

# Burntwood School

Burntwood Lane, London SW17 0AQ

## Inspection dates

11–12 May 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- School leaders and the governing body are ambitious for the school and its pupils. They have created a culture of high aspirations and designed a learning environment to support this.
- Teachers share this vision and have secure subject knowledge. They usually design interesting and challenging activities that ensure pupils make good progress across a range of subject areas.
- The school prioritises the improvement of literacy. Staff and pupils believe that this is essential to allow 'access to the curriculum'.
- The most able pupils make particularly strong progress because lessons are interesting.
- The promotion of pupils' social, moral, spiritual and cultural development is a strength. The school is dedicated to creating a culture of respect and harmony in this diverse learning environment.
- Pupils show tolerance towards each other's beliefs, cultures and faiths. They work hard, have high aspirations for future employment and are proud of their school.
- The sixth form is good. Many students make good progress and move successfully to the next stage of their education or training.
- The governing body has an accurate understanding of the school's strengths and areas that need further developing. They understand the risks faced by pupils in the wider community, and monitor carefully that safeguarding procedures at the school are effective.

### It is not yet an outstanding school because

- Although attendance is improving, a minority of pupils do not attend school as regularly as they should.
- Sometimes, the work set for pupils identified as underachieving does not match their needs and progress is too slow.

## Full report

### What does the school need to do to improve further?

- Leaders at all levels must ensure that:
  - pupils and groups of pupils identified as underachieving are given targeted and timely support so that their progress is accelerated
  - classroom teaching is of a consistently high quality, both within and across departments
  - students in the sixth form are given appropriate information about 16–19 study programmes so that they make consistently good progress on their chosen courses
  - attendance for some identified groups, including students in the sixth form, continues to improve.

## Inspection judgements

### Effectiveness of leadership and management is good

- School leaders have high aspirations for pupils. Leaders have created a learning environment, vision and culture that promote positive attitudes to learning and celebrate success. They have an accurate understanding of the strengths of the school, and follow detailed and appropriate plans for improvement.
- Senior leaders have clear roles and responsibilities. They value the work of staff and provide opportunities for them to share their views and participate in whole-school action planning.
- Middle leaders are highly valued and feel supported to lead their subject areas effectively. They have an accurate understanding of areas for improvement and, consequently, department action plans are detailed and focused. They know which teachers need further support and ensure that they receive relevant guidance. As a result, the quality of teaching continues to improve.
- Teachers new to the profession are overwhelmingly positive about the support they receive from senior and middle leaders. Because of this they are empowered to deliver high-quality teaching and manage behaviour appropriately.
- The curriculum offers pupils the opportunity to acquire the English Baccalaureate qualification. The majority of pupils make very good progress across a range of subjects and go on to study in the large sixth form or local college. Extra-curricular opportunities are wide and varied. The school has excellent facilities, including its own swimming pool, sports and media facilities. Consequently, the range of activities available to pupils is extensive, for instance the chamber choir, photography and Zumba. Pupils' work and participation in local events is celebrated in the wider community.
- School leaders are clear about their statutory responsibilities to protect pupils from radicalisation and extremism. Pupils receive information via the citizenship programme and in registration and assemblies. British values are incorporated throughout the curriculum. Pupils discuss issues such as the Holocaust and Fairtrade with sensitivity and knowledge.
- Pupils receive a range of support and guidance from a full-time careers advisor, heads of year and tutors when making GCSE choices and preparing for training or study post-16. In addition, the school hosts regular careers fairs. Charity work and employability skills and experience are encouraged throughout. Pupils talked to inspectors about their high career aspirations and were knowledgeable about how they might achieve these goals.
- A very small number of pupils attend alternative provision. School leaders rigorously check that pupils studying courses off-site are making good progress and intervene quickly should this not be the case. Pupils in key stage 4 are encouraged to sit their GCSE examinations in school.
- School leaders work hard to promote the school in the wider community and foster the views of parents and pupils. School surveys collated over the past year indicate that parents believe their children make good progress and are kept safe at school. Parent View, the online survey from Ofsted, endorses this view.
- Leaders use pupil premium funding to provide a wealth of support to disadvantaged pupils. School leaders recognise that the performance of this group of pupils has not, over time, been as good as others at the school. They strategically deploy resources which are already having a positive impact on this group. Consequently, the gap between the progress that disadvantaged pupils are making and the progress of others at the school is closing year on year. Year 7 catch-up funding is used effectively to target identified pupils, particularly those who struggle with their reading. School leaders carefully track the progress these pupils make and the impact of reading programmes on their reading ability.
- The school council is confident, democratically elected and feels that it has opportunities to shape aspects of the school community. Members meet regularly and are given a forum to discuss pupils' views. Equally, the sixth form student leadership team is articulate and reflective. It works closely with school leaders to raise issues and agree actions for improvement.
- Leadership of provision for pupils who have special educational needs or disability is strong and, as a result, this group of pupils make good progress across the school. A range of training has been provided for staff so that they can meet the varying needs of all pupils. Progress is tracked carefully. Teaching and learning assistants are deployed to ensure that this group of pupils makes similar progress to their peers. Pupils are fully integrated into the life of the school, participating in the range of wider curriculum opportunities.
- Leaders check the quality of teaching, learning and assessment through visiting lessons, scrutinising information around pupils' progress and examining the work pupils produce. They know that there are some inconsistencies in the performance of teachers both within and across departments. Leaders set clear performance management targets and regularly check that these are being met. In addition, they offer support to those that require it and robustly hold teachers to account for pupils' outcomes. An extensive professional development programme is in place, focusing on the school priorities and there are

opportunities for the best teachers to share their ideas and experience.

- Leaders forensically track the progress of pupils across the school and students in the sixth form. They know which pupils and groups of pupils are not making the progress they are capable of. They have focused on improving the progress of middle-ability disadvantaged pupils, Black Caribbean and Black African pupils. As a result, the gap between the progress that these groups make, compared to these groups nationally and to other pupils at the school, has narrowed over time.
- **The governance of the school**
  - The governing body has an astute understanding of the strengths of the school and what needs further improvement. It regularly challenges information provided by school leaders to ensure that it is accurate and in an accessible form. This was particularly true following the 'disappointing' 2015 GCSE results in some subject areas. The governing body checks that department action plans are appropriate and that improvements are swift and having an impact on pupils' progress in these areas. They know which pupil groups are susceptible to achieving less well than their peers and expect school leaders to provide them with regular updates on their progress. A group of governors stringently manage the principal's performance each year.
  - The governing body is experienced and a recent audit provided information around the range of skills governors bring to the role. Governors have ensured that the school is financially healthy, even following the extensive re-building programme that has created an impressive learning environment. They are committed and have high aspirations for both the pupils and the school. They work closely with school leaders to ensure the continuing success of the school.
- The arrangements for safeguarding are effective. The governing body understands the risks faced by pupils in the wider community, particularly with regard to gangs, child sexual exploitation, extremism, radicalisation and e-safety. Consequently, governors are rigorous in ensuring that safeguarding procedures and policies are robust. The chair of governors ensures that checks and records around the safer recruitment of staff are in place and procedures followed systematically. The governing body understands its statutory responsibilities around keeping children safe and has received relevant and up-to-date training.

### Quality of teaching, learning and assessment is good

- Teachers have secure subject knowledge and high aspirations for the pupils they teach. They design interesting and often challenging activities to engage pupils and ensure that they make good progress. Relationships between staff and pupils are very good. Pupils enjoy their lessons and want to do well. Consequently, the majority of pupils, especially the most able, make good progress across a range of subjects.
- School leaders have introduced a whole-school system for providing pupils, and students in the sixth form, with information about how they can improve their work. This is used consistently well in many departments and effectively supports pupils to make good progress.
- The school is focusing on improving the quality, regularity and appropriateness of homework. This is already having a positive impact. Pupils commented on the consistency of homework being set and expectations around its completion. Generally, pupils take pride in the presentation of their work.
- Assessment information is readily available and accessible to all staff. Teachers use this information to plan activities and track the progress pupils are making. Subject or 'cluster' leaders regularly check the progress of pupils and groups of pupils to ensure that no pupils underachieve.
- Teachers are encouraged to share their skills and experience and try out new ideas using an action research model. Time is allocated for this and teachers value the opportunity to work together and explore different teaching ideas.
- Nevertheless, there is still some variation in the quality of teaching across the school. Some teachers require further support and guidance to ensure that pupils, especially those who have previously underachieved, make accelerated progress.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school's ethos of creating 'the best education today for the women of tomorrow' permeates throughout the school. The school is large and culturally diverse. Pupils are encouraged to respect, tolerate and celebrate differences. They mix well together across year groups and older pupils mentor those who need support or guidance further down the school. Pupils are proud of their school.
- The senior leader in charge of safeguarding and designated child protection officers are passionate about keeping children safe. They have undertaken a number of safeguarding audits to ensure that staff receive relevant training. Leaders have put in place appropriate assemblies and external presentations to highlight issues such as cyber-bullying, the dangers of involvement with gangs, child sexual exploitation relating to gangs and female genital mutilation. They have created a culture where pupils feel safe to come forward with concerns. The school's line of 'listen, inform, record' around safeguarding concerns has been adopted by the local authority and shared with other schools.
- The personal, social, health and economics education and citizenship programme is extensive and timetabled for all pupils. The programme is flexible and changes to meet any issues that arise. The religious studies curriculum incorporates the exploration of issues around homophobic, sexual and racial discrimination.
- Ensuring that pupils are protected online is a strength of the school. E-safety has been prioritised and pupils receive a range of high-quality training about how they can keep themselves safe. High levels of filtering are in place for pupils accessing the internet in school.
- Checks on the suitability of staff to work at the school are thorough. Similarly, referrals relating to pupils that have been identified as at risk are robust and timely. Detailed records are kept and checked regularly to ensure that actions are followed up quickly. Every effort is made to protect individual pupils.
- All staff receive up-to-date training around the 'Prevent' duty, e-safety and keeping children safe in education. Regular updates are booked into the academic calendar and new staff receive appropriate training as part of their induction package.
- Pupils are clear about the different types of bullying and what to do should they experience it. They say that the school treats any incidences of bullying seriously and issues are quickly and effectively dealt with.
- Pupils are encouraged to explore international issues, ideas and events. The school has over 300 flags representing a range of countries and organisations. Each day, one is raised and pupils reflect on the context of this flag. For instance, during the inspection a Nepalese flag was raised in commemoration of the earthquake disaster.

### Behaviour

- The behaviour of pupils is good.
- Attitudes to learning are good. Pupils want to do well, work hard and have extremely good relationships with their teachers. The atmosphere in class is largely harmonious. Any minor incidences are dealt with quickly and effectively.
- Pupils' conduct around the large school site is generally calm. The site is well maintained, litter free and includes many areas to sit, shelter from adverse weather or meet with friends.
- The Pathways programme offers pupils support in managing their own behaviour through a mixture of reflection, restorative approaches and counselling. Pupils are referred to the Pathways base for a number of reasons. School leaders carefully monitor attendance and the impact on pupils' learning behaviours following time in the provision. Further professional help from external agencies is sought for any pupils requiring it. This ensures that the behaviour of these pupils improves.
- The attendance and behaviour of those pupils studying at alternative provision is monitored carefully by school leaders and is good.
- Attendance overall is in line with the national average. School leaders carefully track the attendance of identified pupils and work closely with their parents and external partners to encourage better attendance. While improvements have been made, school leaders know that attendance must continue to improve for a minority of pupils.

## Outcomes for pupils

are good

- Pupils enter the school with attainment that is in line with the national average. The proportion of pupils in 2015 who achieved five GCSE grades C or above, including in English and mathematics, was just above the national average.
- Pupils overall in 2015 made very good progress from their starting points, across a range of subjects.
- Progress in English in 2015 was particularly strong, especially for the most able pupils, who exceeded national expectations. Progress from different starting points was more variable in mathematics. While the most able made good progress in line with the national average for this group, some middle-ability pupils did not make the progress they should have done.
- School leaders have identified several groups of pupils, including disadvantaged pupils, who did not make good enough progress in English and particularly in mathematics in 2015. They have instigated an intensive programme of support for identified underperforming pupils in the current Year 11 and Year 10. School information indicates that these pupils are now making good progress and are rapidly catching up with their peers.
- The most able pupils made very good progress across a range of subjects in 2015. Pupils' attainment at the higher grades was significantly above average in statistics, biology, chemistry, physics, core science, religious studies, French and art and design.
- In 2015, the small number of pupils with a statement of educational needs or an education, health and care plan made progress from their starting points.
- A further group of pupils, identified by the school as needing special educational needs support with their learning, did not make as much progress as other pupils at the school. Current data indicates that their progress will be in line with their peers this year.
- Improving literacy is seen as a high priority by both staff and pupils as it is seen as 'access to the curriculum'. Strong leadership ensures that practice is embedded and consistent across the school. Achievement in English is strong. Teachers identify errors in spelling and grammar in written work and remind pupils to speak in Standard English, modelling the use of subject-specific vocabulary. Support for those with more limited literacy skills is effective. This is particularly the case in Years 7 and 8 where targeted intervention has had a very positive impact on the progress many pupils make in improving their reading skills. Teachers also incorporate mathematical concepts across the curriculum and comment on this when giving pupils feedback about their work.
- School leaders have identified that, although pupils overall make good progress, a minority of pupils are still at risk of not achieving what they are capable of.

## 16 to 19 study programmes

are good

- Leadership of the large and inclusive sixth form is good. Sixth-form leaders and tutors know the students extremely well. They forensically track their progress against aspirational targets and offer timely intervention should a student start to underachieve.
- The emotional well-being and safety of students in the sixth form takes as high a priority as in the rest of the school. Students are given a range of opportunities to explore in detail issues around e-safety, female genital mutilation and child sexual exploitation. Weekly 'briefing' sessions and current affairs quizzes attempt to encourage student involvement in the wider world.
- An appropriate range of 16–19 study programmes are available, including a wealth of time-tabled extra-curricular opportunities, such as scuba diving, Mandarin and skateboarding.
- Leaders have recently raised the entrance requirements for particular courses. This ensures that students have the academic ability to succeed on chosen programmes. Strong links have been forged with South Thames College and many students make a dual application until they know what the outcome of their GCSE examinations are. This ensures that no student is without a suitable course at the start of Year 12. As a result, current students are making better progress as they are studying programmes that are in line with their ability. Retention rates between Years 12 and 13 are high.
- Students are expected to re-take GCSE English or mathematics should they start sixth-form courses without a grade C or higher. Success rates on these courses are high, with few having to repeat the examination during Year 13.
- A large number of students successfully complete the Extended Project Qualification.
- Student leadership in the sixth form is good. The elected team meet regularly to discuss issues affecting students and have a weekly lunch with the senior leadership team so that they can debate emerging

concerns. Student leaders also provide support during parents' evenings, events and induction for new staff and students. They are a confident, articulate, mature and very able group of young leaders.

- Behaviour in the sixth form is excellent. Students are mature, highly motivated and courteous. They have high aspirations, work harmoniously together and study hard. The small number of boys who join the sixth form in Year 12 are quickly integrated and become fully involved in the life of the school.
- Preparing students for life following their sixth-form studies is a high priority. Consequently, a range of employability skills are mapped across the curriculum and offered within the enrichment package. The full-time careers' officer provides good support to students and work experience is encouraged and supported. Most students go on to chosen courses at university, apprenticeships or further training.
- The sixth-form facilities are excellent. Students benefit from large modern teaching rooms, a games room, common room, study room, library and bistro. The atmosphere is purposeful and focused. Students aspire to go on to good universities and professional careers. As a result, they work very hard and are keen to achieve the highest grades.
- Over time, students' progress has been variable, particularly on A-level courses. Recently, better information, advice and guidance to students opting for particular courses have begun to minimise this variability. In addition, the best teaching methods are now being shared across subject areas, ensuring more consistency in the quality of provision.
- Attendance in the sixth form is not as good as in the main school. Sixth-form leaders are aware of this and, as a result of targeted intervention, attendance has improved significantly recently.

## School details

<b>Unique reference number</b>	139842
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10003861

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls in the main school
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1,792
<b>Of which, number on roll in 16 to 19 study programmes</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beverley Fitzsimons
<b>Principal</b>	Helen Dorfman
<b>Telephone number</b>	020 894 66201
<b>Website</b>	<a href="http://www.burntwoodschool.com">www.burntwoodschool.com</a>
<b>Email address</b>	<a href="mailto:info@burntwood.wandsworth.sch.uk">info@burntwood.wandsworth.sch.uk</a>
<b>Date of previous inspection</b>	May 2011

## Information about this school

- Burntwood School is a larger-than-average 11–19 secondary school with approximately 426 students in the sixth form.
- In the main school all pupils are female. Almost one in 10 of the sixth form students are male.
- Just under half of pupils are known to be eligible for the pupil premium, which is above average. This government funding is used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The majority of pupils are from minority ethnic backgrounds. The largest groups are pupils from any other white background, any other mixed background, Indian, Pakistani, any other Asian background, Black Caribbean and Black African.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who receive special educational needs support is below the national average.
- The proportion of those pupils with a statement of special educational needs or disability or with an education, health and care plan is just below the national average.
- Pupils enter Year 7 with attainment that is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.
- A small number of pupils attend local alternative provision at Jus 'T' Learn, Road to Success and Jace.

## Information about this inspection

- Inspectors observed 51 parts of lessons in order to observe teaching, learning and assessment across a range of year groups and subjects. Some observations were carried out jointly with school leaders.
- Discussions were held with the chair of the governing body, two other governors, the principal, deputy principals, senior and middle leaders, groups of pupils, a range of staff including newly qualified teachers and a representative from the local authority.
- Inspectors took account of the 189 responses to Parent View, staff and pupil surveys and listened to the views of parents expressed during the inspection.
- The inspection team scrutinised a wide range of documentation, which included: records relating to pupils' behaviour and attendance; minutes of meetings; and information on the progress made by pupils. Inspectors also scrutinised the school's self-evaluation and systems relating to the quality of teaching.
- Inspectors reviewed safeguarding records, policies and procedures, including checks undertaken on the suitability of staff.

## Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
Sophie Cavanagh	Ofsted Inspector
Jenny Gaylor	Ofsted Inspector
Dr Anne Hudson	Ofsted inspector
Diane Khanna	Ofsted inspector
Olivia Page	Ofsted inspector
David Radomski	Ofsted inspector
Jacques Szemalikowski	Ofsted inspector

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