

Boughton Leigh Junior School

Inspection report

Unique Reference Number	125598
Local Authority	Warwickshire
Inspection number	359911
Inspection dates	12–13 October 2010
Reporting inspector	David Shears

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Karen Miles
Headteacher	Carl Thornton
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, saw 12 teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 59 parents and carers, 250 pupils and eight members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How much progress do different groups of pupils make, particularly in writing?
- Does the curriculum enable pupils to make accelerated progress in their literacy and numeracy skills?
- How effective are leaders and managers in identifying, monitoring and evaluating specific areas of development to ensure better progress?
- How well does the school promote national and international community cohesion?

Information about the school

Boughton Leigh is a larger-than-average sized junior school. Most pupils are of White British origin, with a few who are of Asian or mixed heritage. A very few pupils are of Black origin. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; their needs are mostly either behavioural, emotional and social difficulties or moderate learning difficulties. A very small minority of pupils speak English as an additional language. A breakfast and after school club are available for pupils at the school. These are managed by the governing body. The school has received the Healthy Schools and Sportsmark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Boughton Leigh is satisfactory school. This is because pupils make satisfactory gains in their learning. Attainment at the end of Year 6 over the past three years has been average overall. Leaders and managers have a good understanding of the school's strengths and areas for development and focus well on making improvements. For example, a number of initiatives have been implemented to support mathematics and reading in the school and this has had some success. Progress in these areas shows a trend of improvement over the last three years, although still satisfactory overall. Senior leaders and managers monitor the initiatives through work scrutiny to check that they are consistently being applied across the school. However, the analysis of these initiatives is not rigorous enough so it is difficult for the school to show how much impact they have had on the progress of pupils. Targets for success, such as those to increase the percentage of pupils making good progress, are not identified clearly enough. More recently, work has been done to support writing by making the curriculum more exciting and relevant so that pupils are able to write with a purpose. There are more opportunities for pupils to write such as designing leaflets and writing reports. The school recognises the need to focus more, in planning, on the development of pupils' literacy and numeracy skills in other subjects. It is too early to assess the effectiveness of this on pupil's progress in writing. Pupils enjoy their work so much more because they are experiencing learning, where possible, through visits out of and special visitors to the school. The rise in progress in reading and mathematics, as a result of appropriate self-evaluation based on satisfactory monitoring, demonstrates a satisfactory capacity for improvement.

Pupils are well cared for. They feel safe in school and have a good knowledge of what it means to have a healthy lifestyle, including eating sensibly, taking plenty of exercise and the dangers of substance misuse such as smoking.

The quality of teaching and learning is satisfactory. Teachers plan interesting lessons to engage pupils, and relationships between staff and pupils are very positive. Pupils are assessed termly to show the progress they have made, but this information is not used carefully enough to inform the planning of lessons. As a result, the tasks given to pupils do not always sufficiently match their abilities, which limit the progress they make. In some lessons teachers talk for too long and give too much information, so that these pupils find it difficult to retain what they have heard. Consequently, there is not enough time for them to put into practice what they have been taught to demonstrate their understanding, limiting the opportunity for the teacher to assess their work and plan effectively for the next lesson. At the end of lessons, there is often a lack of time to check with pupils what they have learnt and challenge them further. Marking has improved and is better in English than mathematics because pupils have a better grasp of what they need to do to improve. However, teacher's comments are not linked to pupils' individual targets carefully enough.

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What does the school need to do to improve further?

- Improve teaching and learning and raise the progress of pupils by ensuring that:
 - assessment is used more effectively to improve planning so that tasks better match the abilities of all pupils
 - pupils have enough time to demonstrate their understanding through working independently
 - consistent use is made at the end of lessons to check progress and further challenge pupils
 - marking is linked to pupils' targets.
- Develop the curriculum by ensuring that opportunities to develop pupils' literacy and mathematical skills are planned carefully in all subjects.
- Improve the effectiveness of leaders and managers by ensuring that:
 - whole school targets are measurable and appropriately challenging
 - the impact of initiatives, on pupil's learning and development, is rigorously measured and evaluated.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils arrive in Year 3 with attainment that is broadly average. Although progress is not consistent across the school, it is satisfactory overall so that pupils leave with average attainment. The school has worked to improve the progress of boys, particularly in writing, by introducing topics to engage them. For example, Year 3 pupils have already visited Birmingham airport as part of their current topic, with opportunities for pupils to write for a purpose in a variety of ways. In many lessons seen pupils worked well together, discussed their learning and supported each other in their work. The progress of boys is now improving, particularly in Years 5 and 6. All groups of pupils make satisfactory progress, including those of White British origin and pupils with English as an additional language. Pupils with special educational needs and/or disabilities, including those at school action plus, are making similar progress to their peers. Pupils with behavioural, social and emotional difficulties are supported well so that they are able to make satisfactory progress. This demonstrates that all groups of pupils achieve satisfactorily.

The vast majority of pupils behave well both in lessons and on the playground. There are a few pupils who find this a challenge and they are well supported by staff. Pupils look after each other well, with older ones acting as play leaders in supporting younger pupils. The opinions of pupils have been sought, such as identifying what playground equipment they would like. Pupils help those in the wider community. For example the local elderly people enjoy being entertained by the school choir and come into school to receive help from pupils in developing their information and communication technology (ICT) skills. Pupils have good links with a school in Malawi and raise money to support them. The spiritual, moral, social and cultural development of pupils is good. For example, visitors

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from the local church and visits to other places of worship enable pupils to get a clear understanding of faith and they have opportunities to reflect on their own values.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Clear learning objectives help pupils to know what they are going to learn in lessons. Teachers use ICT well in a variety of ways to provide a visual stimulus to support teaching and engage pupils. For example, a well-chosen DVD clip was used to help pupils to gain an informed opinion about foxes. Pupils work well together, discussing their learning and supporting each other in their work. Teaching assistants are effective in helping the less able pupils to make satisfactory progress.

The curriculum is satisfactory and steadily improving. Each topic begins with a visit out or visitors to the school to motivate pupils. Within the topic, pupils can choose to research a part that particularly interests them, which enables them to learn independently. There are good links between subjects, including those in writing and mathematics, although the school recognises that these need to be planned in more depth. Computers are used well across the curriculum as a tool for research and presenting work. There are many opportunities for all pupils to participate in school clubs, some of which are highly innovative such as a film club and a school radio station. Pupils who are identified as gifted and talented in some areas have opportunities to extend their learning, although the school recognises the need to broaden these across the wider curriculum.

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The school seeks the help of a wide range of outside agencies to support pupils for whom circumstances make them vulnerable. A learning mentor provides good support for pupils with behavioural, emotional and social difficulties. One to one mentoring sessions that enable these pupils to express and manage their feelings. There are close links with the local secondary and special school, which ensures a good transition for all pupils. The links with infant feeder schools are improving to enable teachers to gain a shared understanding of pupil's academic and personal development prior to starting in Year 3. The school's provision for special educational needs and/or disabilities is effective. For example, targets set are more specific, with clear success criteria to help them make better progress. The breakfast and after school clubs look after pupils well and provide them with enjoyable activities. This good level of care extends outside of school. For example as a result of a number of fires in the local area, members of the fire service visited the school to talk to pupils about fire safety.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have been re-organised to focus on specific areas and this is already beginning to have an impact on the provision in school. For example, the creative curriculum and technology groups are very enthusiastic about its development and have good plans to improve the provision. Teachers with expertise in a subject such as music are being used more widely. The group overseeing the core curriculum, which includes English, mathematics, physical education and personal, social and health education has an action plan for improvement, although targets are not related to measuring pupil progress. Members of the senior leadership team manage these groups ensuring that all work well together and share the same vision for the school. However, it is too early for them to be able to demonstrate the impact that they are having on the progress of pupils and so their effectiveness in embedding ambition and driving improvement is currently satisfactory.

Governors have an understanding of the strengths of the school and are informed of some areas of development, although their view of some aspects of the school is slightly too generous. Nevertheless, they give good support and are keen to be practically involved. For example, they conducted a monitoring morning in school, sampling the creative curriculum by watching lessons and talking to pupils. Relationships between parents and the school, including the governing body, are positive, and opportunities are given for parents to give their views or air any concerns. The school has good links with people from other organisations such as the local clergy and other schools and services such as the police. These provide support to pupils and enhance their understanding of the benefits and challenges in the local area. The sense of community cohesion both within

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the school and locally is a major strength of the school. Links nationally through an inner city multi-cultural school and internationally through a charity that builds schools and provides much needed food in Bwengu are beginning to be established although these are still at an early stage of development.

Because the progress of pupils is uneven across the school, equal opportunities are satisfactory. However, leaders do track the progress of different groups of pupils to check whether any are achieving less well. Actions are put in place when this is the case. This is also true for individuals where pupils who may be at risk of underachievement are identified at pupil progress meetings and provision put in place to give extra support.

Senior leaders give good support to the care of pupils and, in particular, ensure that safeguarding arrangements are established and working well. For example thorough risk assessments ensure that pupils are kept safe both in school and out on trips. In particular, the attention given to health and safety is a strength because regular comprehensive checks are carried out with the health and safety governor, and any issues identified are quickly resolved.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. Almost all agreed that their children enjoyed school and felt safe. A few parents and carers felt that their children's particular needs were not being met and that they did not make enough progress. Inspectors found that all pupils make satisfactory progress, including those with special educational needs and/or disabilities, although this could be improved. A very small minority of parents and carers had concerns about the school dealing with unacceptable behaviour. Inspectors found that the vast majority of pupils behaved well, although a small number of pupils found this

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challenging. Nevertheless, the school manages these pupils well. The rate of response from parents and carers is below average.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boughton Leigh Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	61	22	37	1	2	0	0
The school keeps my child safe	30	51	28	47	1	2	0	0
My school informs me about my child's progress	17	29	36	61	4	7	0	0
My child is making enough progress at this school	16	27	29	49	7	12	0	0
The teaching is good at this school	20	34	34	58	2	3	0	0
The school helps me to support my child's learning	15	25	36	61	5	8	0	0
The school helps my child to have a healthy lifestyle	17	29	38	64	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	32	30	51	3	5	0	0
The school meets my child's particular needs	14	24	36	61	7	12	0	0
The school deals effectively with unacceptable behaviour	16	27	34	58	6	10	0	0
The school takes account of my suggestions and concerns	16	27	36	61	3	5	0	0
The school is led and managed effectively	25	42	29	49	2	3	0	0
Overall, I am happy with my child's experience at this school	31	53	23	39	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



14 October 2010

Dear Pupils

Inspection of Boughton Leigh Junior School, Rugby, CV21 1LT

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your school.

You told us that you feel safe in school because the adults care well for you. You enjoy your lessons because your teachers plan interesting activities and you have many opportunities to learn through exciting experiences. We were very impressed with the way you looked after us so well. We know that you get on really well with each other and like to help others in your community such as older people.

We found that you go to a satisfactory school, because you make satisfactory progress, although this is improving, particularly in reading and mathematics. Well done! We have asked your teachers to use their knowledge of you to plan lessons that will help to improve your skills so that you make good progress. We want to make sure that you have enough time in lessons to practise these skills and that when they mark your work, it will help you to reach your targets. You can help by telling the teachers if you find the work too easy or too difficult.

We have also asked your senior leaders to make sure that they make challenging targets that will help them to know when they have been successful. We want them to check whether new ideas that they introduce, help you to make good progress.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

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