that it gives you a much better idea of what you need to do to improve your work
- continue to work with your parents and carers to help them understand the importance of coming to school every day and on time.

It was a pleasure to meet you all. I hope you continue to enjoy coming to school and trying your very best in all that you do.

Yours sincerely

Paul Weston

Her Majesty's Inspector

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