

# Sawley Junior School

## Inspection report

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<b>Unique reference number</b>	112689
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378538
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Glynn Storer

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Thurman
<b>Headteacher</b>	Alison Burton
<b>Date of previous school inspection</b>	16 November 2006
<b>School address</b>	Wilmot Street Sawley Nottingham NG10 3DQ
<b>Telephone number</b>	0115 9733626
<b>Fax number</b>	0115 9734036
<b>Email address</b>	info@sawley-jun.derbyshire.sch.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	24–25 January 2012
<b>Inspection number</b>	378538



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## Introduction

### Inspection team

Glynn Storer	Additional inspector
Barry Wood	Additional inspector
Debra McCarthy	Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed 16 lessons and, in doing so, saw all 13 of the school's teachers. They also held meetings with parents, groups of pupils, representatives of the governing body, the local authority adviser and staff with leadership responsibilities. Inspectors observed the school's work, and looked at the school's self-evaluation, improvement planning, safeguarding policies and procedures and curriculum planning. They took account of the views of parents and carers expressed in the 90 questionnaires that were returned during the inspection.

## Information about the school

This school is larger than the average-sized primary school. Most pupils are from White British backgrounds and, of the few of minority ethnic heritage, none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is similar to that in schools nationally. The school supports an above-average proportion of disabled pupils and those with special educational needs, but the proportion with a statement of special educational needs is low in comparison to other schools. The school meets the current government floor standard. Since its previous inspection, there has been a large turnover of staff, including the appointment of a new headteacher and deputy headteacher in September 2010. The school has recently gained the International Schools (Intermediate) award.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- The school provides a satisfactory education. Since its last inspection, an unusually high turnover of staff at all levels caused the school’s performance to falter and outcomes for pupils to decline. The recently appointed headteacher and leadership team have successfully halted this decline and the school is now beginning to improve strongly.
- Pupils achieve satisfactorily. Most progress at the expected rate from their starting points in Year 3. The school is well on the way to eradicating a legacy of underachievement from previous years. Current standards in Year 6 are broadly average but a few pupils across the ability range, especially the more able, fall short of targets set for them.
- Teaching is satisfactory and the incidence of good and outstanding teaching is increasing steadily. Teaching is strongest in upper Key Stage 2 but inconsistencies in matching work to pupils’ needs and abilities, and in teachers’ use of pupils’ self-evaluation and other assessments to shape learning, inhibit progress in some lessons across the key stage.
- Pupils’ good behaviour and enthusiastic attitudes to learning contribute positively to the progress that they make. Incidents of learning disrupted by poor behaviour are rare. Pupils relate well to others. They say they feel safe in school and are untroubled by bullying.
- The headteacher and leadership team are tackling the right issues to bring about improvement. They are ambitious and set exacting targets for staff and pupils alike. Early successes indicate that leadership and management are satisfactory and that the school has a sound capacity to sustain improvement in the future. The governing body shares the headteacher’s ambition but is not sufficiently involved in monitoring and evaluating the school’s performance to ensure that the pace of improvement remains high.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What does the school need to do to improve further?

- Improve the rate at which pupils make progress by:

- securing higher proportions of good and outstanding teaching
  - planning activities that closely match the learning needs of pupils of all abilities, especially the more able
  - ensuring that teachers use pupils' self-evaluation purposefully to plan the next steps in their learning
  - introducing consistent procedures for target setting, marking and for feeding back to pupils on how to improve their work.
- Give members of the governing body a more prominent role in monitoring and evaluating the work of the school and in holding the school to account for what it achieves in sustaining improvement.

## **Main report**

### **Achievement of pupils**

In the 2011 national tests for 11-year-olds, standards dipped from previously above average levels because a significant number of pupils had not made the progress that they should over their four years in the school. The school's new leaders took prompt and effective action to reverse the downturn. There is already compelling evidence of early success, even though it is still too soon for some of their actions to have had their full impact. Most parents and carers think that their children are making good progress and for increasing numbers, this is true. A very large majority of pupils are progressing at least at the expected rate, and there have been marked improvements in the progress of girls and of disabled pupils and those with special educational needs, many of whom are making better progress than similar pupils nationally. By Year 6, many are overcoming the difficulties that they face and are making progress equal to that of other pupils in the year group. Standards are broadly average overall, although reading and writing levels are already rising above the average mark. Standards in mathematics fell to below average levels in 2011 but they too have risen and are currently average. The proportion of pupils on course to attain above average standards in both English and mathematics is higher than last year.

Teaching in Year 6 is of a consistently high standard and this results in good and, at times, outstanding progress on the part of many pupils. This does much to overcome a legacy of underachievement. The school's leaders are making concerted efforts to build consistency and improve progress throughout the school but they still have a way to go. Consequently, a very small minority of pupils of all abilities, but especially the more able, are still falling short of targets set for them based on their starting points in Year 3.

### **Quality of teaching**

In relation to its impact on pupils' learning and progress over time, teaching is satisfactory. Nevertheless, it is improving. School monitoring and inspection evidence show that teaching of a good or outstanding quality is more widespread. Most parents and carers express the view that their children are taught well. Pupils agree and say that the recent introduction of a new curriculum has done much to boost

motivation. Lessons have become more exciting, and regular first-hand experiences and opportunities for active learning promote interest and enjoyment effectively.

Teaching of the school's oldest pupils, including those with special educational needs and/or disabilities, is consistently good and often outstanding. Consequently, these pupils are making good progress. Where teaching is outstanding, activities are both demanding and fun. For example, in Year 6 literacy, pupils were tasked to put themselves in the place of a character from a children's novel and to show their understanding of character by writing complex and grammatically accurate sentences expressing emotion and mimicking the language and forms of speech from Victorian times. The teacher modelled the standard she expected and used questioning exceptionally well to check and extend learning. The excellent opportunities for pupils to work both independently and collaboratively that were evident in this lesson are a developing strength throughout the school. Such teaching also promotes spiritual, moral, social and cultural development effectively.

The headteacher and leadership team are working hard to embed the effective use of assessment to support pupils' learning but in this area, weaknesses remain. For example, in the small number of less successful lessons, activities do not provide sufficient challenge to promote good progress across the ability range. On such occasions, it is often, though not always, the more able whose needs are not fully met. Teachers regularly ask pupils to evaluate their own learning but the extent to which pupils' views are recorded and used to inform subsequent short-term planning varies. Pupils are set academic targets, but teachers do not always refer to them in lessons or in marking and, as a result, pupils are sometimes unsure how to improve their work or to progress to a higher level.

### **Behaviour and safety of pupils**

Staff create an ethos that promotes positive attitudes to learning and an environment that allows pupils to feel safe. High expectations of standards of behaviour in and out of the classroom result in constantly good behaviour. By the time that they reach Year 6, pupils demonstrate high levels of cooperation and become very good at supporting each other's learning. Pupils have positive attitudes in lessons, are keen to get on with their work and to succeed.

Virtually all parents and carers feel that the school keeps their children safe, although a few expressed concerns about bullying and believed that lessons were disrupted by poor behaviour. Inspection evidence does not support these concerns. The school has effective procedures for managing all aspects of behaviour, including bullying. Pupils are adamant that behaviour is consistently good and that there is little bullying. There are occasional fallings out but pupils say that these are quickly resolved by staff. Pupils respond well to the wide range of opportunities to take on extra responsibilities. For example, older pupils enjoy helping younger pupils with playground games and managing playground equipment. The school provides pupils with appropriate guidance about staying safe, including when using computers. Levels of attendance have risen above the national average in this school year. Persistent absenteeism is rare because the headteacher is dogged in her determination to establish reasons for absence and to promote the importance of good attendance and punctuality.

## Leadership and management

Recently appointed leaders and managers have already made an impact on several areas of the school's work. Accelerated progress and rising levels of attainment reflect the high expectations of key leaders and illustrate the school's satisfactory capacity to improve further. There is a coherent programme of monitoring and evaluation that is securely linked to improvement planning. This involves an extended range of senior staff. They take their management responsibilities seriously, although some are still developing the necessary competencies to discharge this role effectively. Teaching has improved; partly because of the appointment of enthusiastic, new staff who have received good support in consolidating the basic skills of teaching and partly as a result of the further training of more established staff. In this regard, the school has been particularly successful in using the example of its most effective, outstanding teachers to exemplify best practice and to build consistency in key aspects of teaching. The headteacher has improved systems for the tracking of pupils' progress. The school uses this information effectively to ensure that any pupil who is danger of falling behind is quickly identified and offered timely support. It is also used to hold teachers responsible for the progress of pupils in their class. All of these recent, management-led initiatives are already making a positive difference, for example in boosting the progress of disabled pupils and those with special educational needs, but it will be some time before their full impact can be evaluated. Members of the governing body have improved their skills but they do not carry out enough independent evaluation of the school's work to hold the school rigorously to account for what it achieves.

The school's leaders are currently launching a new curriculum. Music, the performing and visual arts are developing strengths in the new arrangements and illustrate the school's determination to maintain a focus on pupils' spiritual, moral, social and cultural development. The recent introduction of residential outdoor education has been used successfully to expand pupils' range of experiences. International links strongly promote pupils' awareness of other cultures. Leaders and managers actively promote equality, as illustrated in their quick response to apparent shortcomings in girls' learning. There is a current focus on ensuring that all pupils reach their full potential. While there is still a way to go to achieve this aim, gaps between outcomes for different groups of pupils are narrowing. Thorough training has ensured that the governing body and school staff have a heightened awareness of safeguarding procedures. Current arrangements meet government requirements and staff are vigilant in their efforts to keep children safe.

A few parents and carers expressed dissatisfaction about the quality of information they receive and the extent to which the school responds to their concerns. These responses mirror closely those in the school's own questionnaire, some 12 months ago. Importantly, however, the proportion of respondents expressing negative views is considerably lower now than it was then. This indicates that the school has regard for the views of parents and carers and has improved its performance in these areas.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 January 2012

Dear Pupils

### **Inspection of Sawley Junior School, Nottingham, NG10 3DQ**

It was a delight to visit your school. All of the team really enjoyed talking to you and listened very carefully to what you had to say. We were very impressed by your good manners and the thoughtful way you treat each other. It was really good to see you helping each other in lessons. Your positive attitudes are helping you to learn.

Your school is giving you a satisfactory education. Standards of attainment are average. Most of you make the progress that you should, but there are times when teaching is inconsistent. We have asked school leaders to make sure that teaching is good in as many lessons as possible. That way, your progress will improve further. Occasionally, the tasks that teachers set do not bring out the best in all pupils, especially in those who are more able. We have asked teachers to match up activities more closely and to take note of what you say about your learning, so that they can plan the next steps that are exactly right for you. Also, some teachers do not make the best possible use of your individual targets or give you enough advice on how to improve when they mark your work or talk to you about it. We have asked staff to improve these aspects of their teaching.

The leaders and managers at your school are doing lots of things to make the school better. For example, you told us that the new curriculum has made lessons more exciting. This, and other new ideas, will take a while longer to settle in. You can help your school to improve further by continuing to try very hard in all your lessons, by following the advice that teachers give you and by being patient until all of the new things going on in school have their full effect.

To make sure that the school maintains the pace of improvement, we have asked the governing body to check more regularly for themselves just how well the school is doing.

Yours sincerely

Glynn Storer  
Lead inspector

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