

Boney Hay Primary School

Chorley Road, Burntwood, WS7 2PF

Inspection dates

5–6 February 2014

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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 | | Require improvement | 3 |

Summary of key findings for parents and pupils

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

- Pupils in Key Stage 2 have not made enough progress in recent years. As a result, standards, particularly in mathematics, have been below average by the time pupils leave at the end of Year 6.
- Pupils do not have the opportunity to develop their mathematical skills by using them in other subjects.
- More-able pupils do not always achieve as well as they should in Key Stage 2.
- The quality of teaching requires improvement because, over time, it has not been good enough to enable pupils to make rapid progress, particularly in Key Stage 2.
- Although pupils' work is regularly marked, some marking does not show pupils how they can improve their work and teachers do not ensure that pupils act on the advice they are given.
- Teachers do not always make effective use of the information they collect about how well pupils are doing when planning lessons. This means that they do not set work at the right level of difficulty for the pupils, particularly the most able.

The school has the following strengths

- Pupils currently in Key Stage 2 are making better progress in both English and mathematics as a result of action taken by leaders to improve teaching.
- The school makes sure that all its pupils are able to participate fully in school life and take part in a wide range of additional activities.
- Pupils' behaviour in and around the school is good and they feel safe in school.
- Provision for pupils' spiritual, moral, social and cultural education is very effective.
- The school works very effectively with a range of professionals beyond the school to support pupils whose circumstances might put them at risk.

Information about this inspection

- The inspector observed nine lessons, four of which were observed jointly with the headteacher. The inspector also made a number of shorter visits to classrooms.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils. The inspector also heard a number of pupils read.
- The inspection took into account the 15 responses to the online questionnaire for parents and carers, Parent View, and the outcomes from the school's recent consultations with parents.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupil mobility, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below average.
- An above-average proportion of pupils join the school mid-year and mid-key stage. Of the 2013 Year 6 class of 10 pupils, eight had joined the school in Key Stage 2.
- The proportion of pupils eligible for the pupil premium (funding from the government to support students in local authority care and those known to be eligible for free school meals) is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average, and is particularly high in some year groups.
- The number of pupils in Year 6 in 2013 was too small to make comparisons with floor standards, which are the minimum expectations set by the government for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality and effectiveness of teaching so it is consistently at least good, particularly in Key Stage 2, by making sure that teachers:
 - make better use of the school's information on pupils' attainment when setting work, especially that intended for the most-able pupils
 - use marking to show pupils clearly the next steps they need to take in order to improve their work, and check that pupils follow the advice they are given.
- Improve standards in mathematics by:
 - strengthening pupils' understanding of mathematical vocabulary as well as their ability to use it accurately
 - providing pupils with more opportunities to practise their mental mathematics skills and apply their numeracy skills in other subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' rates of progress across the school are too variable. The good progress that pupils make in the Early Years Foundation Stage and Key Stage 1 has not been maintained at Key Stage 2.
- Most children start in the Reception classes with skills that are below those expected for their age. Although they make good progress in the Early Years Foundation Stage and through Key Stage 1, this is not built on sufficiently through Key Stage 2. Standards in Year 6 are consequently below average. They were especially low in mathematics in 2013.
- The number of pupils leaving Year 6 in 2013 was very small and several had joined the class midway through Key Stage 2. This distorts the overall picture of pupils' achievement. That said, last year's results for pupils who completed the whole of Key Stage 2 in the school, whilst broadly in line with national averages in reading and writing, were below average in mathematics. Pupils who joined the school mid-year and mid key-stage made the same expected progress as, but seldom better than, their peers. The proportions of pupils achieving the higher levels in reading, writing and mathematics are below average.
- Inspection evidence indicates that pupils currently in the school are making improved progress and are on track to attain higher standards than those seen last year. Nonetheless, and despite the school's strong focus on improving mathematics, including the use of before- and after-school clubs for particular groups of pupils, standards in mathematics are not yet good enough. Pupils' mental arithmetic skills, particularly their knowledge and recall of times tables, are weak. Pupils do not have a clear enough understanding of mathematical terms. Pupils are not provided with enough opportunities to reinforce their numeracy skills in other subjects.
- The recent introduction of intensive lessons in phonics (the links between letters and sounds) on a daily basis, together with guided reading activities, is helping pupils to make better progress in reading from their different starting points when they start at the school.
- Disabled pupils and those who have special educational needs make the progress they should. The support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, and this motivates them and helps them to make small but progressive steps in their learning.
- It is not possible to make valid judgements on the attainment of Year 6 pupils known to be eligible for free school meals as numbers are very low and there is a risk of identifying individuals. The attainment of this group of pupils across the school as a whole is improving in English and mathematics because funding has been used well to fund extra teachers and teaching assistants who provide helpful and targeted support.

The quality of teaching

requires improvement

- Recent improvements to teaching have yet to have a full impact. The better teaching seen during the inspection has not been in place long enough to ensure that pupils are able to make up all the ground they had previously lost and achieve good standards by the time they leave. The teaching of mathematics has improved but too few pupils reach the higher levels in reading, writing or mathematics.
- In some lessons, teachers' expectations of what pupils can do are not high enough. Teachers do

not always set work that challenges pupils, particularly the more able, to think hard and achieve their best.

- Pupils' books are marked regularly but teachers do not consistently give pupils clear guidance on how well they have achieved and what they can do to make their work better. Older pupils are beginning to respond to their teachers' comments on their literacy work but, in general, teachers do not ensure pupils act on the advice they are given.
- A number of initiatives have been introduced to improve the quality of teaching in reading, including daily phonics activities designed to improve pupils' reading skills. There are indications that these are beginning to be effective; results in the 2013 phonics screening check, although still below the expected standard, were a significant improvement on the previous year's results.
- Where teaching is good or has improved, it is because staff have responded well to the good training and support they have been offered and because the whole-school focus on improving pupils' progress has been implemented well. For example, teaching is good across the Early Years Foundation Stage and Key Stage 1 and is rapidly improving in Key Stage 2.
- Teachers and teaching assistants provide timely extra help and personalised support for disabled pupils and those who have special educational needs. These pupils consequently enjoy their learning and take a full part in lessons.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils know what is expected of them and are fully aware of the rewards and sanctions which underpin the whole-school systems to manage behaviour.
- Relationships between pupils and adults are good. The improvements being made in teaching are having a marked and positive impact on pupils' attitudes to learning. Pupils are keen to do their best and they answer questions readily. In most instances, they display high levels of concentration and, when working in pairs or groups, organise themselves swiftly and with the minimum of fuss.
- Pupils' spiritual, moral, social and cultural development is promoted well. Discrimination of any kind is not tolerated. The result is an inclusive, harmonious and safe environment for learning.
- Pupils say that behaviour in school is 'usually good' and any instances of bad behaviour are always dealt with effectively. This view was confirmed by the overwhelming majority of parents who responded to the Parent View questionnaire.
- Pupils' good behaviour is a testament to the good procedures in place to enable the many new pupils to settle in quickly when they join the school.
- Pupils are confident that if they are anxious about a personal matter that they cannot sort out themselves, an adult will be on hand to help. Older pupils readily accept responsibilities such as helping to solve minor disagreements between younger pupils in the playground and operating equipment in assemblies.
- The school's work to ensure pupils are safe and secure is good. Pupils have a good understanding about different types of bullying and issues related to safety. Pupils have an appropriate understanding of the potential hazards posed by misuse of the internet and mobile

telephones.

- The well-being of pupils is given the highest priority. Nurture groups, for instance, have a positive impact on the behaviour and self-esteem of pupils whose circumstances make them particularly vulnerable. The school works in close partnership with outside agencies to support pupils.
- Pupils' attendance is given a high priority by the school and is in line with national averages.

The leadership and management require improvement

- In the past, changes to teaching staff and historic weaknesses in the use of assessment have slowed school improvement. As a result, leaders have not been able to secure consistently good teaching and good progress over time. New systems to improve teaching and track pupils' progress have not yet had enough time to have a sustained impact on pupils' attainment and progress, particularly in mathematics.
- The headteacher and assistant headteacher are now tackling underperformance with determination. As a consequence, the quality of teaching is improving and pupils in Key Stage 2 are making better progress than in the recent past. All staff are now eager to ensure that they contribute fully to improving pupils' achievement.
- Senior leaders use a well-established and comprehensive process of setting targets to check the quality of teaching, hold teachers to account for the achievement of pupils in their classes and provide suitable professional development.
- Subject leaders, particularly in English, the Early Years Foundation Stage and mathematics, are contributing strongly to pupils' improving progress.
- The school's view of its effectiveness is accurate and realistic. The school improvement plan, rightly, has a strong focus on further improving teaching and raising achievement, particularly in mathematics.
- Staff morale is good. Teachers are keen to improve their practice and move the school forward.
- The school's curriculum has an appropriate focus on the core subjects of English and mathematics. It is enriched by well-attended before- and after-school clubs which enable pupils to develop skills in sports and arts. German lessons are provided for pupils from Year 3 upwards. These opportunities promote pupils' academic achievement, help maintain pupils' good attitudes to learning and make a good contribution to their spiritual, moral, social and cultural development. The school is careful to ensure that all pupils have equal access to all the opportunities offered.
- The headteacher works well with the other schools in the locality to explore new ideas on leadership, to check the accuracy of assessments of pupils' work and to widen the range of extra activities provided for the pupils.
- The school has used its primary sport funding partly to provide professional development for teachers and partly to set up 'The Boney Hay Biathlon'. This scheme has provided a sports coach to instruct pupils in running skills and cycling. Sixteen bicycles of sizes suitable for the different ages from Reception to upper Key Stage 2, helmets and a bike shed have been purchased. Cycle maintenance lessons are provided before school and Year 6 have undergone 'Bikeability'

training. This motivates pupils very well and is leading in turn to improved physical skills, health and well-being. Arrangements have been made to evaluate the impact of this provision at a future date.

- Parents and carers hold positive views about the school. School leaders take full account of their concerns when drawing up plans for improvement.
- The local authority has provided limited support for the school because it was judged good in the previous inspection.

■ **The governance of the school:**

- The governing body is supportive of the school but, until recently, has not had a precise enough understanding of the effectiveness of the school's work. This has restricted governors' ability to provide well-informed challenge, particularly in relation to pupils' achievement and how the school's performance compares with other, similar schools. Governors have now had training and support and so have a better understanding of the quality of teaching and what is being done to recognise and reward good teachers. The governing body ensures that safeguarding requirements are met and maintains effective oversight of the arrangements for the use of the pupil premium funding and the arrangements for relating teachers' performance to pay.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 124206 |
| Local authority | Staffordshire |
| Inspection number | 430555 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 115 |
| Appropriate authority | The governing body |
| Chair | Shelley Checkley |
| Headteacher | Jennie Matthewman |
| Date of previous school inspection | 25 May 2012 |
| Telephone number | 01543 510455 |
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| Email address | headteacher@boneyhay.staffs.sch.uk |

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