

Sawley Junior School

Wilmot Street, Sawley, Long Eaton, Nottingham, Nottinghamshire NG10 3DQ

Inspection dates

11–12 October 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher, very ably assisted by the deputy headteacher, has established a culture of high expectations which are clearly understood by staff and pupils alike.
- Teachers make effective use of assessment to plan learning that is matched closely to the abilities of the pupils. Sequences of lessons build logically on previous learning, ensuring that pupils make strong progress.
- Teachers use their effective questioning skills and strong subject knowledge to explain new concepts to pupils clearly.
- Pupils' books show that they make strong progress from their starting points. Occasionally in lessons, teachers do not provide additional challenge for some pupils quickly enough to maximise their progress.
- The special educational needs coordinator ensures that pupils with particular or complex needs are well supported.
- Pupils feel safe in school. They develop a good knowledge of how to keep themselves safe in a variety of situations, including when they use the internet.
- Attendance overall is consistently above the national average for all pupils. Not all disadvantaged pupils attend school regularly enough.
- There have been several changes to the leadership team this term. These leaders are developing the skills they need to be able to improve outcomes for pupils. Plans to improve pupils' comprehension and inference skills are not fully embedded.
- Pupils behave very well in lessons and around school. They are polite and considerate to each other and to adults.
- Leaders promote pupils' spiritual, moral, social and cultural development very well. Pupils benefit from a range of experiences to enhance their cultural development. They demonstrate a secure and respectful understanding of cultures and religions that may be different to their own.
- Leaders, including governors, analyse regularly the work of the school and the impact it has on the progress pupils make. They use this information to plan for improvements. However, they do not evaluate deeply enough the impact of their work to be able to plan for improvements with speed and precision.
- The majority of parents spoke highly of the school. Several cited particular examples of leaders and teachers engaging well with parents to provide the support that their children need.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - developing the newly formed middle leadership team so that they can impact successfully on the quality of teaching and outcomes for pupils in their areas of responsibility
 - ensuring that leaders evaluate the work they do with greater precision so that the actions they take improve pupils' outcomes even more rapidly
 - tracking the progress that all groups of pupils make more closely so that all pupils, including the most able, can make the progress of which they are capable.
- Further accelerate the progress pupils make by ensuring that teachers:
 - respond more quickly during lessons to move pupils on to more difficult work as soon as they are able
 - develop pupils' use of mathematical language through problem solving and reasoning
 - embed approaches to the teaching of reading to improve pupils' comprehension and inference skills.
- Work more extensively with parents to improve the attendance of those few pupils who do not attend regularly enough.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has the full support of her staff. Staff are motivated to improve their practice. They appreciate the concern the headteacher has for their welfare as well as that of the pupils. They appreciate the professional development opportunities she provides to ensure that they can fulfil their roles effectively.
- The special educational needs coordinator knows the pupils who have special educational needs and/or disabilities well. She makes herself available to parents and pupils every morning so that important information can be communicated to class teachers and any urgent matters can be addressed. She ensures that any additional funding the school receives for pupils with highly complex needs is very well used so that pupils receive successful bespoke support.
- The broad, balanced curriculum has been thoughtfully planned to meet the needs of the pupils attending this school. Pupils can take part in an enterprise challenge to develop their understanding of the world of business. Leaders organise themed events, such as 'Black History Week', and opportunities for pupils to learn about first aid and the importance of taking care of their own mental health and well-being. During the inspection, Year 6 pupils were looking forward to their forthcoming residential trip.
- Leaders promote pupils' spiritual, moral, social and cultural development very well. Pupils develop a broad understanding of religions, cultures and lifestyles that might be different to their own. Pupils take part in theatre activities, fund-raising and events in the local community. Music and art are well promoted. Pupils study the work of a range of artists and can learn to play a range of musical instruments or sing in the choir. During an assembly, the teacher explained to pupils where their gifts of harvest produce had been donated locally. Pupils were respectful, reflecting on those who may be less fortunate than themselves.
- Leaders ensure that pupils have a strong understanding of fundamental British values. Pupils spoke knowledgeably about the importance of equality and taking responsibility. Some pupils have visited the Houses of Parliament and all can vote for their classmates to represent them on the school council. They understand the consequences of their behaviour. Pupils gain an understanding of justice and of right and wrong. Any small amounts of misbehaviour or rare instances of bullying are dealt with swiftly and fairly. Pupils are being well prepared for life in modern Britain.
- The system for teachers' appraisal is well organised and meets statutory requirements. Information from teachers' performance management is reported appropriately to governors. It is used to plan professional development for staff.
- The additional primary physical education (PE) and sport premium funding is well used to improve teachers' skills in teaching PE. Pupils learn to be sports ambassadors, encouraging their peers to take part in games. The sports leader evaluates the impact of the spending. There has been an increase in the levels of pupils' participation in sport and an increase in the types of sport available to pupils.
- Leaders make appropriate use of the pupil premium funding to support disadvantaged pupils. They analyse the use of this funding. There is scope for leaders to evaluate its

use even more deeply to ensure that all pupils who are entitled to the funding, including the most able, make the progress of which they are capable.

- There have been several changes to the leadership team in recent months. Team leaders, with responsibility for each year group, have been appointed. They, along with the mathematics leader, took up their posts this term. The English leader has plans to improve pupils' comprehension and inference skills, but these are not consistently embedded across the school. Other middle leaders are developing the skills they need to make a difference to provision in their areas of responsibility.
- Overall, leaders have an accurate understanding of the strengths of the school and what they need to improve further. Leaders evaluate the quality of teaching and the progress pupils make across the school. Teachers have the opportunity to learn from each other so that the best practice in school is shared. They provide additional interventions for pupils who will benefit from them. Leaders do not, however, evaluate several aspects of the work of the school with precision, or with sufficient urgency. This means that improvements in some aspects of the school are slower in starting.
- The school is part of the Willows Academy Trust. The trust has provided the school with valuable support and training opportunities for staff. However, until recently, the trust has not provided leaders with a rigorous level of challenge.

Governance of the school

- Members of the local governing board are ambitious for the school. They are committed to ensuring that they undertake their responsibilities effectively in order to be able to support and challenge the leaders.
- Governors have a clear understanding of the strengths of the school and what leaders are doing to bring about further improvements.
- Governors ensure that the performance management of teachers takes place in accordance with statutory requirements. They are prepared to refuse a pay rise if one is not deserved.
- Governors undertake appropriate training, including in safeguarding, to help them understand the work of the school. They visit the school regularly to talk to pupils and see pupils' work for themselves.
- Minutes of governors' meetings show that they do not reliably ask sufficiently challenging questions in order to be able to fully evaluate the work of the school and hold leaders to account with rigour.

Safeguarding

- The arrangements for safeguarding are effective.
- All the appropriate vetting checks take place before an adult starts to work at the school.
- Leaders ensure that all staff and governors have the appropriate training so they know how to report a concern about a pupil's welfare, should one arise. Adults in school understand their responsibilities to report safeguarding concerns.
- Leaders work with external agencies and partner schools when additional support may

benefit a pupil.

- Pupils feel safe in school. They know that learning about safety forms part of their school's values, quoting to the inspectors, 'Be happy, be safe'. They are taught how to keep themselves safe when they use the internet. Relationships between adults and pupils are strong. Pupils who spoke with inspectors said they would be confident to speak with an adult if they had any worries. The overwhelming majority of parents echoed this view, saying that staff respond well to any concerns or questions they may have.

Quality of teaching, learning and assessment

Good

- Teachers across the school use their strong subject knowledge to explain ideas to pupils clearly.
- Teachers make effective use of assessments to plan learning that matches the abilities of pupils. Teachers and teaching assistants use well-considered questions to develop pupils' understanding of new concepts.
- Teachers plan logical sequences of lessons that build securely on pupils' previous knowledge. This enables them to make strong progress from their starting points.
- Teachers know the pupils well. They have established strong relationships and clear routines. Pupils engage well with their learning because they know what is expected of them.
- Teachers make effective use of targets and clear success criteria, so pupils understand what they have to do to improve their work and be successful in the tasks that the teacher has set. During lessons, pupils of all ages refer to these expectations, and the resources teachers have provided for them. This encourages pupils to be resilient and independent learners.
- Teachers cater well for pupils with additional needs in order for them to be able to participate in the learning. The special educational needs coordinator and teachers make sure that pupils who have special educational needs and/or disabilities have the support and resources they need so they can learn successfully alongside their peers.
- Teachers mark work and provide feedback in line with the school's policy. Pupils understand and respond to the feedback they receive, learning from their mistakes.
- Teachers set homework in line with the school's policy.
- Reading is taught well. Teachers encourage pupils at the early stages of reading to draw upon their knowledge of phonics to help them work out how to read, or spell, unfamiliar words. More confident readers demonstrate a love of reading. The leader responsible for reading has recognised that the improvements to the teaching of reading, particularly comprehension and inference skills, need to be further embedded to be fully successful.
- Occasionally, teachers do not notice quickly enough when pupils are able to tackle more difficult work. Pupils' books show that this is the case across a range of subjects. When this happens, pupils complete work that does not provide them with opportunities to excel.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Every pupil and parent who expressed a view agreed that pupils are safe in school. During recreation times, pupils are well supervised. Adults interact well with pupils to encourage sensible play. Pupils know that first aid is readily available to them should they have a minor accident.
- Across the school, the vast majority of pupils are confident, keen learners. Pupils contribute willingly to class discussions.
- Pupils take pride in their work. Pupils' books are well presented, reflecting the high expectations the teachers have set for them.
- Leaders make sure that pupils understand the importance of leading a healthy life style. Pupils grow vegetables in the school's poly-tunnel, which they use during cookery lessons. Pupils understand the importance of a healthy, balanced diet and exercise.
- Pupils have a secure understanding of how to keep themselves safe in a variety of situations. They speak knowledgeably about how to keep themselves safe when they use modern technology. In addition to learning about internet safety, pupils learn to cycle safely on the roads, the importance of water safety and the potential dangers associated with strangers.
- Pupils take part in anti-bullying week. They learn about how to recognise and manage bullying in different forms, including cyber bullying. They told inspectors that they are encouraged to talk to adults if they have any concerns. They are confident that bullying is very rare, but that if it did happen, an adult would deal with it successfully for them.
- Pupils have very positive attitudes to their work. Only occasionally, when they are not sufficiently challenged, do pupils drift off task.

Behaviour

- The behaviour of pupils is good. In lessons and around the school, pupils demonstrate their good manners and respectful behaviour towards each other and adults. They walk quietly along corridors and line up without fuss, for example to go into the hall for assembly. The school is a calm and purposeful place in which to learn.
- In lessons, pupils work together collaboratively, listening carefully to each other's ideas. On the playground, some pupils play with the equipment provided sensibly, while others chat together or engage in games of their own making.
- Pupils' attendance is above average, indicating that they enjoy coming to school. The attendance of disadvantaged pupils, however, is below that seen nationally. Leaders have had some success improving the attendance of individual pupils by introducing attendance awards, for example. However, some disadvantaged pupils do not attend school regularly enough.

Outcomes for pupils

Good

- In 2016, the proportion of pupils achieving the expected standard was above the national average in each of reading, writing and mathematics.
- Provisional assessment for 2017 shows that the proportion achieving the expected standard is likely to be above the national average for reading and for writing again, with an even greater proportion achieving the higher standard in writing. Pupils are well prepared for their next stage in education.
- Provisional information also shows that pupils did not achieve as well in mathematics in 2017. Leaders have already identified the reasons for this unusual dip in attainment.
- School assessment information and a scrutiny of pupils' books show that current pupils, of all abilities, make strong progress from their different starting points.
- Pupils recognise that they make progress. In class, even at this early stage of the school year, pupils of all abilities could point to examples of concepts or skills that they have learned, or improved, since the start of term. One pupil, showing his book to the inspector, said, 'I couldn't do this before but because she [the teacher] has taught it to me, it's easy now.'
- Pupils' books showed that disadvantaged pupils make progress that is at least in line with their peers. While the most able pupils make strong progress, missed opportunities to challenge them more promptly during lessons mean that they do not always make the very best progress of which they are capable.
- Last year, leaders introduced a new system to assess and track how well pupils are doing in English and mathematics. Leaders check termly the progress that pupils are making to provide additional support where this will benefit pupils. The system is still embedding. Leaders do not undertake a deep enough analysis of the progress that all groups of pupils make in order to secure the maximum progress for all pupils, particularly those who are the most able.

School details

Unique reference number	141543
Local authority	Derbyshire
Inspection number	10035967

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.

Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	Board of trustees
Chair	Samantha Dennis
Headteacher	Alison Burton
Telephone number	01159 733626
Website	www.sawleyjunior.co.uk
Email address	info@sawley-jun.derbyshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is larger than the average-sized junior school.
- The school converted to become part of the Willows Academy Trust in November 2014.
- The proportion of pupils eligible for free school meals is just above the national average.
- The proportion of pupils who speak English as an additional language is well below the national average. The majority of pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed learning in all classes at least once. Most of the 20 observations were conducted jointly with the headteacher or deputy headteacher.
- Inspectors held meetings with the headteacher, deputy headteacher, special needs coordinator and leaders for English and mathematics. Inspectors also met with two members of the local governing body and the chief executive officer of the Willows Academy Trust. Inspectors spoke formally with a small group of staff, including the school business manager, a higher-level teaching assistant and three newly qualified teachers.
- Inspectors met formally with two groups of pupils. They spoke informally with pupils in lessons and during playtime and lunchtime.
- Inspectors spoke with parents as they brought their children to school. They took account of the school's most recent survey of parents and the 19 responses to Ofsted's online survey, Parent View. The 22 responses to the staff survey were also considered. There were no responses to the pupils' survey.
- Inspectors examined a selection of pupils' books and listened to three pupils reading. Inspectors observed pupils during assembly and as they moved around the school.
- A range of school documentation was scrutinised, including minutes of governors' meetings and information relating to school improvement, self-evaluation and the safeguarding of pupils.

Inspection team

Di Mullan, lead inspector	Her Majesty's Inspector
Christopher Wheatley	Ofsted Inspector
Tracey Ydlibi	Ofsted Inspector
Vic Wilkinson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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