

Burnley Brow Community School

Victoria Street, Chadderton, Oldham, OL9 0BY

Inspection dates 15–16 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides a clear sense of direction for the school and is fully supported by her deputy and staff.
- This strong leadership has led to improvements in attendance and more recently an improvement in standards achieved both in the Year 1 phonics (letters and their sounds) screening check and by pupils by the end of Year 6.
- Achievement across school is good and pupils develop their English language skills well so that they become increasingly confident and skilled in reading, writing and mathematics.
- Teaching is good because staff plan interesting lessons and activities which develop pupils understanding and skills well.
- Children in the early years make good progress because activities are well planned to develop their skills, including their early language acquisition.
- Pupils' behaviour is good and pupils show high levels of courtesy, care and respect for one another.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep themselves safe.
- The curriculum is well planned and provides pupils with rich and stimulating experiences. It celebrates both the pupils' mainly Bangladeshi culture whilst promoting well their wider learning of arts, cultures, music and British values.
- Relationships with parents are excellent and the school works closely with them to provide plentiful opportunities to support pupils' learning.
- Governors are highly supportive of and committed to the school and its community and support the headteacher well in driving the school forward.

It is not yet an outstanding school because

- Marking does not always provide pupils with enough guidance on how to improve their work and they are not always given enough time to respond to the advice given.
- The work given to the most able pupils is not always hard enough for them to make faster progress.
- The information gathered on pupils' achievement is not used by all leaders precisely enough to set actions for improvement which can be easily measured.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, one of which was a joint observation with the headteacher. They also looked at pupils’ work.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure safeguarding.
- The inspectors spoke to parents and took account of the school’s consultations with parents. There were insufficient responses to the Ofsted online questionnaire (Parent View) for them to be considered. They also took account of the 23 staff questionnaires.

Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Maureen Hints	Additional Inspector
Sharona Semlali	Additional Inspector

Full report

Information about this school

- Burnley Brow Community School is larger than the average-sized primary school. The vast majority of pupils are of Bangladeshi heritage and almost all pupils speak English as an additional language. The overwhelming majority of pupils start school speaking no English. A very small number of pupils are from White British heritage backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well-above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection there have been changes in senior leadership. A new headteacher took up post in January 2014, and a deputy headteacher in May 2014; both were existing members of staff. The early years leader is also new since the previous inspection.
- The early years is comprised of a morning and afternoon Nursery and full time Reception classes.

What does the school need to do to improve further?

- Improve teaching to outstanding in order to further accelerate pupils' progress in reading, writing and mathematics by ensuring that:
 - marking consistently provides pupils with guidance to improve their work and that they have time to respond to advice
 - the most able pupils are given work which is always hard enough to allow them to progress at a faster rate
- Strengthen leadership and management at all levels by using the information on pupils' achievement to more precisely set targets for improvement which are clear and easily measured

Inspection judgements

The leadership and management are good

- The headteacher is supported well by the deputy headteacher. They have a clear understanding of how to improve the school and have begun to make changes which have improved attendance, increased pupils' phonics skills and raised the standards achieved by pupils at the end of Key Stage 2.
- Staff morale is high and all staff and governors are committed to improving the school's performance and raising the skills and aspirations of all the pupils.
- Subject leaders and middle leaders are fully involved in sharing good practice and checking how well pupils are doing through, for example, shared book and planning checks. They have thoroughly reviewed and developed the curriculum, ensuring that it meets the needs of their pupils, particularly in developing their language and understanding.
- Although the school has a wide range of information on how well pupils are doing this could be used more effectively by all leaders to ensure that the targets they set for improvement are clear and easily measured.
- The procedures for managing the performance of teachers are good and the new systems now in place have made this even more rigorous than previously; it is closely linked to teachers' pay progression. Good-quality training is provided to support further improvements in both the quality of teaching and the achievement of pupils.
- The curriculum provides pupils with stimulating and exciting experiences and effectively prepares them for life in modern Britain. These include dressing up as evacuees and Victorian school children, visits to the local police station and different places of worship. The pupils say that there is a trip with every new topic, which helps them learn. Themed weeks are built in to the curriculum each with a different focus, such as hopes and dreams, being a resourceful thinker and what British farmers do. This effectively promotes their strong spiritual, moral, social and cultural development.
- Sports funding is used to promote pupils' skills both in lessons and during lunchtimes. It also develops the skills of staff through the use of specialist coaches. Pupils talk positively about the football and netball clubs and there has been an increase in the number of pupils participating in sports activities.
- The local authority provides an appropriate level of support and has made sure that the new headteacher is well supported by more experienced headteachers. The school has effective links with other schools through local clusters and this supports them in the sharing of good practice
- Partnerships with parents are excellent. The school works highly effectively with its parents and local community. It identifies with parents areas they want support in and provides bespoke courses and workshops to enable them to help their children's learning. This includes not only in areas such as reading but in developing family skills and learning how to ride a bike.
- Pupil premium funding is used to support disadvantaged pupils by providing them with additional support in literacy and numeracy and using specialist teachers for sports and art. Overall, there is little difference in the progress made by different groups in the school and this demonstrates the school's strong commitment to, and success in, promoting equality of opportunity
- **The governance of the school:**
 - Governors have a good understanding of the strengths and areas for improvement in the school. This is because they are well-informed through their visits to school and discussions held with subject leaders. They are aware of the quality of teaching and know that the performance of teachers is linked to pay progression and ensure that any underperformance is challenged.
 - Governors agree how different funding, including that for disadvantaged pupils, is spent and know how effective it has been. They are well trained and use their individual skills to best advantage, making sure that statutory requirements, including safeguarding, are met.
 - They are both supportive of and committed to the school and wider community. They fully understand the very specific needs of the pupils and local community in both promoting their own Bangladeshi heritage but also in promoting British values, and work closely with parents and school to achieve this.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are welcoming, courteous and respectful. They all wear the school 'Respect' badges with pride and speak knowledgeably about what each of the words means to them and

each other. Pupils' comments about their school were highly positive, such as, 'It is an amazing school.' and 'Everything is already perfect.' Parents are also highly positive and agree that their children are well looked after and are safe.

- Pupils take a pride in their school, which is a bright and vibrant environment. One group of pupils spoke with enthusiasm about the mural they are painting with a local artist which reflects their cultural Bangladeshi heritage as well the local features from where they live.
- They have very positive attitudes and this has a good impact on their learning. Many pupils are enthusiastic, appreciate the activities that teachers organise, particularly when they are 'fun', and develop a love of learning.
- Behaviour around school is never less than good. In lessons behaviour is good and pupils are keen to do well. Occasionally, however, when pupils find the work less interesting they can lose interest and their work-rate slows.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff ensure that pupils have a very good understanding of how to keep themselves safe, including on the internet. A governor, who is also a police community support officer, regularly visits school and supports it in this area of work, both with pupils and parents.
- Pupils have a range of responsibilities which they perform with pride, such as members of the school council and the 'Eco team'. They were recently involved in looking at how to keep both their school and local community safe and free from litter, going to the town hall to speak to councillors about their ideas.
- Pupils are adamant that there is no bullying and they are confident that anything that might happen would be quickly sorted out. They show an excellent understanding of the different types of bullying and the dangers of using technology.
- Attendance has improved since the previous inspection and is now above national average. This is because of the ways in which the school has successfully worked to promote the importance of attendance. Closer relationships with parents through activities such as tea parties and a curry night have raised the importance of regular attendance. There have been very few exclusions and the proportion of pupils who do not attend school regularly has declined.

The quality of teaching is good

- Teaching is good and, as a result, pupils make good progress in reading, writing and mathematics. Some teaching results in pupils making outstanding progress, particularly at the upper end of school.
- Teachers plan together and there are common threads in learning seen across the two classes in each year group. Staff also look at pupils' work together to compare how well pupils are doing in the different classes. This allows teachers to change their planning in response to pupils' needs and interests.
- Activities often interest pupils and they speak with enthusiasm about when they had to learn mathematics without paper or pens but using 'found' materials or when they enacted Shakespeare's *Macbeth*. Overall teachers have high expectations of what pupils can do, with, for example, Year 3 pupils confidently using prepositions and adjectives in their writing. However, the work set for the most able pupils is not always as hard as it could be for them to make faster progress.
- Teachers often use questioning well to enable pupils to explore and explain their understanding. This was seen in a Year 6 class where pupils had to discuss whether Romeo was to blame for the death of Tybalt. The teacher's skilful questioning helped pupils to fully understand the text so they could discuss this with one another.
- Teaching assistants are used well to support pupils in small groups and on an individual basis. This additional and well-planned support ensures that pupils make gains in their learning. A group of Year 1 pupils were successfully developing their understanding of different shapes using practical equipment.
- Teachers mark pupils work regularly and in the best practice seen they give pupils clear guidance on how to improve their work and pupils show that they have responded to this, which helps improve their learning. However, this is not yet consistent across all classes and subjects.

The achievement of pupils is good

- Achievement across school is good. Children begin school with skills which are often significantly below

those typical for their age because they start school not speaking or having any understanding of English, as this is not the language they speak at home.

- Although attainment is below average by the end of Key Stage 1 in reading, writing and mathematics and very few reach levels higher than expected, this represents good progress from their very low starting points. Inspection evidence shows the numbers of pupils currently working at expected levels for their age are continuing to improve.
- The strong focus on developing early language skills and the good teaching of phonics means that pupils become more confident in speaking English and recognising both letters and words. As a result the number of pupils who passed the Year 1 phonic check improved rapidly on the previous year.
- As pupils' language skills become more developed, they are able to use these to improve their reading, writing and mathematical skills with greater confidence and accuracy. As a result pupils' rate of progress accelerates in Key Stage 2, particularly in Year 6. In 2014 many pupils in Year 6 reached average standards in reading, writing and mathematics and an increasing proportion reached the higher levels.
- Pupils enjoy reading and talk enthusiastically about books. The school makes sure that pupils have plentiful opportunities to develop their language through reading, writing and speaking it. Pupils work is displayed around school to good effect. The recent purchase of high-quality texts, including those which are taken home, adds to the effective promotion of reading. Older pupils read well with good understanding of what they are reading and check the meaning of words they are not sure about. Younger pupils read books showing their improving understanding of letters and the sounds they make.
- By the time they leave school pupils show a very good knowledge of grammar, punctuation and spelling, which is seen in their writing. Pupils enjoy writing and the changes to the way in which pupils develop a piece of writing are having a positive effect on their standards, particularly at Key Stage 2.
- Pupils' mathematical skills develop well as their knowledge and understanding of mathematical terms develops. The school has introduced new strategies which mean that pupils' practise and reinforce their computational skills on a very regular basis. These skills are securely built on in each year.
- The most able pupils make good progress and some reach the higher levels of attainment by the time they leave school in Year 6. Across school, however, the work set for the most able pupils is not always hard enough for them to make the outstanding progress of which they are capable.
- Disabled pupils and those who have special educational needs make good progress because of the effective additional support and guidance they are given by teachers and teaching assistants.
- Disadvantaged pupils make good progress, which is similar to their classmates. In 2013 the standards reached by disadvantaged pupils in Year 6 were a term ahead of their classmates in reading, the same in mathematics and less than a term behind in writing. The attainment of disadvantaged pupils was about a term behind that of other pupils nationally in mathematics, and approximately two terms behind in reading and writing. Current information shows that for these pupils across school there is little difference in their attainment compared to their peers.
- The overwhelming majority of pupils speak English as an additional language and make good progress from their different starting points. The very small number of pupils who are of White British heritage make similar rates of progress.

The early years provision

is good

- The overwhelming majority of children start school with skills which are at least below, and for a large proportion lower than those typical for their age, particularly in reading, writing and mathematics. Many children are in the very early stages of English language acquisition as English is an additional language.
- The learning environment is welcoming and provides children with opportunities to develop their language and mathematical skills. Children are given lots of visual prompts to enable them to begin to develop and understand the English language. By the end of Reception children have made good progress in developing these skills though above-average proportion of pupils are not at typical expectations by the time they start Year 1, although this is improving.
- This is because teaching is consistently good. Phonics is taught well with teachers using actions and pictures to reinforce the learning. Staff provide children with interesting activities through which they effectively model language, for example, in how to use scissors and paint brushes. Children play and mix well together, behave well and show respect for one another.
- Staff work well as a team and know the children and their needs well, particularly through the 'target badges' they wear which focus on their specific areas of learning need.
- Information about children and their learning is used well to identify where additional support is needed,

especially for those with special educational needs. For the very small number of more able children there are occasions when they could be given harder work so they make even better progress.

- The leadership and management of the early years are good. The early years leader has identified accurately where improvements can be made, including to the outdoors, which will further improve children's learning experiences.

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	105680
Local authority	Oldham
Inspection number	449326

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	482
Appropriate authority	The governing body
Chair	Jeremy Sutcliffe
Headteacher	Helen Atkinson-Smith
Date of previous school inspection	27 January 2010
Telephone number	0161 770 3137
Fax number	Not applicable
Email address	info@burnleybrow.oldham.sch.uk

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