School report

Inspection of Bullers Wood School for Boys

Chislehurst Road, Bromley BR1 2NW

Inspection dates:	7 and 8 February 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have created a school in which their vision of 'healthy, happy, resilient and successful' pupils guides every aspect of school life. Parents and carers typically agree, expressing the view that this is 'a kind, nurturing school'.

Pupils feel happy and safe. Relationships throughout the school are welcoming and respectful. Pupils listen politely to the views of others and discuss sensitive issues with maturity. Leaders have high expectations of behaviour, and pupils respond well to these. Bullying is rare, and leaders act decisively when it does take place.

Leaders celebrate pupils' achievements through regular reward assemblies and trips. Pupils value these, and work hard to achieve the 'positive points' that earn them.

Pupils can develop leadership skills through positions of responsibility. Sports representatives and members of the school council help leaders to improve the school. Pupils receive training to become peer mentors, anti-bullying coordinators and mental health first aiders. Pupils use this training to support their peers.

Leaders enhance the curriculum through trips and events. Pupils learn about team-building through an outdoor adventure residential trip. A visiting theatre company teaches pupils about 'verbatim theatre', and pupils visit the Design Museum to investigate the history of design.

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

Leaders have developed a broad and ambitious curriculum. In Years 10 and 11, it is based around the English Baccalaureate suite of subjects. Pupils with special educational needs and/or disabilities (SEND) study the full curriculum.

Leaders have thought carefully about the order in which they teach each topic. They ensure that lessons build on what pupils have learned before. For example, pupils learn about percentages in mathematics and then use this knowledge to learn about interest rates, taxation and the cost of living.

Teachers have good subject knowledge, and emphasise subject-specific vocabulary. They use this to explain important ideas such as the difference between heat and temperature.

Leaders ensure that pupils have regular opportunities to revisit previous topics. However, sometimes, teachers do not check pupils' understanding before introducing new concepts. This can make it harder for some pupils to grasp more complicated ideas.

Leaders have high expectations for pupils with SEND. They identify pupils' needs accurately and detail the best way to provide support in 'individual learning plans'.

Staff use these to ensure that pupils with SEND can achieve the same curriculum goals as their peers.

Leaders have ensured that pupils at the early stages of reading receive support. Pupils can take part in events in the library, such as hearing from visiting authors. Some pupils, however, do not read widely or regularly. This can limit their ability to deepen their learning.

Low-level disruption in lessons is rare. If it takes place, teachers deal with it quickly so that learning is not disturbed. Leaders provide pastoral support for those who need to improve their behaviour. Attendance is high.

The personal, social, health and economic (PSHE) education programme is carefully designed and delivered. Pupils learn about a wide range of areas, including puberty, mental health and healthy relationships. Pupils study fundamental British values, including respect and tolerance. As part of this, they recently took part in Holocaust Memorial Day.

Pupils can take part in a wide range of sports teams and clubs, including Pride, coding and chess club. Pupils are enthusiastic about the yearly musical and the additional lessons in which they learn how to play an instrument.

Leaders have placed great importance on careers advice and guidance. They have developed close relationships with employers, sixth-form colleges and training providers. Pupils take part in work experience, attend careers events and learn about different careers in PSHE. This helps pupils prepare for the next stage in their education or training.

Leaders engage with staff and support their well-being. Staff are proud to work at the school, and consider it to be well led. Trustees and governors take advice from experts, and use this to hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain a strong culture of keeping pupils safe. Staff take part in regular training. They are encouraged to report any concerns they might have. Pupils learn about staying safe in PSHE lessons. This includes safety on the way to and from school as well as when online.

Pupils can report their concerns directly or online. Leaders consider all reports and record any actions they take. They provide help through counselling and mentoring. Leaders work closely with external agencies so that pupils can receive additional support.

Leaders carry out relevant checks on the suitability of adults working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check and intervene to ensure pupils understand important knowledge before they move on. This can lead to gaps in pupils' knowledge that can slow progression through the curriculum. Leaders should ensure that teachers check on prior learning before introducing new knowledge that builds on it.
- Some pupils do not commonly read outside of lessons. This limits their opportunities to increase their vocabulary, fluency and comprehension as well as their wider knowledge. Leaders should ensure that all pupils read regularly.

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	145868
Local authority	Bromley
Inspection number	10255287
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	900
Appropriate authority	Board of trustees
Chair of trust	Isobel Cattermole
Headteacher	Anne Gouldthorpe
Website	www.bwsboys.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2018.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- Leaders make use of two registered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school leaders and teaching staff. Inspectors held a discussion with three members of the governing body and one trustee.

- Inspectors carried out deep dives in these subjects: English, history, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered some other subjects as part of the inspection.
- Inspectors held meetings with school leaders about attendance, behaviour and careers education.
- Inspectors observed behaviour in lessons and around the school. Inspectors held formal and informal discussions with groups of pupils from different year groups.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding, and reviewed safeguarding records and documentation. Inspectors also checked the single central record of checks made on the suitability of staff.
- Inspectors considered the responses to Ofsted's pupil survey, the responses to the staff survey and the responses to the online survey for parents, Ofsted Parent View.

Inspection team

Gary Phillips, lead inspector	His Majesty's Inspector
John Blaney	Ofsted Inspector
David Bromfield	Ofsted Inspector
Andrew Hook	Ofsted Inspector
Nigel Clemens	Ofsted Inspector

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