

Burton Joyce Primary School

Padleys Lane, Burton Joyce, Nottingham, NG14 5EB

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school has improved from needing special measures to good within a year because of outstanding leadership.
- The acting senior leaders have motivated staff and given them clear guidance, which has led to a rapid improvement in teaching. They have been given excellent support by the assistant headteachers and subject leaders, who very quickly developed the skills necessary to successfully lead key aspects of whole-school improvement.
- This depth of very strong leadership gives the school considerable capacity to carry on improving.
- Teachers, teaching assistants and leaders have been helped to improve their skills quickly by working with colleagues in partner schools in a local teaching alliance.
- Teaching is now consistently good, with some that is outstanding. Most lessons are very stimulating and motivate the pupils to learn.
- Pupils' achievement in reading, writing and mathematics is good. The proportion making progress at the expected rate or better is similar to the national average in many classes and above in some.
- The proportion making better than expected progress is above average in some subjects, especially reading.
- Children's achievement in the Early Years Foundation Stage is outstanding.
- Pupils enjoy coming to school and their attendance is above average.
- Most pupils behave well and work hard.
- School leaders, the interim executive board and the local authority have kept parents fully informed about the school's progress and consulted them on future plans. Most parents are therefore very supportive of the school.
- The interim executive board's work with the leadership team on monitoring progress and planning improvement is a key driving force in the school's rapid recovery.

It is not yet an outstanding school because

- There is still a very small minority of pupils who are not making as much progress they should.
- Where teaching is good rather than outstanding, not all pupils are fully engaged in learning during every part of the lesson.

Information about this inspection

- Inspectors carried out 11 lesson observations.
- During lesson observations, inspectors talked to pupils about their progress and looked at work in their exercise books.
- Inspectors listened to the reading of four pupils in Year 2.
- Inspectors held discussions with the acting executive headteacher, the head of school, three assistant headteachers, three subject leaders, the Chair of the Interim Executive Board, a representative from the local authority and two groups of pupils.
- Inspectors read documents relating to school self-evaluation, pupils' progress, the monitoring of teaching, the performance management of staff, improvement planning and pupils' behaviour, attendance and safeguarding.
- There were too few responses to the online survey, Parent View, to enable any analysis of parents' opinions about the school. However, inspectors took account of questionnaires completed by 15 parents as part of a recent survey conducted by the school. They also spoke to six parents while they were bringing their children to school at the beginning of the day.
- Staff were not required to complete a questionnaire for this inspection.

Inspection team

John Rutherford, Lead inspector

Her Majesty's Inspector

Mike Williams

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school is larger than most primary schools nationally.
- Almost all pupils are White British.
- The number of pupils supported by the pupil premium is low. This is additional government funding for pupils known to be eligible for free school meals and those in local authority care.
- The proportion of pupils who are disabled or who have special educational needs supported through school action is low. The same is true for the proportions supported at school action plus or with a statement of special educational needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- In the previous inspection, the school was placed in special measures. This followed a period of significant leadership and staffing difficulties. Shortly before the inspection, an acting executive headteacher and acting head of school were seconded from another school to take responsibility for the education of the pupils.
- An interim executive board took responsibility for the governance of the school in September 2013.
- The school is a member of a teaching alliance of local schools who share expertise to improve teaching and leadership.

What does the school need to do to improve further?

- To further raise the quality of teaching and pupils' achievement:
 - teachers' explanations and questioning to the whole class should be organised in a way that ensures that every pupil is engaged in learning
 - teachers should involve teaching assistants to a greater extent when introducing new work to the class, particularly to provide different levels of support or challenge for groups of lower or higher ability.

Inspection judgements

The achievement of pupils

is good

- When pupils start school, their skills and knowledge are typical for their age. They get off to a good start in Early Years Foundation Stage and the very large majority continue to make good progress in Key Stages 1 and 2. School records and lesson observations show that pupils are now working at levels in reading, writing and mathematics that are much higher than those being achieved at the time of the previous inspection, which were broadly average.
- Standards in reading are a particular strength, with a high proportion of pupils making better than expected progress. One reason for this is that letters and their sounds are very well taught, particularly in the Early Years Foundation Stage and Key Stage 1.
- Pupils' writing and mathematical skills are good. They extend these skills in many subjects; for example, when they write letters asking the Prime Minister to promote renewable energy sources and when they use map coordinates to track down 'pirate treasure'.
- Progress is good in most subjects. It is particularly strong in physical education because a teacher with specialist expertise has used the government's primary school sports funding effectively to introduce a very well-planned programme of skills development.
- The last published data, which is for pupils' attainment in Summer 2013, showed there was no gap between pupils supported by the pupil premium and others. Since then, the supported pupils have improved their progress at the same rapid rate as the rest of the school. This is because the additional funding has been used effectively to provide them with literacy and numeracy support appropriate to their needs.
- Pupils who are disabled and who have special educational needs make good progress. This is because a new leader introduced very effective methods for identifying precisely the support that each pupil needs.
- New arrangements have been put in place to identify underachieving pupils and help them catch up quickly. These arrangements have been successful for most pupils; however, they have not had time to help all pupils to make the accelerated progress necessary for achievement to be judged as outstanding overall.
- Most of the more-able pupils have rapidly accelerated their progress this year because their learning tasks include additional challenges.
- In the Early Years Foundation Stage, achievement is outstanding in all areas of the curriculum because well-planned activities in a very attractive environment stimulate all the children to learn. Children's skills in using information and communication technology are a particular strength.
- All parents who returned a school questionnaire or who spoke to an inspector are happy with the standards in the school and their satisfaction is supported by the inspection evidence.

The quality of teaching

is good

- In the very large majority of lessons, teachers hook pupils' interest with such stimulating activities as turning the classroom into a crime scene, working on local maps with a town planner or using social media to exchange messages with real astronauts travelling in space. Most pupils are, therefore, keen to learn.
- Teachers extend pupils' writing and speaking skills when learning about countries and religions across the world; for example, when they exchange letters with a link school in India. Pupils' work in this area of the curriculum, including writing about the place of religion in society and about what they would do if they witnessed racism, makes a strong contribution to their spiritual, moral, social and cultural development.
- Teachers use assessment information very effectively to match work to pupils' capabilities and their specific learning needs. They constantly check pupils' progress and adapt their plans if any group needs more support or challenge. When teaching assistants are allocated to work with such groups, they are well prepared and therefore help them to improve their progress.
- Where teaching is good rather than outstanding, the attention of some pupils is not held during whole-class explanations because they are not sufficiently challenged to think or to answer questions. Occasionally, teachers do not sufficiently deploy teaching assistants to provide modified explanations for groups who need more support or challenge.
- In the Early Years Foundation Stage, teachers and teaching assistants work very well together to ensure that children are systematically taught new skills in their topic work; for example, by linking writing, mathematics and geography teaching to role play about holidays.
- Most parents who returned a school questionnaire and who spoke to inspectors agree that teaching is good, which is in line with the inspection evidence.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Inspection evidence indicates that most pupils behave well and work hard in lessons. This is supported by school behaviour records and by the views of parents who returned a school questionnaire.
- Behaviour is not outstanding because there are still pockets of misbehaviour and lack of attention, which are a legacy of weaker teaching before the school went into special measures.
- Staff adopt a consistent approach to tackling such misbehaviour, reinforcing to pupils that it is their responsibility to behave well. This is part of the school's policy, based on promoting respect. Pupils respond very well to this and, in general, they show a good understanding of the importance of respect for themselves, others and property.
- Most pupils concentrate hard and, when given a choice of tasks, generally look for the highest level of challenge they can manage. This has contributed significantly to their improved progress.
- The school's work to keep pupils safe and secure is good. All required safeguarding arrangements are in place.
- School leaders make cramped indoor and outdoor accommodation as safe as it can be. Pupils help enormously by using the limited outdoor play areas very responsibly. The school is now

taking steps to reduce pupil admissions and extend the accommodation in order to provide a more spacious environment for learning and playing.

- Pupils know how to stay safe when using the internet. They understand different forms of bullying and say they have no worries at all in this respect.

The leadership and management are outstanding

- The acting senior leaders form a very strong partnership which has brought about rapid improvement in pupils' achievement. They have also very successfully built leadership capacity in the staff to sustain these improvements in the future.
- The recently appointed assistant headteachers and subject leaders have quickly demonstrated their capacity to raise standards through the new approaches they have introduced for evaluating pupils' progress, planning the curriculum, supporting disabled pupils and those who have special educational needs, and teaching English and mathematics. All of these measures have contributed significantly to raising pupils' achievement.
- The management of staff performance is a key strength. Weak teaching is tackled robustly. The most effective teachers are promoted to leadership positions in order to improve practice across the school. Each teacher is held accountable for meeting targets to improve pupils' progress aimed at helping the school to achieve high standards in reading, writing and mathematics.
- All leaders monitor the quality of teaching and provide guidance that helps colleagues to improve their practice quickly. Where additional training is required, this is often provided immediately by schools in the local teaching alliance. Practice has improved so much that leaders and teachers are now trainers as well as trainees in the partnership.
- The curriculum is very well organised to combine subjects into interesting topics. Teachers improve pupils' progress through first-hand learning in practical activities, in visits to places of interest and in whole days dedicated to an in-depth study of subjects such as health.
- The acting senior leaders have worked to build an effective partnership with parents. Parents who spoke to the inspectors say how much they appreciate the good communication they have with the school and how easy they find it to talk to senior leaders and staff about their children's progress.
- The local authority has made a strong contribution to the school's rapid recovery, providing intensive support when needed, then reducing this when leaders could secure improvements independently.
- **The governance of the school:**
 - The interim executive board rigorously checks the implementation of the school improvement plan by scrutinising evidence for its impact on the quality of teaching and pupils' progress. On the basis of this scrutiny, they contribute to the planning of further improvements, which helps to maintain the strong pace of improvement. School leaders support this process by providing the board with clear and accurate information from their own evaluation of teaching and pupils' progress.
 - The interim executive board ensures that performance management is used effectively to reward teaching or leadership that strongly improves pupils' achievement and to tackle any underperformance.

What inspection judgements mean

School		
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

Unique reference number	122624
Local authority	Nottinghamshire
Inspection number	441769

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	Interim executive board
Chair	Chris Levy
Headteacher	Phil Palmer
Date of previous school inspection	14 May 2013
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