

Sawley Junior School

Wilmot Street, Sawley, Nottingham, NG10 3DQ

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The senior leadership team has ensured that the quality of teaching and pupils' achievement in English and mathematics have improved since the last inspection.
- All groups of pupils make good progress and achieve well during their time in the school.
- Teaching is good and some is outstanding. Teachers have high expectations and plan lessons effectively to meet the needs of pupils with different abilities.
- Pupils enjoy school, they feel safe and their good behaviour helps them learn successfully.
- Pupils read well, they are interested in reading and enjoy a wide range of texts. Leaders have moved swiftly to raise standards in writing and reduce the gap in achievement in mathematics between vulnerable pupils and their classmates.
- The school actively promotes pupils' physical well-being and their outstanding spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Not enough teaching is outstanding to make sure that all groups of pupils make excellent progress and maximise their achievement.
- The governing body is not yet playing a full role in moving the school to become outstanding.
- Leaders of subjects other than English and mathematics have not yet had a strong enough impact on improving the quality of teaching and pupils' learning.

Information about this inspection

- Inspectors observed 31 lessons or parts of lessons, across all age groups. Seven of the observations were completed jointly with the headteacher. Inspectors also listened to pupils read and observed behaviour at the start of the day, break time and lunchtime.
- Discussions were held with the headteacher, senior leaders, other members of staff, governors, a representative of the local authority, pupils and parents.
- Inspectors looked at policies, self-evaluation and development planning, monitoring records, minutes from meetings, information about pupil progress, safeguarding documents and samples of pupils' work.
- Thirty-nine responses to Parent View, Ofsted's online questionnaire, 26 returns of the staff questionnaire and the school's own parental survey were taken into account.

Inspection team

Simon Mosley, Lead inspector

Additional Inspector

Andrew Truby

Additional Inspector

Janis Warren

Additional Inspector

Full report

Information about this school

- The school above-average sized.
- An average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals.
- Most pupils are from White British backgrounds and, of the small proportion who come from minority ethnic backgrounds, six speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported by school action is above average whilst the proportion supported at school action plus and with a statement is below average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils, in all subjects and year groups, make excellent progress by ensuring that
 - teaching strategies and resources interest all pupils and encourage them to take responsibility for their learning
 - pupils are given sufficient opportunities to respond to comments when their work is marked, particularly in mathematics, so that they can make improvements
 - teaching assistants are used effectively in all lessons to help pupils learn successfully
 - opportunities are extended for teachers to learn from the very best practice and take on board the features that result in pupils' excellent progress.
- Strengthen the school's leadership by
 - developing the role of staff in further improving pupils' progress and skills in all year groups in the subject for which they are responsible
 - ensuring that the governing body has the knowledge, skills and understanding to fully hold senior leaders to account in their drive to be an outstanding school.

Inspection judgements

The achievement of pupils is good

- There have been considerable improvements in raising achievement in English and mathematics since the previous inspection. As a result of good teaching and their positive attitude towards learning, pupils are now making good progress.
- The 2013 Year 6 national test results show that most pupils made good progress and some pupils made outstanding progress in reading, writing and mathematics. There has been a marked improvement in writing since the previous year. The school's own data on current Year 6 pupils' achievement, observations of pupils' learning and the quality of work in their books confirm that pupils make good progress in writing.
- Different groups of pupils, including the most able, throughout the school achieve well. Senior leaders track the progress pupils make very carefully and this means that timely additional support is provided to individuals or groups of pupils when required. Boys and girls have responded very positively to the planned opportunities for completing extended writing tasks and this is reflected in the rapid progress seen in all years.
- Disabled pupils and those who have special educational needs make good progress. The school's special educational needs co-ordinator uses the information about these pupils to make sure that additional support improves their learning. As a result, some pupils make outstanding progress in their knowledge, skills and understanding.
- The most recent information shows that the attainment of pupils for whom the pupil premium provides support was in line with their classmates in English but almost a year behind in mathematics. Effective strategies are boosting pupils' progress in both subjects and the gaps seen previously are closing.
- Pupils enjoy reading. Opportunities are provided for pupils to read widely and often and volunteers hear children read on a regular basis. Weaker readers have a good range of strategies to help them work out how to read new words and understand texts. The school's information on the progress made in reading, confirmed by inspectors listening to pupils read and observing their learning, show that these strategies are having a positive impact.

The quality of teaching is good

- Teaching has improved since the last inspection. Lessons are planned to meet the needs of all pupils, including the most able, so pupils of different abilities and needs make equally good progress in English and mathematics.
- Where teaching is the most effective the features of practice that result in the very best learning are routinely shared, teachers use questions effectively to elicit what pupils know, understand and can do and the school's tracking system is used well to inform the specific tasks set for pupils and target setting. These approaches underpin pupils' rapid progress.
- Reading, writing and mathematics are taught well across the school and teaching makes a significant contribution to pupils' excellent spiritual, moral, cultural and social development. For example, after reading an extract from a novel, skilful questioning of pupils in a Year 5 literacy lesson allowed them to develop a deeper understanding of the thoughts and feelings of other

people.

- Teaching assistants are often used effectively to enhance the learning of particular pupils or groups of pupils, but this is not always the case. Similarly, pupils work well independently, in pairs, in groups and during whole class activities. However, at times, they are given too much direction, this hampers their learning and so they do not make rapid progress.
- Pupils are given constructive and clear feedback in lessons and this allows them to move on in their learning. Marking is generally more effective in literacy than mathematics. Where it is best it is regular, gives clear next steps and teachers enable pupils time to respond to their comments in order to improve subsequent pieces of work.

The behaviour and safety of pupils are good

- Pupils enjoy school and they are proud to be members of the school community. They have positive relationships with the staff and each other and, during the inspection, the atmosphere and behaviour in the school dining hall were exemplary.
- Pupils are polite, welcoming and friendly, they display good manners and their conduct is responsible and considerate of others. They value the school's rewards system and are keen to make the most of the opportunities for them to take on responsibilities in the school and the local community.
- In lessons, pupils behave well and this contributes to their good progress. They listen carefully, follow instructions, respond positively to clearly established routines and complete tasks to the best of their ability. However, they do not always take full responsibility for their own learning.
- Pupils feel safe in school. Almost all parents who expressed views agree that their children are safe in school and staff, parents and pupils all indicated that pupils behave well. This is supported by the fact that the number of exclusions and instances of poor behaviour continues to decrease.
- Bullying is rare. Pupils understand what it means to be unkind to someone else and they are aware of different types of bullying. In addition to this, they are confident that staff would deal quickly with any unkindness if it happens.
- As a result of enthusiastic engagement with school activities the above-average attendance of pupils continues to improve.

The leadership and management are good

- The senior leadership team, supported by the governors, are taking decisive action that is improving the quality of teaching and pupils' achievement. This includes setting challenging targets, monitoring progress towards these targets and linking these to the management of teachers' performance.
- School leaders closely check the school's work to arrive at accurate self-evaluation. They have set out carefully chosen priorities for raising achievement by improving the quality of teaching.

- Regular checks on the quality of teaching mean that senior leaders know where there are strengths and weaknesses. Specific training is offered to staff and, when necessary, leaders have provided additional support and challenge to individual teachers to make sure that their teaching improves. Some teachers have worked together to share and observe the best practice and this has worked well but not all staff are yet fully involved in this process.
- The staff with specific responsibilities in English, mathematics and special educational needs are leading improvements in their areas. However, senior leaders recognise that the leadership roles of other staff are still in the process of development.
- To support the strong development of spiritual, moral, social and cultural awareness that takes place in lessons, pupils have many opportunities to take part in sporting, cultural and social activities such as netball, theatre visits and residential experiences.
- The school has detailed plans indicating how the primary sports funding will be used to increase participation in sports and develop healthy lifestyles, better physical well-being and also allowing pupils to reach the performance levels of which they are capable. These plans build upon enhancing the use of the school's sports facilities, including a swimming pool, the use of external coaches in physical education lessons and the promotion of healthy lifestyles both in lessons and at lunchtime.
- The school's safeguarding arrangements meet requirements. Staff and governors have received the appropriate training and, as the school works closely with other agencies, pupils who are at most potential risk are very well protected.
- The school works hard to engage with all parents to help pupils do their best in school. The majority of parental views shared with the inspection team indicated that parents are happy with the quality of education and care provided by the school.
- The local authority has provided appropriate support to the school, including assisting the headteacher as she has taken action to improve the quality of teaching and raise pupils' achievement. Officers have also delivered training to the governors and supported them during the headteacher's performance management process.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors take an increasingly key role in closely checking the work of the school and in holding leaders to account.
 - As governors attend meetings, visit the school regularly and link with particular areas they have a thorough understanding of the quality of teaching in the school. They understand how the performance of teachers is managed, know how the best teachers are rewarded and they have been involved in the process of tackling underperformance.
 - Governors know that there has been an improvement in pupils' achievement and have looked at how the school's results compare to similar schools and all schools nationally.
 - They ensure that the school's finances are properly managed and they are aware of the impact of the pupil premium funding and are involved with the plans for allocating the primary school sport funding.
 - Governors are aware that they have yet to build all the skills, knowledge and understanding required to fully support the school's drive to become an outstanding school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112689
Local authority	Derbyshire
Inspection number	424967
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Joy Thurman
Headteacher	Alison Burton
Date of previous school inspection	24 January 2012
Telephone number	0115 9733626
Fax number	0115 9734036
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