

Bursted Wood Primary School

Swanbridge Road, Bexleyheath, Kent, DA7 5BS

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Most pupils make at least the nationally expected rate of progress in English and mathematics, with many doing better. Their attainment is broadly in line with the national average.
- Teaching is generally good in all subject areas and a small proportion is outstanding.
- Leaders and managers have good systems in place to check on pupils' progress regularly.
- Pupils' behaviour is outstanding in lessons and throughout the school. They love their school and they feel safe. Their parents and carers also feel that their children are safe.
- All staff are fully committed to raising attainment even further.
- Leadership is strong. Leaders have the capacity to make this an outstanding school.
- Governors provide good support to school leaders in their drive to raise standards.
- The area for improvement identified in the last inspection report, to improve communication with parents and carers, has been successfully addressed.
- Children in the Early Years Foundation Stage make good progress and are well prepared for the move to Year 1.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Pupils are not always given enough opportunities to develop independent learning skills.
- Teachers are not making full use of the progress tracking system to adjust their planning on an ongoing basis.
- Teachers do not always plan for the particular learning needs of different ability groups.

Information about this inspection

- Inspectors observed 17 lessons, 11 of which were carried out jointly with the headteacher and with the deputy headteacher. They listened to pupils read and looked at their workbooks to see how much progress they make while they are at school.
- Meetings were held with the senior management team, with a number of subject and other leaders, with the Chair of the Governing Body and with a representative of the local authority.
- Inspectors talked to pupils too, and to parents and carers, to see how they feel about the school in general.
- Inspectors looked at all the relevant documents, including the school's self-evaluation, the school's improvement plan and policies, including those regarding behaviour and attendance, and the safeguarding of all pupils.
- Inspectors examined the most recent government data on the attainment of pupils in the school and the school's system for checking on pupils' progress through the school year.
- In addition, inspectors took account of the responses by 72 parents and carers to the online questionnaire (Parent View).
- Responses from 22 members of staff to the staff questionnaires were also considered.

Inspection team

Mina Drever, Lead inspector

Additional Inspector

Alastair McMeckan

Additional Inspector

Ruth Hill

Additional Inspector

Full report

Information about this school

- This school is more than twice the size of an average primary school, with more or less an equal number of boys and girls.
- Most of the pupils are White British with very few from other ethnic groups.
- Very few pupils speak English as an additional language.
- The proportion of pupils in receipt of additional government funding for pupils known to be eligible for free school meals, from armed services families and looked after children (the pupil premium) is much lower than the national average.
- The proportions of disabled pupils and those identified with special educational needs at school action and those supported at school action plus are below average, though recently there has been a slight increase in the Nursery.
- Children can join the Early Years Foundation Stage either in Nursery or in Reception.
- The school meets the government's current floor standards.
- The current headteacher and deputy headteacher have been in place since the autumn of 2010.
- In 2011 the school formed a formal partnership with four other local schools to share expertise and good practice. Previously, in 2006, the school took the lead in designing the Creative Learning Journey, a thematic approach to teaching and learning.
- The school has applied to the Department for Education to convert to an academy. This is pending.

What does the school need to do to improve further?

- Increase the proportion of outstanding lessons by:
 - ensuring that all teachers make use of the school's system for tracking pupils' progress on a regular basis to improve planning so that pupils can make faster progress
 - making sure that teachers plan different activities for the various ability groups in their classes, including the higher ability pupils
 - providing more opportunities in lessons for pupils to develop independent learning skills.

Inspection judgements

The achievement of pupils

is good

- The attainment of pupils in English and mathematics has typically been broadly in line with the national average. Although there was a slight decline in 2012 in Key Stage 1 and Key Stage 2 results, the school has tackled this very rigorously and this year's cohorts are making good progress in reading, writing and mathematics. Some pupils have already made more than one year's typical progress since September 2012.
- A very large proportion of pupils in the current Year 6 are making particularly good progress in mathematics. Equally, in Year 2 most of the pupils have made at least two levels of progress since Year 1 in reading.
- Children make good progress in Nursery and in Reception, by the end of which they have reached at least the age-related expected attainment in all areas of children's development. Parents and carers are overwhelmingly positive about their children's experiences in the Nursery. 'Children are very happy here' said one parent, 'they love coming here'.
- Pupils read well and widely. They are confident in their approach to reading. Even the weaker ones use the sound system of English well to work out how to read unfamiliar words.
- The school is very committed to ensuring the rapid progress and successful attainment of all its pupils. It has put in place a number of extra support systems, in the form of personalised education plans, to support pupils in receipt of the pupil premium as well as those who are disabled and pupils with special educational needs. Pupils supported at school action and at school action plus make good progress and achieve well.
- In the 2012 tests for Year 6 pupils, the small group eligible for the pupil premium achieved slightly better test scores in English than the rest of their year group. However, in mathematics they did not do so well, with results typically half a National Curriculum level lower. Nevertheless, this difference in attainment in mathematics is half the size it was in 2011, showing the improvement the school has made in progress for this group.
- Although pupils have made quite rapid progress since September 2012, teachers are not making full use of the progress tracking data to tell them what pupils know and can do at any particular moment so that they can deal with any fluctuations in progress immediately and alter their planning accordingly.

The quality of teaching

is good

- Teaching is usually good in all subjects, well planned and well structured. A small proportion of teaching is outstanding. In these lessons pupils make outstanding progress because teachers use many different ways to make learning interesting and fascinating. For example, in a Year 6 mathematics lesson, pupils confidently vied with one another to explain how they each had worked out the different dimensions of a circle.
- In classes where teaching is consistently good teachers have high expectations and build on what pupils already know. They give clear and precise objectives at the start of each lesson so that pupils understand clearly what they have to do. However, often the more able pupils are not given more difficult tasks to extend their skills and understanding and to stretch their capabilities.
- Teachers use a variety of methods to check on pupils' learning and understanding during lessons. They often do this by checking on the quality of pupils' work when on a task, asking pupils why they are doing a piece of work in a particular way and checking if pupils can explain what they are doing.
- Besides a very structured approach to teaching reading, writing and mathematics in literacy and numeracy sessions, these skills are extended and incorporated in the 'creative learning journey' lessons, during which pupils explore scientific ideas, environmental issues and artistic endeavours from around the globe.

- Disabled pupils and those with special educational needs are well supported with individual learning plans. Highly trained learning support assistants work very well with teachers and with these pupils. They play a vital role in the continuous assessment of the needs of each child they support so that teachers and managers can adapt the learning plans as necessary.
- Teachers use the school's policy on marking consistently. Written comments in pupils' workbooks are precise and informative. The policy requires teachers and pupils to engage in a dialogue of questions and answers. However, often this dialogue is not followed up by the teacher after a pupil's response. As a result, pupils can get away with not doing follow-up work which a teacher has asked them to do.
- In the Early Years Foundation Stage teaching is consistently good. Well-resourced indoor and outdoor areas allow for progression in all areas of children's development. Adults monitor children's progress continuously so that any slowing of progress is tackled immediately, so that no child falls behind.
- In many of the good lessons, opportunities are missed to help pupils to develop independence in their learning and the chance to shine in individual and group challenges. Teachers sometimes talk for too long and give step-by-step instructions limiting the opportunities for pupils to have a go at finding things out for themselves or by working collaboratively in groups.

The behaviour and safety of pupils are outstanding

- The school's motto 'Care and Respect' permeates all aspects of school life and is practised by all pupils and staff. As a consequence, attitudes to learning are exemplary.
- Pupils show determination, good concentration skills and enjoy a challenge. Their behaviour is excellent in the classroom and around the school, in corridors and in the playground. They are polite, well mannered and respectful. When given opportunities they work extremely well in collaborative groups.
- Pupils listen to one another's opinion and respond with immense seriousness. They write sensible and thoughtful comments in each other's books as part of the peer assessment process, commenting, for example, on how a good style in writing can help to make it easier to understand.
- The school has excellent strategies to promote good behaviour at all times. Good behaviour is reinforced in assemblies and in the respect that teachers show towards one another and towards their pupils. There have been no fixed-term exclusions and attendance is above average.
- Pupils are well informed on bullying, e-safety and how to keep themselves safe. Their parents and carers, and staff too, feel that pupils are safe and trust the school's systems to keep them always safe.
- Pupils take great pride in their school and they report that it is a great place for learning, full of polite people. It is enjoyable and 'there is always something to look forward to every day'.
- The overwhelming majority of parents and carers would recommend this school to others, not only for the quality of education it offers, but also for the well-turned-out young citizens it passes on to the secondary schools, who are very complimentary about the pupils coming from Bursted Wood Primary School.

The leadership and management are good

- As a result of the slight decline in standards in 2012 school leaders have put in place stringent systems to improve teaching and the way the rate of progress in pupils' learning is monitored. Consequently, the rate of progress of most pupils has improved in all subject areas since September 2012. However, the data need to be interpreted in greater detail to home-in on individuals' intervention needs much more quickly than once every half term.
- The creative curriculum is outstanding. Literacy and numeracy, as well as artistic creativity, are

fully integrated. There is a strong emphasis on the international and multicultural dimensions of learning, reflected in the international award from the British Council. The school has educational links with a school in Madrid, giving pupils opportunities for video-conferencing and exchange of emails in Spanish and English.

- Another outstanding aspect of the school is pupils' social, moral, cultural and spiritual development. Pupils are able to distinguish right from wrong. For example, in one Year 4 class on 'moral dilemmas', pupils had to judge a number of actions as morally acceptable or not, and explain why.
- Leaders monitor teaching rigorously and set performance targets for teachers against pupils' attainment and progress. Subject leaders have a very good understanding of strengths and weaknesses in their areas of responsibility. Action plans for each subject area fit neatly in the school development plan.
- The school has very strong relationships with parents and carers and other outside agencies. This is having a very positive effect on pupils' progress. It works very closely with the whole family in the case of vulnerable children.
- Leaders spend the pupil premium funding wisely and effectively. Interventions include focused support in literacy and numeracy – but also financial support to ensure that these pupils enjoy and benefit from extra educational activities like visits to the theatre and residential trips.
- Senior leaders and middle managers share a strong vision to improve provision to an outstanding level and they have the capacity to realise this. Their self-evaluation is accurate and evaluative. Measures to raise standards for all pupils, clearly set out in the school's development plan, are being put into action.
- The local authority has been working much more closely with the school since September 2012 and carried out a review of the school's attainment in February 2013. It acknowledged the school's self-evaluation within the local partnership.
- Leadership and management meet the statutory safeguarding requirements.
- **The governance of the school:**
 - Governance is good. Governors hold the school to account effectively. They know how the school performs against national standards. They are passionate about the education of each child and to this end they are fully involved in decision making about interventions for pupils in receipt of the pupil premium. They have a very good overview of the budget. They know how senior leaders monitor the performance of teachers. They approve of pay increases and promotion only if pupils' achievement targets have been met. Their monitoring of the headteacher's performance is linked to pupils' attainment. However, they have not contributed directly to the school's self-evaluation or to the school development plan, though they are fully familiar with, and have approved, all the actions.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	101436
Local authority	Bexley
Inspection number	413271

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	472
Appropriate authority	The governing body
Chair	Mr Derek Steedman
Headteacher	Mrs Diana Dryland
Date of previous school inspection	15 January 2008
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