

Inspection of a good school: Boney Hay Primary Academy

Chorley Road, Burntwood, Staffordshire WS7 2PF

Inspection dates:

3–4 December 2019

Outcome

Boney Hay Primary Academy continues to be a good school.

What is it like to attend this school?

Boney Hay Primary Academy is a welcoming and friendly school. Pupils really enjoy school because they learn a lot. They are safe and well cared for. Pupils say they can trust everyone in school because the teachers know them well. Pupils have excellent manners. They show respect and kindness to everyone.

Leaders' high expectations of pupils run through all aspects of school life. Most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well. Pupils are articulate and confident. They behave well and are considerate of others. Pupils say that bullying is extremely rare. If friends fall out, staff are quick to help them sort out any problems.

Staff see each pupil as special and unique. The school's motto, 'The child is the centre', is seen in action throughout the school. All achievements are celebrated and displayed on the school's 'proud wall'.

Pupils have a wide range of opportunities to broaden their horizons. Teachers prepare interesting and fun lessons. A range of trips and visits give pupils rich experiences and bring their learning to life. Pupils are well prepared for their next steps. They contribute positively to their community, for example by raising money for charity.

What does the school do well and what does it need to do better?

Leaders and staff are determined that all pupils will achieve well. The school provides a well-planned curriculum that covers the full range of national curriculum subjects. Teachers plan lessons that capture pupils' interest. This means that pupils are enthusiastic and want to learn. Pupils are proud of their growing knowledge and skills. They learn a great deal about the local area, for example when they visit a mining museum and forestry centre.

Teachers plan and deliver lessons that build on what pupils already know. This means that

pupils know and remember more across a broad range of subjects. Staff have received training on the curriculum. However, a few subject leaders lack experience in their roles and do not make sure that the curriculum is delivered effectively.

Pupils with SEND do well. The special educational needs coordinator (SENCo) provides strong leadership and expertise. She works closely with other agencies, such as speech and language therapists. This helps teachers to provide well for these pupils and for lower-attaining pupils.

Senior leaders have acted to improve pupils' achievement in phonics. Staff have received training to strengthen the teaching of early reading. Children in Reception get off to a prompt start in learning how to read. Pupils practise their reading with books that match the sounds they have learned. Leaders provide pupils who fall behind with timely support to help them catch up. As a result, pupils' phonics skills are improving. But there is more to be done.

Teachers expect pupils to read at home every day. They offer inviting reading areas such as the well-resourced library and reading huts in the playground. Teachers inspire pupils with a love of reading. They introduce pupils to books by different authors and poets. Pupils talk enthusiastically about their favourite books and authors. Pupils learn to read with confidence and fluency. They develop good comprehension skills and broaden their vocabulary. By the end of key stage 2, pupils achieve well in reading.

The teaching of mathematics is effective. Leaders give teachers clear guidance about what to teach and when. They plan learning in a careful way. This helps pupils to build on their previous learning. Pupils revise, practise and apply their skills to solve problems. For example, pupils use their knowledge of times tables to work out common factors, multiples and prime numbers.

Children get off to a flying start in the early years. Staff form strong relationships with the children and care for them well. Children settle quickly and happily into school routines. Teachers provide them with many interesting and engaging activities that help them to learn.

Behaviour across the school is calm and sensible. Pupils concentrate well and work hard in class.

Pupils' personal development is a strength of the school. Leaders enhance pupils' learning through a wide range of extra opportunities. Pupils take on leadership roles, such as being a school librarian and a school councillor. Pupils also take part in special events in the local area, for example a singalong for the switch-on of the Christmas lights.

Most pupils attend school every day and on time. Leaders make sure that pupils and their families know why good attendance is important. There are clear systems in place to follow up any absences. Staff are helping a few pupils to improve their attendance. The attendance of a very small proportion of pupils is too low, which means they are at risk of falling behind.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding culture is strong and safeguarding is everyone's responsibility. Staff know pupils well. Children know how to stay safe in school, when online and in the wider community. Regular training means that staff know what to look out for and what to do if they have concerns about a pupil.

Appropriate checks are completed before staff work with children. The designated safeguarding leads know pupils and their families well. They are well trained and know how to deal with a wide range of concerns. They work closely with other professionals to make sure that pupils receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior leaders recently made changes to the teaching of phonics to raise standards in reading. However, these strategies are not implemented consistently, and some pupils do not read as well as they should. Leaders must fully embed the new approaches to the teaching of phonics so that even more pupils will quickly become independent and fluent readers.
- A few subject leaders are new to their role. They do not know enough about the delivery of their subject. They do not ensure that teachers implement the intended curriculum effectively. Consequently, pupils do not do as well as they could in these subjects. Leaders need to develop the less-experienced subject leaders' expertise so that they can challenge and support school improvement more effectively.
- A small proportion of pupils miss too much school. This means that their learning is disrupted or hindered by absence. Leaders should continue to work with pupils and their families to ensure that no pupils are disadvantaged by poor attendance.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Boney Hay Primary, to be good on 29–30 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	143900
Local authority	Staffordshire
Inspection number	10111731
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	Board of trustees
Chair	Shelley Checkley
Principal	Jen Matthewman
Website	www.boneyhayschool.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Since the previous inspection in 2016, the school has become part of the Staffordshire University Academies Trust. At the previous inspection, the predecessor school was judged to be good.
- The trust delegates aspects of governance to the local governor committee. The board of trustees is the accountable body.

Information about this inspection

- I met with the principal, the vice-principal, curriculum leaders and the SENCo. I met with local academy councillors and trustees from the academy trust. I spoke on the telephone with the director of school improvement.
- I considered the following subjects in depth as part of the inspection: reading, mathematics and science. Other subjects were also considered.
- I checked the school's policies and records for safeguarding. I spoke with the designated safeguarding leader, pupils, staff, parents and carers to check on the school's culture of safeguarding. I looked at information regarding behaviour and attendance.

- I had formal meetings with staff and spoke with pupils during social times. I spoke with parents in the playground and considered responses to the parent, staff and pupil surveys.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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