

Burnbush Primary School

Whittock Road, Stockwood, Bristol BS14 8DQ

Inspection dates 6–7 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders, staff and governors have not done enough since the school's last inspection to improve teaching and pupils' achievement.
- Standards are below average in reading, writing and mathematics, particularly for disadvantaged pupils. Standards achieved by the more-able pupils are not high enough.
- Pupils' basic skills in number, in phonics (the sounds that letters make), spelling, punctuation and grammar are weak. These skills are not developed systematically or practised across subjects. This holds back pupils' development of their literacy and numeracy skills.
- The quality of teaching is inadequate, leading to pupils making insufficient progress to make up for prior underachievement.
- Teachers' subject knowledge is weak. They do not use their knowledge of pupils' prior learning well enough to ensure that pupils receive the level of challenge or support they should. Teachers' expectations for pupils' achievement are too low.
- Teachers marking of pupils' work is variable in quality. It does not consistently help pupils know how well they are doing or how to improve.
- Pupils' attitudes to learning require improvement because they lose concentration when they are not clear about what is expected of them or when work provided is too easy.
- Pupils are not encouraged to take pride in the presentation of their work.
- Children in the Early Years Foundation Stage do not typically make good progress.
- The school's plans for improvement do not set out clear enough actions or measures of success. As a result, leaders and governors are not able to gauge how well teachers and pupils are doing. Leaders do not identify weak practice or underachievement quickly enough to put in place timely additional support.

The school has the following strengths

- There are good relationships between pupils and staff. Pupils' spiritual, moral, social and cultural development is supported well.
- Children in the Early Years Foundation Stage are well cared for and successfully helped to settle in to school routines.
- Pupils say that they feel safe in school.
- Pupils are polite and welcoming. They behave well in the playground and around the school.
- Attendance has improved and is now average.

Information about this inspection

- Inspectors observed learning in all classes. They observed 14 lessons and part lessons, some jointly with the headteacher.
- Inspectors looked at pupils’ work in lessons and in their books. They observed pupils’ behaviour in lessons, around school and in the playgrounds.
- Discussions were held with pupils, leaders and teachers, members of the governing body and a representative from the local authority. A telephone discussion was held with a representative from a professional organisation providing external support to the school.
- Inspectors looked at a number of school documents including: the school’s plans for improvement; its use of the primary school sports funding and pupil premium funding; arrangements for keeping pupils safe; and information about the standards and progress of pupils across the school.
- The views of parents were taken into account by looking at the 10 responses to the online Parent View questionnaire. Inspectors also took into account the 13 responses to a recent governor survey and conversations between inspectors and parents.
- Staff views were considered by analysing the 11 inspection questionnaires completed by staff and during discussions throughout the inspection.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported by the pupil premium is well above average. The pupil premium is additional government funding provided to give extra support to disadvantaged pupils known to be eligible for free school meals and to children who are in public care.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Most pupils are of White British origin. A small number of pupils are in the early stages of learning English as an additional language.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a Nursery class, where children attend part time.
- There were significant changes to teaching staff at the start of the current academic year, with four new teachers joining the school in September.
- A breakfast club is run by staff from the on-site children's centre. This provision was not included as part of this inspection and is inspected separately.
- The school is part of the South East Bristol Educational Trust. This is a cooperative arrangement with two local primary schools and a local secondary school.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress and standards rise, especially for the most-able and the disadvantaged, as well as improving pupils' attitudes to their work by ensuring that:
 - basic skills, especially in number use, phonics spelling, punctuation and grammar, are developed systematically and are practised in subjects across the school
 - teachers know and teach a range of subjects well, using their subject knowledge and knowledge of pupils' learning to plan work for pupils that matches their abilities and their interests
 - teachers use accurate and reliable information on pupils' progress to help support and target all pupils to make up for any gaps in their knowledge and skills
 - day-to-day marking clearly guides pupils in their next steps of learning and checks on improvements in their work
 - teachers raise their expectations of what pupils can achieve and set work that challenges and engages all groups of pupils in their learning in order to maintain their concentration in lessons
 - teachers, especially those in the early stage of their career, have more opportunities to see and share best practice
 - staff in the Early Years Foundation Stage ensure that children's progress is typically good, making the most of opportunities to extend learning in the outdoor space.
- Improve the effectiveness of leadership and management, including governance, by making sure that:
 - weaknesses in teaching are eradicated and that leaders' evaluations of teaching in lessons, pupils' work and progress are well focused and include all groups of pupils
 - all staff work to realise challenging targets, basing these on accurate information about standards and progress, so that all pupils achieve well in reading, writing and mathematics
 - pupils' work is checked systematically and accurately by staff and leaders so that any underachievement can be acted upon promptly and more challenging targets set where necessary
 - clear targets and measures of success are set in the school's development and action plans

- the governing body challenges the school’s performance and its effectiveness more rigorously.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Since the last inspection, leaders and managers have failed to improve the quality of teaching and have not eradicated pupils' underachievement.
- School leaders do not have a detailed understanding of the school's weaknesses and consequently have not set out a clear enough vision for improvement. School development planning does not set out precise actions or measures of success to enable leaders and governors to gauge how well teachers and pupils are doing. Consequently leaders and governors are unable to identify weak teaching or underachievement soon enough to put in place timely support and help.
- Systems to manage and measure the performance of staff over time have been too weak and leaders have not held teachers sufficiently to account for raising standards. As a result, teaching has not improved. A high proportion of teachers are new to the school and are in the early stage of their career. School leaders have little evidence to evaluate the effectiveness of these teachers.
- Teachers' observation of outstanding learning in schools within the Trust is beginning to improve the effectiveness of teaching in the school.
- The range of subjects taught is suitably broad. Aspects of the school's work, such as assemblies, make a very good contribution to pupils' spiritual, social, moral and cultural development. The school helps pupils appreciate cultural differences in modern Britain.
- Subject leaders have not organised plans for English and mathematics well enough to ensure that pupils systematically gain the knowledge and skills necessary to prepare them well for their future. These plans are also an inadequate vehicle for staff as they work with pupils to try to make up for any lost ground or to build firmly on pupils' knowledge.
- Equality of opportunity is not promoted successfully because the most-able pupils and disadvantaged pupils make inadequate progress, as do all other pupils in the school. The school ensures that pupils are not discriminated against.
- The impact of the work of middle leaders and subject leaders varies and is ineffective overall. The leaders of English and mathematics have undertaken work to prepare staff for the implementation of the new National Curriculum in their subjects. However, some leaders of other subjects have only recently taken over their responsibilities, due to staff changes, and this is preventing the school from improving at a good enough rate.
- The primary school sports funding is used to improve staff expertise and employ a specialist sports coach. Appropriate checks make sure that it is making a difference to pupils' achievement and well-being.
- Assemblies that encourage pupils to reflect, positive relationships and an emphasis on citizenship effectively promote pupils' spiritual, moral, social and cultural development, including their awareness of British values. Pupils have a keen sense of fair play and are taught to treat others as they would expect to be treated themselves.
- Leaders have worked effectively with parents to ensure regular attendance for most pupils and their prompt arrival at school.
- The local authority has recognised weaknesses in the school's performance. It has held regular meetings with school leaders since the previous inspection and provided support to improve the quality of teaching. However this support and challenge has been ineffective and there is limited evidence of the impact of this support on the school's work and, in particular, on pupils' outcomes.
- Newly qualified teachers should not be appointed.
- **The governance of the school:**
 - Governors' actions have not led to effective improvements. The new Chair and members of the governing body are resolute and determined to improve the performance of the school. They show strong commitment to raising standards and improving pupils' progress. However, their efforts have yet to show impact.
 - Arrangements to manage teachers' performance have not been linked to the quality of teaching and pupils' achievement with sufficient rigour. Consequently, although these are related to pay progression, they have not led to an improvement in pupils' outcomes or tackled underperformance.
 - The school's allocation of additional funding to support disadvantaged pupils has been ineffective in improving the achievement of this group of pupils.
 - Governors have undergone training to aid them in understanding information on pupils' achievement and are beginning to hold school leaders to account more rigorously.
 - Governors ensure that safeguarding arrangements are secure.

The behaviour and safety of pupils require improvement

Behaviour

- The behaviour of pupils requires improvement.
- In some lessons, where work is too easy or pupils do not understand what is expected of them, some pupils lose interest and do not concentrate as well as they should.
- When teachers' expectations are not high enough, too many pupils do not take enough pride in the presentation of their work. Consequently, work in pupils' books is often untidy.
- When teachers' expectations are high and activities are interesting, lively and set at just the right level of difficulty, pupils respond well. On these occasions pupils are well motivated, show good attitudes to learning, work well together and individually and consequently they make good progress.
- Most pupils behave well around school. In the dining hall they eat together sociably and routinely clear up after themselves.
- Pupils are polite and take pride in looking after each other and visitors. They are quick to open doors and engage in conversation with adults.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- The school's records of incidents of inappropriate behaviour are not kept systematically. School leaders do not evaluate these records to help them decide on what action to take in future. It is often unclear from the records how well incidents are followed up to ensure that they do not reoccur.
- Pupils are kept safe and say they feel safe.
- Pupils are aware of different sorts of bullying and say that bullying is rare. They feel confident that any concerns they have will be listened to and acted upon.
- Pupils enjoy taking on responsibilities to benefit the school community. For instance, pupils who act as lunchtime monitors or are members of the school council value making their contributions.
- Pupils' spiritual, moral, social and cultural understanding is promoted well. Pupils say that people from different backgrounds should all be treated in the same way and talk about people from different races or religions as a positive aspect of learning about life in modern Britain. Pupils are enthusiastic fundraisers for charitable causes. They know the difference between right and wrong both in relation to life in school and also out in the wider community.
- Pupils' attendance has improved and is now broadly average. This improvement is due to the school contacting parents on the first day of a pupil's absence and working with families to improve their children's attendance.
- Almost all parents who responded to the Parent View survey thought that their children are happy, safe and well looked after in the school.

The quality of teaching is inadequate

- Inadequate teaching has led to pupils making inadequate progress since the last inspection. Teachers have low expectations of what pupils can achieve. School leaders have not taken action to tackle weaknesses in teaching. Over a number of years this has led to pupils' inadequate achievement in Key Stages 1 and 2.
- Teachers do not have an accurate picture of exactly what knowledge and skills the pupils have. Therefore lesson plans and longer-term plans do not match pupils' abilities. Consequently, pupils fail to catch up.. The most-able pupils are not challenged sufficiently and disadvantaged pupils are not supported well enough to reach their potential. These significant weaknesses are compounded by teachers' weak subject knowledge and insufficient attention to improving pupils' literacy and numeracy across subjects.
- Teachers do not plan appropriate work to either build on pupils' previous learning or to make up for any gaps that remain in pupils' learning. Challenging targets for pupils' attainment are now set.
- There has been some instability in staffing over a lengthy period with some classes having several different teachers. This has led to a lack of continuity and teachers failing to identify and then act on pupils' underachievement in a concerted or timely manner.
- Teaching does not improve pupils' basic skills sufficiently. In mathematics, reading and writing, such skills

are not consistently developed across subjects. For example, pupils' ability to use number to work out problems in mathematics is a weakness. Similarly, pupils' punctuation, grammar and spelling contain many inaccuracies and misunderstandings because they have not been checked thoroughly and because pupils' skills have not been built on successfully from the early years.

- The needs of specific groups of pupils, especially disadvantaged pupils, are not met because their needs are not precisely identified by staff. Teachers give pupils work that is too general to match the range of abilities in a class. Teachers do not provide enough challenge to spur on the most-able pupils to achieve well enough.
- Marking of pupils' work in Years 1 to 6 is inconsistent. Guidance for improvement is often too general and teachers do not routinely check corrected work to see whether pupils' work is improving. Teachers do not use the outcomes from marking to plan future work that would clear up any misunderstandings or challenge pupils to achieve more.
- Pupils make at least expected progress when teaching and support are solidly based on what pupils have already achieved. However, this happens too infrequently to make up for previous gaps in pupils' progress and weak teaching over time.

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate in Key Stages 1 and 2. Their starting points in Year 1 are not built on well enough. Consequently, standards at the end of Year 6 are well below average and have declined since the previous inspection. In 2014, standards in reading, writing and mathematics were significantly below those achieved by pupils nationally. Also, few pupils reached the higher levels in the Year 6 national assessments.
- Pupils' progress is inadequate. Previous underachievement in both Key Stage 1 and Key Stage 2 has not been addressed successfully. National tests at the end of Key Stage 2 since the previous inspection demonstrate that pupils have made largely inadequate progress especially in reading and mathematics.
- Teaching of phonics is inadequate and has not successfully developing pupils' necessary skills. Consequently, for the last two years, a much lower proportion of pupils than nationally reached the level expected for their age. in the national Year 1 phonics check
- Standards at the end of Key Stage 1 improved in 2013 and were broadly average in reading and mathematics. In 2014, this improvement was largely maintained in reading but standards declined in writing and mathematics. Standards in these subjects were below those seen nationally.
- The most-able pupils do not make enough progress because work is often too easy for them and they are not stretched to achieve their potential. Expectations for these pupils are too low and targets for their future performance have been set at too low a level. The most able-pupils do not attain the higher standards they should.
- Disadvantaged pupils make insufficient progress because their abilities and interests are not identified accurately enough and so their needs are not met. In 2014, standards reached by disadvantaged pupils were below those seen for similar pupils nationally. They were approximately six terms behind other pupils in the school in reading and mathematics and three terms behind in writing. These gaps were wider than in 2013 in reading and mathematics.
- The small number of pupils with special educational needs and those pupils new to speaking English make typical or better progress from their starting points. Their specific learning needs are identified to target work that either fills gaps in their knowledge and understanding or challenges them to move forward in their learning.
- Rates of progress for all pupils are faster in classes when teachers' knowledge is strong and expectations are high. Pupils in some year groups have recently made better progress to reach levels that are broadly in line with those expected for their age. However, this is not yet the case for all pupils. Improvements have not been rapid enough to make up for previous underachievement and gaps in pupils' knowledge have not been addressed quickly enough.

The early years provision

requires improvement

- The Early Years Foundation Stage requires improvement because children do not make the progress of which they are capable. Children start in the early years provision with skills that are typical for their age, although their skills in reading, writing and speaking are weaker.
- Leaders and managers ensure that children are safe and well cared for in the Nursery and Reception class

but the impact of their work in terms of helping children to achieve as well as they might is variable.

- Staff establish clear routines from the outset and children benefit from the different activities which are usually well matched to their interests and levels of ability. However, staff do not always intervene quickly enough when children are involved in activities they have chosen themselves. Consequently, opportunities to extend learning are missed.
- Children are motivated, behave well and show positive attitudes to learning.
- Children benefit from teaching that is effective in developing in their number, writing and mathematical skills. This includes disadvantaged children, those who are disabled and the most-able. As a result, most children reach average levels of attainment by the time they enter Year 1.
- The activities on offer in the outside areas are not as appropriate as those inside the classrooms. There are fewer opportunities in outside that appeal to children's interests or allow them to solve problems and work cooperatively.
- Regular physical education activities ensure that children can develop their physical skills appropriately.
- Teachers have an accurate view of how well children are doing based on the regular checks they carry out and then use to plan the next steps for children's learning.
- Leaders take account of the views of parents and visit other settings, which children have attended prior to entering the early years provision at the school. This helps them to gather a clear view on the skills children have gained. They continually explore ways of involving parents in their children's learning. They have recently introduced online, individual records of children's work and achievement called 'Learning Journeys', which parents can securely access from home.

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	108985
Local authority	Bristol
Inspection number	449078

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	182
Appropriate authority	The governing body
Chair	Andrea Laity
Headteacher	Susan Pennell
Date of previous school inspection	13–14 November 2012
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