

Inspection of a good school: Burnley Brow Community School

Victoria Street, Chadderton, Oldham, Lancashire OL9 0BY

Inspection dates: 20 and 21 July 2023

Outcome

Burnley Brow Community School continues to be a good school.

What is it like to attend this school?

Pupils flourish at this welcoming school where everyone feels valued regardless of their differences. Leaders are ambitious for all pupils. Many pupils are at the early stages of learning to speak English as an additional language when they join the school. Staff effectively support all pupils in developing their vocabulary and spoken English. Pupils embody the school's value of perseverance in their approach to learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils are keen to meet leaders' and staff's high expectations of their behaviour. Pupils treat their classmates and adults with thought and consideration. They regularly display good manners.

Pupils feel supported by staff. They appreciate that staff listen to their concerns and help them. If bullying does occur, leaders deal with it quickly. This helps pupils to feel happy and safe at school.

Pupils value the opportunities that they have to take on responsibilities in school, such as being head boy or head girl. Pupils actively contribute to the community. They regularly support local food banks and charities. These experiences develop pupils' understanding of the positive contribution that they can make to society.

What does the school do well and what does it need to do better?

Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. Across the curriculum, beginning in the early years, leaders have carefully identified the key knowledge that pupils should learn and when this should be taught. However, in a small number of subjects, some teachers do not teach all of the specific knowledge set out in the curriculum as specified by leaders. In these subjects, leaders have not assured themselves that the curriculum is being taught as intended. Consequently, in a small number of subjects, some pupils do not achieve as well as they should.

In most subjects, teachers have benefited from appropriate training to develop their subject knowledge. Many teachers check on what pupils have learned and remembered from previous lessons. Where needed, they provide pupils with opportunities to revisit prior learning. Across the majority of the curriculum, teachers design learning activities that effectively build on what pupils already know. Overall, pupils achieve well.

Staff in the Nursery and Reception classes are skilled at supporting children's language development. Leaders place a high priority on children in the Reception Year, and pupils in key stage 1 developing a secure knowledge of phonics and learning to read with confidence. Well-trained staff teach phonics effectively. They quickly identify those pupils who need extra help. The support that these pupils receive helps them to keep up with their classmates.

Across the school, leaders have ensured that pupils access a rich range of books from different cultures. The books that pupils read closely match the sounds that they have learned. This helps pupils to experience success and enjoyment when they read a book. Most pupils become fluent and confident readers by the end of key stage 1. The small number of pupils who require support with reading beyond key stage 1, catch up with their peers by the end of key stage 2.

Leaders have effective systems to identify the additional needs of pupils with SEND. Staff have benefited from specialist training and support to help them to identify and meet the needs of pupils with SEND. Teachers make appropriate adaptations to learning activities for these pupils. This means that pupils with SEND follow the same curriculum as their peers and are fully involved in all aspects of school life.

Children in the early years understand the school rules and routines. For example, they listen attentively to staff and cooperate well with their peers. Pupils follow well-established routines. As a result, learning is rarely interrupted by poor behaviour. This allows pupils to make the most of the learning opportunities that teachers provide for them.

Pupils experience many opportunities that prepare them well for life in modern Britain. Leaders ensure that pupils learn about different faiths and cultures. Pupils have a secure understanding of fundamental British values such as democracy. They benefit from opportunities to develop their talents and interests through attending clubs such as martial arts, science and orienteering.

Governors support and challenge leaders well to improve the quality of education. Leaders are considerate of staff's workload and well-being when making decisions about policies and procedures. Staff are highly positive about working at the school. They value the support that they receive from leaders to enable them to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive appropriate safeguarding training. They are vigilant to the signs that pupils may be at risk of harm. Staff follow clear procedures to report any concerns that they have about a pupil. Leaders respond to any concerns in a timely manner. They work well with other professionals and external organisations, when required.

Pupils learn how to keep themselves safe online. They understand the importance of not sharing personal information and reporting any concerns to a trusted adult. Leaders ensure that the curriculum provides opportunities for pupils to learn about road safety and other hazards outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not implement the curriculum as leaders intend. In these subjects, some pupils do not achieve as well as they should. Leaders should ensure that teachers deliver the subject curriculums effectively so that pupils learn the knowledge that they need to achieve well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105680
Local authority	Oldham
Inspection number	10291390
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair of governing body	Jeremy Sutcliffe
Headteacher	Helen Atkinson-Smith
Website	www.burnleybrow.co.uk
Date of previous inspection	15 May 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.
- The number of pupils who speak English as an additional language is well above the national average.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in his evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspector also looked at the curriculum and pupils' work in some other subjects. The inspector observed some pupils read to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.

- The inspector spoke with members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- The inspector checked the arrangements for keeping pupils safe. He reviewed a range of documentation and spoke with leaders and staff. He also spoke with pupils about whether they felt safe in school.
- The inspector observed pupils' behaviour in lessons. He spoke with groups of pupils about their experiences at school. He also considered the views of pupils shared through Ofsted's pupils' survey.
- The inspector spoke with staff about their workload and well-being. He also considered the views of staff shared through Ofsted's staff survey.
- The inspector considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

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