

Inspection of a school judged good for overall effectiveness before September 2024: Burton Joyce Primary School

Padleys Lane, Burton Joyce, Nottingham, Nottinghamshire NG14 5EB

Inspection dates:

21 and 22 January 2025

Outcome

Burton Joyce Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Jenny Cook. This school is part of Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

What is it like to attend this school?

Burton Joyce Primary School has high expectations for every pupil. Pupils thrive and are happy at this school. Staff and pupils live and breathe the school values of Positivity, Respect, Integrity, Determination and Equality (PRIDE). Pupils say they feel safe. They are ready to learn and enjoy their lessons. Pupils work hard and achieve well across the curriculum. They make a positive contribution to the school and to the local community.

Pupils' behaviour is exemplary. Lessons are calm, and pupils concentrate on their learning. Pupils play well together at playtime. They show politeness to each other and to staff and visitors. Children in Reception Year share and cooperate well.

Pupils develop their leadership skills as school councillors, 'pride ambassadors' and 'eco-ambassadors'. Many pupils attend clubs and enjoy activities where they develop their talents and interests, including sports, art and music. Pupils benefit from a range of visits that include trips and residentials.

Parents and carers overwhelmingly value the work that the school does. Burton Joyce Primary nurtures positive values and behaviours. Pupils study a broad and balanced curriculum.

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

The school is passionate about giving every pupil the best possible education. Staff have received a significant amount of subject training and training to meet the needs of pupils with special educational needs and/or disabilities (SEND) since the last inspection. As a result, they have carefully designed a curriculum that is ambitious and relevant to the pupils and community that the school serves. The curriculum sets out the important knowledge that pupils need to learn and the order in which they should learn it. Pupils produce work of a high standard and achieve well. However, current published outcomes for the school remain broadly average.

Staff have good subject knowledge, and this helps them to deliver the curriculum effectively. However, sometimes, learning activities do not enable pupils to deepen their knowledge and understanding as well as they might. Staff provide pupils with regular opportunities to revisit what they have learned. This helps pupils to retain important knowledge and make connections between previous and current learning. Staff regularly check what pupils know. In reading and mathematics, for example, staff identify pupils who have gaps in their learning. These pupils receive high-quality extra support that helps them to improve.

The school is ambitious for all pupils with SEND to do well. Leaders identify pupils with SEND quickly. Plans to support their learning are clear and effective. Staff adapt their teaching so that pupils with SEND can access the full curriculum and be successful.

There is a relentless focus on reading across the school. This begins straight away in the Reception Year. Staff teach the school's phonics programme consistently well. They make sure that books match the letters and sounds that pupils know. Teachers share high-quality books with pupils regularly. In key stages 1 and 2, pupils read carefully chosen, engaging texts in lessons. Pupils practise their reading and read widely. As a result, this helps them to become confident, fluent readers who appreciate books.

Children get off to a very positive start in the early years. They enjoy learning through well-designed activities. Staff prioritise children's personal, social and emotional development. Whether shooting straw arrows at a target, creating figures with modelling clay or retelling the story of George and the dragon with puppets, children learn to be curious, resilient and sociable. Staff engage meaningfully and purposefully with children. Routines are very well established.

Pupils take responsibility for their own behaviour and know that it is important to behave well. The school checks pupils' attendance closely. It works well with families to ensure that pupils attend as often as possible. Pupils attend school well.

Pupils have access to a rich programme for personal development. This broadens pupils' horizons and develops their character. Pupils have a secure understanding of fundamental British values. They have good knowledge about world religions. Pupils learn about the importance of healthy relationships and how to keep safe. They know how to look after their mental and physical health. Pupils fundraise for the local community. The school

helps pupils to become responsible and thoughtful citizens. However, pupils do not have a secure understanding of cultural diversity in modern Britain.

Members of the multi-academy trust and of the local governing board are committed to giving pupils the best possible experience. They are very well informed about the work of the school. Trustees and local governors hold leaders to account but also support them to bring about improvements in the school. Staff enjoy working at the school and feel well supported. Staff said that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning activities are sometimes not designed effectively enough. As a result, all pupils are not able to deepen their knowledge, skills and understanding as well as they might. The school needs to ensure that all learning activities allow all pupils to deepen their knowledge, skills and understanding in order to make the best possible progress.
- Although pupils have a secure understanding of British values, pupils do not have a secure understanding of cultural diversity. Consequently, they are not prepared well enough for life in modern Britain. The school should review its personal development provision to ensure that pupils develop their understanding of cultural diversity appropriate to their age.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 predecessor school, Burton Joyce Primary School, to be good for overall effectiveness in June 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](#)' 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

Unique reference number	143299
Local authority	Nottinghamshire County Council
Inspection number	10347642
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	Board of trustees
Chair of trust	Peter Foale
CEO of the trust	Philip Palmer
Headteacher	Jenny Cook
Website	www.burtonjoyce.notts.sch.uk
Date of previous inspection	12 March 2019, under section 8 of the Education Act 2005

Information about this school

- Burton Joyce Primary School joined Equals Trust in September 2016.
- The school does not use any alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the trust and school leaders.
- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The inspector took account of the responses to the Ofsted online survey for parents, Parent View and the surveys for staff and pupils.

Inspection team

Stephen Long

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025