

Inspection of Burnt Tree Primary School

Hill Road, Tividale, Oldbury, West Midlands B69 2LN

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| Inspection dates: | 26 and 27 November 2024 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Burnt Tree Primary School is a vibrant and nurturing school. The motto of 'where everyone matters' underpins everything the school does. Many parents and carers would recommend the school to others. Parents value the support the school provides to their children. They described the school as a welcoming place where staff genuinely care about the pupils. Leaders have created a culture of high expectations for pupils' achievement. Pupils meet these expectations. Published outcomes are high.

Pupils learn how to keep themselves safe in the school, online and in their community. They talk about trusted adults they can go to if they have any worries. The school's high expectations of behaviour are met by pupils who support each other with respect, kindness and inclusivity. Pupils say that they are safe. They play well with each other and have positive and warm relationships with staff.

Pupils benefit from various roles and responsibilities. These include acting as school councillors, science ambassadors and well-being leaders. Pupils appreciate their involvement in projects in the local community, such as raising money for charities and donating to a food bank. These endeavours contribute to pupils' increasing understanding of what it means to be a positive and active citizen.

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

The school's curriculum is crafted carefully to ensure pupils gain the knowledge and skills they need in each subject. The school has identified what needs to be taught in a logical order, and this starts from the early years. Pupils have regular opportunities to build a broader appreciation of different topics they are learning by visiting museums, carrying out field trips and engaging in subject-specific workshops. Staff are happy and feel supported by leaders to deliver the intended curriculum.

Children in early years quickly develop positive relationships with staff. The early years environment allows children to develop their curiosity. They settle quickly into well-established routines. Staff help children develop their spoken language. For example, in the Reception class, children develop their vocabulary through the use of rhyme and the repetition of key words such as pattern.

The school prioritises the effective teaching of early reading. The school's approach to phonics is relentlessly consistent. This promotes pupils' confidence, knowledge and skills to read well. If pupils fall behind, they receive the help and support they need to help them catch up quickly. Pupils access a wide range of rich texts and enjoy visits from poets and authors, all of which strengthen their love and appreciation of reading.

Teachers have good subject knowledge. They bring pupils' learning to life, for example through the use of manipulatives and real-life examples. In most subjects, teachers use assessment well to check what pupils know and remember. In some instances, assessment is less effective. This means some pupils develop gaps in their knowledge. It

also means, at times, some pupils do not move on to more complex work when they are ready to.

The school has clear systems in place to identify pupils with special educational needs and/or disabilities (SEND). External services provide expert advice, and teachers adapt lessons so pupils with SEND can access the curriculum. This helps pupils with SEND to progress successfully through the curriculum from their different starting points.

Pupils are supported to be the best version of themselves. Classrooms are calm and purposeful places to learn. Pupils listen attentively and are keen to answer questions. They know the rules and routines that are in place and follow them. Pupils appreciate the wide range of rewards that recognise their good behaviour and achievements.

Attendance remains a priority. The school puts in place strategies and support for pupils and families so that attendance improves. However, these are not having the desired impact. The attendance rates for some pupils remain low. This means these pupils miss out on essential learning over time or have gaps in their learning.

The provision for pupils' personal development is well considered and developed. Pupils learn about democratic processes through voting for members of the junior leadership team or house captains. Pupils show their understanding of mental and physical health, including healthy relationships. There are a broad range of clubs available at the school that develop pupils' talents and interests. These include chess, sports and music clubs. Pupils access residential visits that develop their team-building, problem-solving and social skills. There are enrichment opportunities which raise pupils' aspirations. For example, pupils take part in science, technology, engineering and mathematics (STEM) workshops and hear from professional athletes. The extensive range of wider opportunities helps pupils prepare for life beyond education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, some staff do not use assessment to inform their teaching or to provide timely support for pupils to progress through the planned curriculum. Consequently, not all pupils learn as well as they could. The school should ensure that, in these subjects, there are suitable approaches to assessment that help pupils to know and remember more.
- Attendance for some pupils is too low, including those who are disadvantaged. This means some pupils miss out on essential learning over time or have gaps in their learning. The school should draw on the most up-to-date guidance and continue to work with families and other stakeholders to remove barriers to regular attendance.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 103914 |
| Local authority | Sandwell |
| Inspection number | 10343774 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 445 |
| Appropriate authority | The governing body |
| Chair of governing body | Harmohan Sood and Sarah Bott (Co-Chairs) |
| Headteacher | Jayne Bayliss |
| Website | https://burnttree.sandwell.sch.uk/ |
| Date of previous inspection | 30 January 2019, under section 8 of the Education Act 2005. |

Information about this school

- The school does not currently use any alternative provision.
- At this school, the number of pupils who qualify for pupil premium funding is above the national average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- The lead inspector met with the co-chair of governors and three other governors. He also spoke with representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, design and technology, physical education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to several pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils about their experience of school life and their views on behaviour and bullying.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school. They also spoke to pupils and staff about pupils' behaviour at the school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff and pupil surveys. Inspectors spoke to parents and carers at the start and end of the day to gather their views and opinions about the school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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|-----------------------------|------------------|
| Amjid Zaman, lead inspector | Ofsted Inspector |
| Andrew Tilley | Ofsted Inspector |
| Anna Smith | Ofsted Inspector |

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