

Burton Joyce Primary School

Padleys Lane, Burton Joyce, Nottingham, NG14 5EB

Inspection dates 14–15 May 2013

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |
| Quality of teaching | | Inadequate | 4 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Inadequate | 4 |

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate because pupils are not making as much progress as they should. Teachers' expectations are too low and there is too much weak teaching.
- The work teachers set in lessons is not sufficiently well matched to pupils' abilities. More-able pupils are often given tasks that do not make them think or work hard enough.
- Pupils are not given enough opportunity to write at length when working in English lessons and in other subjects.
- The teaching of early reading skills is not consistently good.
- In Reception, adults do not intervene sufficiently in children's play to make sure that children make progress in their learning.
- In lessons where pupils spend too long listening to lengthy explanations, some lose interest and behaviour deteriorates.
- When teachers mark pupils' books, they do not always provide pupils with clear guidance on their next steps in learning.
- School leaders do not have an accurate picture of the quality of teaching.
- Not all staff with specific roles and responsibilities have the skills needed to play their part in checking on and improving teaching.
- Procedures for checking teachers' performance are very recent. Objectives that are closely linked to pupils' rates of progress have yet to be set for all staff.
- Governors do not have the knowledge necessary to hold leaders and managers to account for the quality of teaching and the progress made by pupils.

The school has the following strengths

- The acting leadership team has raised morale and secured the commitment of staff to supporting improvement.
- Attendance is above average and pupils usually have positive attitudes to learning.

Information about this inspection

- The inspectors observed teaching and learning in 20 lessons. Some observations were seen either alongside the acting headteacher or the acting deputy headteacher. Inspectors also observed an assembly and made a number of short visits to classrooms.
- They observed pupils at break and lunchtimes.
- The inspectors held discussions with the acting headteacher, staff, pupils and the Chair and Vice-Chair of the Governing Body. They met with two representatives of the local authority and some parents and carers at the start of the school day and during the inspection.
- Inspectors heard groups of pupils of different ages reading.
- The inspectors took account of 128 responses to the online questionnaire (Parent View).
- They looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. They also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

| | |
|--------------------------------|----------------------|
| Kenneth Thomas, Lead inspector | Additional Inspector |
| Peter Heaton | Additional Inspector |
| Susan Wood | Additional Inspector |

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Newly qualified teachers should not be appointed.

Information about this school

- Burton Joyce Primary School is larger than the average sized primary school.
- Almost all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is low. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is low.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school accommodates a privately run breakfast club, after-school club and a holiday club which are reported on separately.
- The acting headteacher and acting deputy headteacher took responsibility for leadership and management of the school in November 2012.
- The Chair of the Governing Body and the Vice-Chair were appointed in November 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better by making sure that:
 - teachers' expectations of what pupils can achieve are raised and that the pupils are given work with the right level of challenge, particularly those capable of reaching higher levels
 - teachers' explanations are not too long so that pupils remain motivated and have more time for independent work
 - teachers' marking gives pupils clear guidance on how their work can be improved and that teachers provide opportunities for them to respond to the advice
 - adults in the Reception classes improve the planning of and support for children's learning, particularly when children are engaged in activities they have chosen for themselves
 - all staff are competent in teaching of the links between letters and sounds (phonics).
- Improve pupils' progress and raise their achievement in reading and writing by:
 - ensuring that a systematic approach to the teaching of phonics is part of a well-planned strategy for the development of literacy skills in all subjects
 - increasing opportunities for pupils to write at length across a wide range of subjects.
- Improve leadership and management by ensuring that:
 - a sharply focused action plan to improve teaching and raise achievement is implemented, based on the accurate checking of the quality of teaching
 - all staff with leadership roles are provided with the training or support they need to be able to

identify and tackle weaknesses in their areas of responsibility

- the setting of targets for teachers to improve their practice, and related training opportunities, are clearly linked to school improvement priorities that will raise pupils' achievement
- the governing body is compliant with all statutory responsibilities and that governors have the knowledge and understanding necessary to find out how well the school is doing and hold its leaders to account for its performance
- an external review of governance is undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Children's knowledge and skills on entry to Reception vary from year to year, but are mostly similar to or above those expected for their age. Their speaking and listening skills are particularly good. Children make good progress in their personal and social development but progress in other areas is slower because adults do not guide and extend children's learning well enough.
- Although pupils' attainment in reading, writing and mathematics at the end of Year 2 and Year 6 is generally well above average, the progress they make across the year groups in reading and writing is variable and sometimes inadequate because some teaching is inadequate.
- Work in pupils' books shows that, across all year groups, their progress is held back because in many lessons they are not given the right level of work, particularly those pupils capable of reaching higher levels. This group of pupils makes slower progress than others because they are not provided with work that is sufficiently demanding. In the 2012 Year 6 reading test, the proportion of pupils achieving the higher Level 5 or above was below that seen in schools nationally.
- The school has not tackled the attainment gap in writing between boys and girls. At the end of Year 6 in 2012, boys were about three terms behind girls in writing. This is much larger than the difference between boys and girls nationally. Too many pupils, especially boys, do not take enough care with their handwriting
- Pupils do not have enough opportunity to develop their extended writing skills because they spend too much time drawing, colouring or pasting in worksheets in their literacy and topic books. While progress in mathematics is better than in English, the over-use of worksheets in some classes does not allow pupils to show how they have worked problems out.
- Because of inconsistencies in the teaching of phonics, pupils' scores in the 2012 Year 1 national reading check were below average. Some older pupils do not have a secure grasp of phonics, which shows in their reading and writing.
- The attainment of pupils in English and mathematics for whom the school receives the pupil premium is typically above similar pupils nationally but below other pupils in the school. Leaders and managers do not make good enough use of the additional funding to close the gaps in attainment between those for whom the school receives the pupil premium and their peers.
- Disabled pupils and those who have special educational needs supported through school action and at school action plus make similarly variable progress as their peers. The small number of pupils with a statement of special educational needs make good progress because of the specialist support they receive.

The quality of teaching

is inadequate

- Inconsistencies in the quality of the teaching across all year groups results in pupils' inadequate progress. During the inspection over half of teaching seen either required improvement or was inadequate.

- In too many lessons, teachers do not plan work that is suited to the wide range of pupils' abilities in their class. As a result, the work set is too hard for some pupils, but more often, far too easy for others. During the inspection several pupils told inspectors that 'this work is easy'.
- Teachers' expectations of what pupils can achieve are too low. Too often, all pupils are required to sit and listen to the same lengthy explanations when pupils of higher ability, in particular, are capable of starting to work independently. This leads to inattentiveness and occasional misbehaviour, particularly on the part of boys.
- There is a lack of rigour in the setting and marking of pupils' work. Much of the work in pupils' literacy and topic books is undemanding and pupils achieve too little in lessons. The expectations communicated through marking are too low and pupils are given too little guidance on the standard of their work and how it can be improved. Spelling and grammatical errors are often uncorrected.
- In the Reception classes, children are given too much time to choose their own activities. Staff have not planned these activities carefully enough and do not provide children with the right level of support develop their language and numeracy skills.
- Phonics is not always well taught. Where the teaching of phonics is most effective, children make good progress because their skills in speaking, listening, reading and writing are developed systematically. However, some staff do not have a good understanding of how letters and sounds should be taught and the advice they give to pupils is not clear enough to help them sound out or spell unfamiliar words.
- In the minority of lessons where teaching is good, pupils make good progress because the work is well matched to their different abilities. Good use is made of activities where pupils work in pairs and small groups and pupils talk through their ideas and solve problems together.
- The acting leadership team is in the very early stages of evaluating the quality of teaching to identify where good practice exists and where additional support is needed to develop the skills of all staff.

The behaviour and safety of pupils requires improvement

- Pupils' behaviour in lessons is directly linked to the quality of teaching. Pupils have positive attitudes to learning and in lessons where the work is stimulating and engaging they are keen to learn. In lessons where the work is not well matched to pupils' attainment levels or where they are required to sit and listen to the teacher for too long, some pupils, especially boys, become inattentive and distracted.
- Pupils are generally polite and helpful. They willingly take on responsibility through the school council or as monitors, for example, and play a constructive role in the life of the school.
- Pupils report that they feel safe in school and that behaviour is mostly good. Most parents and carers agree, although a significant minority do not. Although the behaviour observed by inspectors at play and break times was good, it is not clear that this is typical because the school does not have complete records of pupils' behaviour over time.
- Most pupils have a good understanding of how to stay safe and are knowledgeable about risk and danger for their age. They understand what bullying is and said that physical bullying is not

a concern. However, several said that they were aware of some persistent name-calling. Pupils spoken to were confident that there was an adult they could approach if they had any concerns.

- Attendance is above average and punctuality at the start of the day is good.

The leadership and management are inadequate

- A thorough and complete evaluation of the quality of teaching has yet to be carried out. However, leaders' present view of the quality of teaching is generous and they therefore hold an unrealistic view of the school's effectiveness. Leaders do not at present know enough about teaching quality to be sure any decisions on pay and promotion are fully justified.
- Inspection evidence does not support the leaders' evaluation that pupils are making the good progress expected of them. Procedures for setting pupils targets and checking their progress towards them have only been in place since January 2013. Until very recently the progress of different groups within the school has not been checked rigorously enough to ensure that all groups are making good enough progress.
- Procedures for managing the performance of teachers and setting targets to improve their work are in the early stages of being introduced. Consequently, key priorities for improving individual teachers' effectiveness are not being specified so that weaknesses can be tackled quickly.
- The curriculum does not fully meet the needs of all pupils. In particular, although the teaching of phonics takes place at regular intervals through the week, there is no strategy for the development of literacy in different subjects. However, mathematical skills are often used in practical contexts so that pupils learn to apply their skills in relevant ways. There is a good range of extra-curricular activities including sports, music and performing arts.
- Pupils' social, moral, spiritual and cultural development requires improvement because they are not provided with enough challenges for them to show persistence and determination. Similarly, opportunities to appreciate cultural diversity and to take responsibility for their own learning are lacking.
- The school does not monitor how additional funding through the pupil premium is used, nor do staff evaluate the impact of any support given on pupils' performance.
- Many staff with subject or other leadership responsibilities are new to their posts and do not have the necessary skills to accurately identify the impact of teaching on pupils' learning in lessons.
- There is a commitment to eliminating discrimination and promoting equality of opportunity for all. However, these have yet to be achieved because procedures for checking pupils' progress are not sufficiently well established to ensure that all groups are achieving equally well.
- While most parents and carers expressed satisfaction with the school, a significant proportion showed concern, particularly with regard to leadership and management. The school's leaders are intent on exploring these concerns and strengthening links between the home and school.
- The acting leadership team has rightly ensured that all child protection and safeguarding policies and procedures meet national requirements.

- The local authority is providing substantial support to the school's leaders. It is too soon for there to be clear evidence that this support is leading to secure improvement. The capacity for sustained improvement without external support has not been demonstrated.

■ **The governance of the school:**

- Most members of the governing body are inexperienced and lack the knowledge needed to hold the school leaders effectively to account for the school's performance. They do not have a clear enough understanding of the quality of teaching and so are not in a position to make effective decisions on salary progression related to the successful raising of achievement. The recently appointed Chair of the Governing Body shows determination to ensure that all weaknesses are tackled robustly, and governors are fully committed to ensuring the school's success. Governors manage funding conscientiously, but do not know how the pupil premium funding is used and the impact it has on the progress of the pupils for whom it is intended. Although governors ensure that statutory duties relating to the safeguarding of pupils are met, the governing body is not compliant with all statutory requirements, including for example, the information that is required to be published on the school website.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 122624 |
| Local authority | Nottinghamshire |
| Inspection number | 412726 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 350 |
| Appropriate authority | The governing body |
| Chair | Lucy Morley |
| Headteacher | Phil Palmer (acting headteacher) |
| Date of previous school inspection | 23 March 2009 |
| Telephone number | 0115 9312373 |
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