

Busill Jones Primary School

Ashley Road, Bloxwich, Walsall, WS3 2QF

Inspection dates

5–6 November 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good enough to secure good progress across the school. While pupils make good progress in some classes it is slower in others where teaching is less strong.
- Standards by the end of Year 6 have been below average over time because of the variable quality of teaching. Not all pupils make enough progress because staff have not always made good use of information on pupil progress to set work at a suitable level.
- Some adults who support pupils in the classroom are not yet fully involved in moving them on to the next stage in their learning.
- Teachers' marking does not always provide pupils with clear guidance on how to improve their work.

The school has the following strengths

- The headteacher has made good use of the support provided by the local authority and introduced changes which have had a positive impact on the quality of teaching. As a result, standards at the end of Year 6 last year were above the national average.
- The behaviour of the pupils is good. Pupils behave well in and out of lessons and say they enjoy coming to school and that they feel safe.
- Governors now have a clearer understanding of what must be done to hold the school to account.
- Parents are extremely positive about the work of the school and say that all staff deal quickly and effectively with concerns.

Information about this inspection

- The inspectors observed 21 lessons, two of which were joint observations with the headteacher. Inspectors also listened to pupils read, observed them during break time and dinner time, in lessons and around the school.
- A range of documentation was considered, including the school’s improvement plan and self-evaluation, the school’s own assessment data, records of governors’ minutes and safeguarding documentation. A wide range of pupils’ books over a period of time was also examined.
- The inspectors held meetings with the Chair of the Governing Body and one other governor, the school’s local authority representative, senior members of staff and two groups of pupils.
- The inspectors were unable to take account of responses to the online Parent View survey because there were not enough of them. They considered 24 staff questionnaires and met with some parents and carers informally at the start of the school day.

Inspection team

Graeme Burgess, Lead inspector

Additional Inspector

Sue Cox

Additional Inspector

Jeanne Simpson

Additional Inspector

Full report

Information about this school

- Busill Jones Primary School is an average-sized school.
- The school has specially resourced provision (known as the Additionally Resourced Provision) for pupils with Autism and Specific Language Impairment, for 13 pupils, which is integrated within the school.
- Since the previous inspection the governing body has appointed a number of new staff and created new leadership posts responsible for the quality of teaching and learning, literacy and numeracy.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average. The proportion of pupils supported at school action plus and with a statement of special educational needs is also in line with the national average.
- The proportion of pupils who are eligible for pupil premium funding, which is additional funding for pupils known to be eligible for free school meals, looked after children or children of service families, is much higher than the national average.
- The pupils who attend the school are mainly White British.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a partnership with an outstanding school with a view to sharing best practice.
- The headteacher was appointed in October 2010.

What does the school need to do to improve further?

- Make teaching good or better to accelerate pupils' rate of progress by:
 - ensuring that teachers make more accurate use of the systems for assessing pupils' progress
 - fully involving the additional adults in pupils' learning at all times
 - providing guidance in marking on clear and precise next steps for learning.
- Raise standards so that a greater proportion of pupils make accelerated progress by:
 - increasing the pace in lessons and consistently setting challenging work for pupils, particularly the middle and lower achievers.

Inspection judgements

The achievement of pupils

requires improvement

- Standards over recent years have been below average and progress has required improvement. This is because the quality of teaching has varied too much.
- This has now changed. Attainment at the end of Year 2 has risen rapidly in reading and writing, and attainment at the end of Year 6 is now above average in reading, mathematics and English grammar and punctuation. This is because the headteacher has worked closely with the local authority and the governing body to introduce changes to the staffing structure of the school.
- Pupils enter the nursery classes with below expected attainment. By the time they leave Reception they have made good progress as a result of well-planned and organised activities which engage and motivate them and which help them to develop good attitudes towards learning.
- Phonics (the sounds that letters make) is particularly well taught. There is an effective whole-school approach. As a result, pupils use phonic skills well to sound out words in sentences. This was reflected in the above average proportion of Year 1 pupils who reached the required standard in the phonics screening check in 2013.
- Pupils' progress is also accelerating in other year groups within the school and more-able pupils are on track to reach attainment in all year groups which is higher than what is expected nationally.
- However, work set for the middle and lower ability groups is not always at the right level of challenge and additional adults are not always used effectively to support pupils' learning in class. As a result, some of these pupils are not yet making good progress as they move up the school.
- Disabled pupils and those who have special educational needs and those who are supported by the Additionally Resourced Provision are now successfully meeting the targets set for them and making good progress. This is because the person responsible for special needs knows what needs to be done and there is a successful plan to provide additional support for these pupils.
- The majority of pupils who are eligible for support through the pupil premium are also now making progress which is better than expected. This is because the school has used its funding to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups. As a result, the gaps in attainment between Year 6 pupils in 2013 who were eligible for this funding and the others in the school in English and mathematics are closing.
- The majority of parents and carers who met with the inspectors at the start of the school day are very positive about the progress that their children are making at the school.

The quality of teaching

requires improvement

- Teaching requires improvement because some lessons lack pace and work is not matched closely enough to the needs of the pupils.
- The majority of teaching seen during the inspection was, however, good and reflects the improvements since the school's previous inspection. Nevertheless, there has not yet been sufficient time for these changes to have a full impact on pupils' attainment.
- Teachers' use of the tracking system to pinpoint pupils' next steps in learning is beginning to accelerate pupils' progress, but it is not yet good. This is because, in a few lessons, pupils are not moved on quickly enough to the next stage of their learning. This is especially true for the middle and lower achievers.
- Reception pupils make good progress from very low starting points as a result of well planned learning opportunities.
- Similarly, some additional adults are not yet fully involved in supporting pupils in the classroom

and pupils are missing out on help with their learning which will allow them to improve faster.

- Where marking is best, teachers provide accurate guidance for improvement and pupils are clear about what they have to do next in order to improve and make good progress. However, this is not yet consistent in all classes and, as a result, progress is not as good as it could be.
- A range of measures have been introduced as a result of an audit arranged promptly after the previous inspection to support English and mathematics. These have helped to raise standards within the school.
- Additional members of staff, funded by the local authority to work with pupils who are part of the Additionally Resourced Provision, work well within the school to support these pupils successfully.
- There is a positive climate for learning within the majority of classes as a result of the highly effective way in which staff manage behaviour. As a result, pupils listen carefully and are keen to engage with their tasks and enjoy their learning. These features contribute well to their personal development.

The behaviour and safety of pupils are good

- There has been a significant improvement in behaviour as a result of the strategies introduced by the headteacher since her appointment. As a result, behaviour over time, and seen during the inspection, is good.
- Pupils' behaviour in lessons, on the playground and around the school is good and this has a positive impact on the progress pupils make and the standards they are now achieving. They cooperate well in group activities and move between tasks independently and responsibly. This starts in the nursery classes, where time is spent encouraging good attitudes towards learning.
- Teachers and other adults successfully build strong relationships with parents and carers who are welcomed into the school for 'Showcase' days. This excellent work continues in the other year groups throughout the school.
- Very occasionally, where the teaching is less effective, pupils are not as engaged as they could be and their learning is slower as a result.
- Pupils are polite and respectful to each other, and to visitors, and respond well to support and guidance given by all adults.
- They believe that incidents of bullying or poor behaviour are very rare in school, and that if they do occur they tell the headteacher. They say that the headteacher then speaks with these pupils straight away so that anything that is happening stops immediately. Pupils understand about different types of bullying such as cyber bullying. Discrimination is not tolerated.
- The school environment is a very safe place to learn and play. All aspects of safeguarding meet requirements and pupils receive a good level of care from adults and know how to keep themselves safe.
- The vast majority of parents and carers who met with inspectors agree that their children are safe and well looked after in school. The views of the school staff are also extremely positive.
- Attendance has also improved and at the time of the inspection was in line with the national average. This is because the school actively promotes high standards of attendance and punctuality. Contact is made with parents and carers directly if a pupil is persistently absent or late. This shows the strong commitment of both the school and the parents and carers to the pupils' education.

The leadership and management require improvement

- Leadership and management require improvement because pupils have not in the past made enough progress from their starting points.
- However, those below average standards over time at the end of Year 6 have been halted, as a

result of the direct action taken by the headteacher and her new leadership team and the improvements in the governing body's awareness of the achievement of the pupils

- Since the previous inspection the headteacher has reorganised senior staff, so that they take responsibility for standards in English and mathematics, and has appointed a new deputy headteacher to focus on improving the quality of teaching and learning. There have also been changes to the governing body and the school is now more rigorously held to account.
 - Teaching continues to improve because it is closely and accurately assessed by the headteacher and her deputy. Training is provided to support members of staff on an individual basis. The partnership that has been established with an outstanding school has enabled teachers to observe and learn from each other. This opportunity has been embraced by all staff.
 - In addition, teachers are working in teams and performance management targets are linked directly to the school's improvement priorities and the progress that the pupils make.
 - The senior leadership team analyses in detail how well the pupils are learning. Records clearly indicate which pupils are falling behind and additional support is organised for them. This helps to promote equality for all pupils. Decisions about pay are closely linked to how successfully teachers meet their targets.
 - The school has been supported well by the local authority by creating the partnership with an outstanding school to share best practice.
 - As a result, pupils are now beginning to make progress at a more accelerated rate in each year group, as well as at the end of Year 6. However, there has not yet been enough time for these changes to have full impact and so progress is not yet consistent in each year group, especially for the middle and lower achieving pupils.
 - The new 'Irresistible' curriculum is wide and balanced and the school promotes the pupils' personal, including spiritual, moral, social and cultural, development well. For example, pupils from Year 3 to 6 have earned a distinctions from the London College of Examinations for playing their musical instruments.
 - The school has clear plans to use its primary sport funding to improve provision for sport in a lasting way and to measure its impact on pupils' health and well-being. For example, swimming teachers are being used to enhance teachers' skills in effective coaching.
 - Pupil premium funding is used well to help pupils at risk of underachieving to succeed. In addition, pupils who are on the special educational needs register are tracked closely and targeted intervention is tailored to match their needs. These actions are helping pupils, who were behind in their learning, to catch up.
 - **The governance of the school:**
 - Until the previous inspection, the governing body had provided limited challenge to school leaders as governors had not fully understood how they could use information about pupil progress and attainment to improve pupils' learning. The governing body now has a much clearer understanding of what needs to be done and is in a better position to challenge senior leaders so that pupils' progress accelerates. This also means it has a more accurate picture of the school's current strengths and the areas for development. In addition, access to training means that governors are increasingly aware of the quality of teaching across the school and how performance management and pay progression can be used effectively to raise standards of teaching. They know what the school is doing to reward good teachers and tackle any underperformance. They understand the way in which the school has used the pupil premium and are beginning to use their greater knowledge of pupils' progress to check how actions are raising achievement for those pupils targeted. Governors attach a high priority to keeping all pupils safe.
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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	104146
Local authority	Walsall
Inspection number	426948

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	281
Appropriate authority	The governing body
Chair	Clair Pajaziti
Headteacher	Jeanette Hammond
Date of previous school inspection	3–4 October 2011
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