

Busill Jones Primary School

Inspection report

Unique Reference Number	104146
Local Authority	Walsall
Inspection number	377022
Inspection dates	3–4 October 2011
Reporting inspector	James Henry

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Alan Davies
Headteacher	Jeanette Hammond
Date of previous school inspection	1 December 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and observed 12 teachers. Meetings were held with senior staff, a group of pupils and members of the governing body. Inspectors observed the school's work, and looked at self-evaluation documents, records of teaching observations, tracking data showing pupils' progress, individual education plans of pupils with special educational needs and/or disabilities, and documents relating to pupils' safety and welfare. In addition, 72 parents' and carers' questionnaires, as well as questionnaires from pupils, were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils made progress in their learning, especially across Key Stage 2 and, in particular, the more able in writing.
- The effectiveness of the curriculum in meeting the needs of pupils, especially in providing opportunities to practise their basic writing skills.
- The effectiveness of senior leaders in improving the quality of teaching.
- The extent to which the governing body and senior leaders know the strengths and weaknesses of the school and the level of challenge they provide to bring about improvement.

Information about the school

The school is slightly larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. The large majority of pupils come from White British heritage and a very small minority from Traveller communities of Romany or Gypsy heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Most of these pupils have speech and language difficulties with a few on the autistic spectrum. Additionally the school has resourced provision for children with speech & language and communication needs. At present, eight pupils are receiving extra support through this special needs provision and are taught on a full-time basis in different classes around the school. Children in the Early Years Foundation Stage are taught in a Nursery and a separate Reception class as well as in a mixed Reception and Year 1 class. There are no children receiving extra special needs provision provided by the local authority in the Early Years Foundation Stage. The headteacher was appointed in October 2010 and the deputy headteacher in September 2011. The school holds, among other awards, a National Healthy School award, an International School award and a [Distinction Award for music](#) from London University.

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

Busill Jones is a satisfactory school. It is improving and has a very positive and inclusive approach. The real strength of the school is its caring and supportive ethos. The school makes good use of the additional resources provided, especially staff, to support pupils with special educational needs and/or disabilities, including those with a statement of special educational needs. As a result, due to the good care, guidance and support given by staff, all pupils, including those from Traveller communities, make good progress in their personal development.

Children get off to a good start in the Early Years Foundation Stage. Pupils make satisfactory progress in Years 1 to 6 and, by the end of Key Stage 2, reach broadly average levels of attainment. Standards are better in mathematics than English by the end of Key Stage 2, with more-able pupils not always achieving the higher levels in both subjects. Although their attainment is low, the few pupils receiving the extra resource-based provision often make good progress because they are constantly supported individually or in small groups by resource-based staff. This is due to good leadership of the provision working effectively with outside agencies to ensure that pupils receiving extra special needs provision are well supported in their learning and personal development and fully integrated in classes around the school. However, pupils with special educational needs and/or disabilities in the school make satisfactory progress overall, given their starting points. Progress overall across Key Stage 2 in reading, writing and mathematics is beginning to pick up, although there is still unevenness in how quickly pupils learn. For example, pupils develop their reading and mathematical skills at a much faster rate than their writing. This is reflected in the performance of more-able pupils, where their achievement in writing is not as apparent as in reading and mathematics.

The headteacher, supported by senior staff, has instilled a clear drive and expectation for improvement. Initiatives to improve the quality of teaching and develop the curriculum in order to increase pupils' rate of progress, especially across Key Stage 2, are beginning to have an impact. Due to effective monitoring by the headteacher and senior leaders, the quality of teaching is improving. This was confirmed through observations during the inspection. There are still pockets of teaching which is no more than satisfactory, especially where lessons are too teacher-led and pupils do not have sufficient opportunities to learn for themselves.

A different approach in delivering the curriculum through linking subjects together is making learning more enjoyable and meaningful for pupils. Teachers are working

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effectively together to develop the curriculum. However, leaders at all levels have not monitored the effectiveness of changes in the curriculum in improving the rate at which pupils learn. Also, when planning activities, teachers do not always give sufficient focus to pupils practising their writing skills. Consequently, opportunities are missed to increase the rate at which pupils learn about different styles of writing.

Good relationships and good behaviour across the school mean that the overwhelming majority of pupils enjoy coming to school. One commented, 'Teachers help you to learn and always listen to you.' Pupils are also convinced that they felt safe and secure in school, and the vast majority of responses in the parents' and carers' questionnaires agreed.

The headteacher and senior leaders have a good understanding of the strengths and weaknesses of the school and have quickly identified what needs to be done to improve its performance. While the governing body is very committed and supportive of the school, it does not always provide sufficient challenge in holding senior leaders to account for its performance, particularly with regard to pupils' achievement. Actions to accelerate pupils' progress, particularly in writing, through improving the quality of teaching and developing the curriculum are beginning to have an impact. These actions are still at a relatively early stage and it is too soon to evaluate their full impact. Consequently, given positive leadership towards improvement, pupils' good personal development and current satisfactory achievement, the school's capacity for sustained improvement is satisfactory.

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.

What does the school need to do to improve further?

- Raise attainment across the school, particularly in Key Stage 2, with a special focus on the more able, by:
 - improving the quality of teaching to be consistently good or better through providing more opportunities for pupils to be more independent in their learning
 - increasing the rate of pupils' progress, with a particular focus on writing.
- Ensure leaders at all levels monitor and evaluate the impact of the curriculum in increasing the rate at which pupils learn, especially in providing more opportunities for pupils to develop their writing skills.
- Improve the level of challenge provided by the governing body in order to hold senior leaders more fully to account for the attainment and progress of pupils across the school.

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Outcomes for individuals and groups of pupils

3

Throughout the school, pupils enjoy their learning. One pupil commented, 'It's a place we can work and play together and I like doing maths.' Pupils are keen to learn and their enjoyment was seen in lessons. For example, younger pupils were given practical activities to practise their writing skills using glue and sand. In a history lesson, older pupils were making good progress in their speaking and listening skills through developing their knowledge of the Victorian era following a visit to the local Black Country Museum. Children enter school with skills and knowledge below those expected and, overall, all, including those from Traveller communities, make satisfactory progress across the school. However, progress in writing does not keep pace with that made in reading and mathematics. Teaching assistants are skilled at supporting the above-average numbers of pupils with special educational needs and/or disabilities so that they too make satisfactory progress.

Pupils develop good personal values. They have a strong sense of right and wrong, cooperate with each other in lessons and get on well together. Pupils behave well, but the progress and learning of most of them is not above satisfactory, because teaching is not yet challenging enough to ensure all make consistently good progress. Good links with the local church and opportunities to reflect in assemblies ensure that spiritual development is promoted well. Consequently, pupils have a good understanding of different religions and cultures through their learning in the curriculum and links with other communities, for example with a school in Zambia.

Pupils have a good awareness of the importance of being healthy and staying safe, as reflected in Busill Jones' Healthy School Award. For example, they choose healthy snacks and drinks, including milk, at break times and enthusiastically take up the wide range of sporting and physical activities on offer after school. They listen carefully when the local police visit to promote understanding of how to stay safe. Pupils sensibly take on responsibilities around school. For example, older ones help younger ones by being 'playground buddies'. The school council makes a good contribution to the school community through suggesting improvements – such as climbing equipment for the playground. Pupils also make a good contribution to the local community, for example singing in the local church and distributing food collected at the harvest festival celebration.

Given their good personal development and satisfactory basic skills in English and mathematics, pupils from all backgrounds and heritage are soundly prepared for their next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
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Taking into account:	3
Pupils' attainment ¹	
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are beginning to benefit from the headteacher's drive to improve the quality of teaching across the school. However, while good practice was observed during the inspection, inconsistencies remain, which means that teaching is satisfactory overall. Teachers work hard and make good use of resources, such as interactive whiteboards, to make learning interesting. Information about the different abilities of pupils is used to plan lessons to meet their needs. Work is generally well marked and helps them to improve. Relationships between adults and pupils are good and lessons are orderly and calm. Where pupils are quickly engaged in their learning, they often make good progress. Many lessons tend to be led by the teacher with pupils spending too much time listening to explanations or instructions. This slows the pace of learning, especially for the more able in developing their ability to learn independently.

Changes to the curriculum are also beginning to benefit pupils. Subjects are being effectively linked together to promote pupils' enjoyment and personal development, particularly in boys. While topics such as 'the Egyptians' are used to develop pupils' language skills and imagination, opportunities to develop their writing are missed. Although initiatives are beginning to make a difference to the progress of pupils, there is not an overview of how to ensure that the curriculum is consistent in matching the needs of different groups. A programme to systematically teach younger pupils sounds and letters (phonics) is supporting their progress in reading and writing. This is benefiting pupils, especially as they enter school with basic skills well below those expected. The curriculum is enriched by visitors and visits and a wide range of extra-curricular activities, including choir, football, dance and computer club that are widely taken up. Music is a particular strength of the school, as recognised in its award from London University.

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

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The school has good links with the Traveller community and pupils with a Travelling heritage are integrated well into the school. The school works very effectively with external agencies, including speech and language and behaviour support services, and individual families to ensure that the most potentially vulnerable pupils are supported well. This good level of care ensures that pupils, especially those with special educational needs and/or disabilities and those who are given support from the extra special needs resources provided by the local authority, are fully included into school life. The school works very hard to persuade families of the importance of attending school, such as contacting families on the first day a pupil is absent and rewarding good attendance. This approach positively influences the attendance practice of most families, but not all of them recognise the benefits of regular attendance.

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?

The headteacher has quickly established a sense of commitment to raise standards. Senior leaders and staff support her vision and there is a shared ambition to improve the performance of the school. Leadership and management are, currently, not above satisfactory because, while the quality of teaching is improving, initiatives to raise standards and accelerate pupils’ progress in learning are only just beginning to have beneficial effects. The governing body is also very supportive of this drive for improvement. Governors visit school on a regular basis but do not always provide sufficient independent challenge in holding senior leaders to account for standards in the school.

The school’s commitment to equality of opportunity is best shown in the helpful care and support given to the many pupils with special educational needs and/or disabilities. Consequently, they achieve satisfactory progress across the school in line with most other groups of pupils, and those attached to the resource-based provision achieve well. The school’s ethos ensures that all groups of pupils, including those from a Travelling background, are fully included in school life. However, the promotion of equality of opportunity is not above satisfactory, overall, because the school is not yet analysing performance rigorously enough to identify where pupils, especially the more able, are not fully reaching their learning potential.

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There are good arrangements to safeguard pupils. Parents and carers responding to the Ofsted questionnaire universally endorse the school as a safe place for their children to be. Staff are appropriately trained in child protection procedures which are rigorously applied. Members of the governing body have attended safer recruitment training and all staff are fully vetted before working in school. The school has good links with outside agencies to help protect potentially vulnerable pupils.

Commitment to community cohesion is good. The school has strong links with other schools and communities at a local, national and international level. This is a reflection of the work the school has done in gaining an International School award. Consequently, pupils have a good understanding and empathy for others from different communities. This is shown through pupils from different backgrounds and abilities, such as those with special educational needs and/or disabilities or those from the Traveller community, getting on well and working and playing happily together.

Relationships with parents and carers are a strength of the school. Responses from the parents' and carers' questionnaires show that they have confidence in staff to listen and deal with any of their concerns. A comment from one parent/carer concisely reflects the views of the vast majority of respondents: 'The school makes you feel you are in a community and welcomed.'

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

Early Years Foundation Stage

Children make good progress in their learning because they feel happy and safe in

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the pleasant welcoming environment of the Early Years Foundation Stage. Children broadly reach the expected national levels in all areas of learning by the time they enter Year 1. They make particularly good progress in their personal, social and emotional development and in their communication, language and literacy skills. Their progress in creative development is not as well developed as other areas. There are good links with parents and carers, and good relationships within the setting make an effective contribution to children’s personal development. As a result, behaviour is good. Children become confident in their learning through exploring through play. They know how to play safely and have a good awareness for their age of the importance of being healthy, for example in drinking water throughout the day.

Teaching is good and children are motivated by the caring enthusiasm of staff. Planning of activities covers all areas of learning and there is a good balance between those directed by staff and those chosen by children. There is particularly good provision for outdoor learning and this is linked effectively with activities indoors. Staff assess children’s learning well through direct observations and this informs further planning to meet the needs of individuals. Some opportunities to assess children’s learning are missed, especially of those with special educational needs and/or disabilities, when they are not learning directly in the setting.

The Early Years Foundation Stage is well led and staff work effectively together to promote children’s learning. There are good partnerships with other agencies, including the local Children’s Centre, to support children and their families where necessary.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately 27% of parents and carers responded to the questionnaire. However, all those who responded felt that their children enjoyed school. Also, the vast majority thought that that teaching was good, the school was well led and they were happy with their children’s experience at school. Evidence from the inspection found that, while there was good teaching in the school, overall, teaching was satisfactory. Also, evidence from the inspection showed that leadership and management of the school was satisfactory overall. This was because initiatives to raise standards have been recently introduced and have not had sufficient time to show they will be fully effective.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Busill Jones Primary 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	64	25	35	0	0	0	0
The school keeps my child safe	50	69	22	31	0	0	0	0
The school informs me about my child’s progress	43	60	26	36	2	3	0	0
My child is making enough progress at this school	44	61	25	35	1	1	0	0
The teaching is good at this school	52	72	17	24	1	1	1	1
The school helps me to support my child’s learning	52	72	16	22	1	1	0	0
The school helps my child to have a healthy lifestyle	42	58	27	36	2	3	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)	44	61	25	35	1	1	0	0
The school meets my child’s particular needs	47	65	20	28	3	4	0	0
The school deals effectively with unacceptable behaviour	40	56	28	39	1	1	0	0
The school takes account of my suggestions and concerns	34	47	33	46	2	3	0	0
The school is led and managed effectively	52	72	17	24	0	0	2	3
Overall, I am happy with my child’s experience at this school	50	69	20	28	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

5 October 2011

Dear Pupils



Inspection of Busill Jones Primary School, Bloxwich, Walsall WS3 2QF

I would like to thank you for making us feel so welcome when we visited your school recently. We enjoyed meeting you and watching you work with your teachers in lessons and around the school. All the staff work hard to help you learn and enjoy school. Your school gives you a satisfactory standard of education and cares for you well.

Here are some of the other good things that we found out about your school.

- You enjoy school and like being with your friends.
- You are keen to learn and to do your best and make satisfactory progress.
- You behave well and treat each other with respect, and are always willing to help around school.
- You enjoy taking part in the activities that the school has to offer.
- You are always willing to help other people in school.

To help the school get even better, we have asked that the adults in charge of the school do three things.

- Improve the standards you reach, especially those of the pupils who learn quickly, by:
 - ensuring your lessons are always good or better and give you more opportunities to learn for yourselves
 - increase the rate at which you make progress, especially in writing.
- Make sure that the subjects taught help you to increase the speed of your learning and give you more opportunities to practise your writing. We want the school's leaders to check closely that this is taking place.
- Make sure that the governing body constantly checks that you are making good progress and doing as well as you can.

All of you can help too by continuing to be kind, listening to your teachers and helping each other in school.

Yours sincerely

James Henry
Lead Inspector

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