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Mr Phil Palmer
Acting Executive Headteacher
Burton Joyce Primary School
Padleys Lane
Burton Joyce
Nottingham
NG14 5EB

Dear Mr Palmer

Special measures monitoring inspection of Burton Joyce Primary School

Following my visit to your school on 19 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The visit was the first monitoring inspection since the school became subject to special measures following the inspection which took place in May 2013.

Evidence

During this inspection, meetings were held with the acting executive headteacher, the acting head of school, two assistant headteachers, other members of staff, the Chair of the Interim Executive Board and a representative of the local authority. The inspector evaluated the local authority's statement of action, the school's improvement plan and a range of other management documents, including those related to pupils' achievement and school self-evaluation.

Context

Since the inspection in May, there have been a large number of staffing changes. In addition, the acting executive headteacher and the acting head of school have significantly reorganised senior and middle leadership roles and responsibilities. They have also completely revised the way teaching assistants work in partnership with

teachers. The local authority arranged for an interim executive board to take responsibility for governing the school with effect from August 2013.

The quality of leadership and management at the school

The acting senior leaders give very strong direction to the improvement of teaching and pupils' achievement. They quickly prepared an improvement plan after the previous inspection. This has already established key systems to help teachers accelerate the pupils' progress. Greatly improved systems for assessing and recording pupils' achievement are beginning to help teachers to plan work at the correct level of challenge for all groups. A systematic approach to training teachers, teaching assistants and new leaders is bringing about more consistently effective practice in classrooms. School leaders have devised a very thorough schedule for monitoring the effectiveness of teaching. This is helping them to plan precisely the support that is needed in each classroom to prevent pupils falling behind. For the first time, teachers can be provided with well-pitched targets for improving standards because leaders have a much more accurate view of pupils' attainment across the school than was previously the case. The morale of staff is high and they are strongly committed to supporting leaders in the task of improving pupils' education as quickly as possible. Their hard work is beginning to bear fruit, as pupils in both Key Stages 1 and 2 made notable improvements in the most recent national tests and assessments. Senior leaders have considerably increased communication with parents and carers and used their views to influence improvements; for example, to school meal times and methods for reporting on pupils' progress.

The newly formed interim executive board includes members who have appropriate experience in providing support or challenge to leaders of a school that needs to improve quickly. They are about to start a three-weekly cycle of meetings with school leaders to monitor the progress of the school in removing the causes for concern. They have already received clear and detailed information from the acting senior leaders and local authority, which gives them a good basis for scrutinising the impact so far of the school's improvement plan.

The local authority's statement of action is very closely aligned to the school's improvement plan and ensures that leaders and teachers have the support and training they need to introduce new methods effectively. The support brokered from nearby schools with proven success has been particularly effective, enabling teachers to learn from their effective practice and leadership to be stabilised with the secondment of strong senior leaders. The local authority systematically monitors the impact of external support to ensure that it is adapted, as required, to meet the school's changing needs.

Following the monitoring inspection the following judgements were made:

The local authority statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may appoint up to two newly qualified teachers before the next monitoring inspection. They can be allocated to any key stage.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

John Rutherford
Her Majesty's Inspector