



Burton Joyce Primary School

Inspection Report

Unique Reference Number 122624
LEA NOTTINGHAMSHIRE LEA
Inspection number 281308
Inspection dates 8 March 2006 to 9 March 2006
Reporting inspector Mrs. Susan Hall LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Padleys Lane
School category	Community		NG14 5EB
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 9312373
Number on roll	288	Fax number	0115 9314571
Appropriate authority	The governing body	Chair of governors	Mr.T Klima
Date of previous inspection	10 January 2000	Headteacher	Mrs. Diane Proudfoot

Age group 3 to 11	Inspection dates 8 March 2006 - 9 March 2006	Inspection number 281308
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average sized primary school serving a socially and economically advantaged area on the urban fringe of Nottingham. The large majority of pupils are White British. Only a very small number of pupils of different heritage are identified as being at the early stages of acquiring English. The number of pupils eligible for free school meals is low. The movement of pupils to and from other schools is slightly below average. Fewer pupils have learning difficulties and disabilities than in most schools. The attainment of pupils on entry to the school is above average overall.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which provides good value for money. The inspection findings support the school's assessment of its overall effectiveness in all areas. The school has improved since the previous inspection, runs smoothly and has the capacity to improve further. Most parents are pleased with the quality of education and care provided for their children. Pupils enter the school with skills and knowledge that are generally above average for their age, especially in their confidence and ability to speak and explain their ideas. By the end of their time in the Early Years Unit (the Foundation Stage) and at the ages of 7 and 11, standards are above average. Pupils make good progress overall, with older pupils doing particularly well in science. However, throughout the school, some of the highest attaining pupils are capable of making even more progress and pupils of all abilities do not write as well as they could. Pupils have positive attitudes to learning and most behave well. The good provision for pupils in the Early Years has improved since the previous inspection. Teaching is good overall, whilst being generally better in Years 3 to 6 than in Years 1 and 2. Leadership and management are good overall and the school continues to move forward. The monitoring of the work of the school, including the involvement of the governing body, is satisfactory but lacks the evaluative rigour necessary to identify the further steps for improvement.

What the school should do to improve further

- Ensure that all pupils achieve as well as they can in their writing and that those of higher attainment consistently achieve their best in all areas. - Ensure that the work of the school is regularly and rigorously monitored by senior staff, subject leaders and, where appropriate, governors, to identify the further steps for improvement.

Achievement and standards

Grade: 2

Pupils enter the Early Years Unit with skills and knowledge that, whilst variable, are often above average for their age. Most pupils are confident and articulate and enjoy their time in the recently improved and stimulating provision. They make good progress and exceed the standards expected when they leave Reception. Test results in Years 2 and 6 show that standards are above average and, for the older pupils, are sometimes well above expectations. In Year 6, pupils do particularly well in science because they develop the ability to carry out investigative activities with confidence. However, not all pupils develop their skills in writing as well as they could and this is an area identified by the school for improvement. While pupils make good overall progress, this is more marked for the older than the younger pupils. The school sets challenging targets which are usually met. Pupils with learning difficulties and disabilities make good overall progress because they are well supported. While pupils generally achieve well, some higher attaining ones could make even more progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The school is an orderly and happy community. Pupils enjoy school, have good attitudes towards their work and behave well. Pupils feel safe in school and learn how to take care of themselves out of school. They have a sound understanding of the importance of a healthy lifestyle, although more could be done to provide access to drinking water so that they can put this into practice. Pupils demonstrate a good level of mutual care and support for each other with the older ones acting as 'buddies' for the younger ones. Pupils confidently take on special responsibilities around the school. Their good levels of skill in literacy and numeracy combine with their social skills to equip them well for later life. Overall, pupils' spiritual, moral, social and cultural development is good. During lessons and assemblies pupils reflect on a wide range of issues affecting their own lives and those of others. Pupils have a keen understanding of the difference between right and wrong and they provide regular support for local and national charities. Through the school council, pupils are confident that they have a voice in the life of the school. Some pupils express their disappointment in the number and range of extra-curricular clubs and activities provided. Attendance is average. Whilst the school makes clear statements to ask parents not to take holidays in term-time, several choose to ignore this. This does little to support the school's efforts or to prepare pupils for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and help pupils to make good progress. They are good in the Early Years Unit and in Years 3 to 6, and satisfactory in Years 1 and 2. Teachers plan activities that are well-matched to pupils' learning needs. Literacy and numeracy skills are taught well, and, in the best literacy lessons, all pupils enjoy their learning, work well with one another and strive to reach their targets. Occasionally, the pace of lessons slows. More able Year 2 pupils, while making satisfactory progress overall, could do better at times. Teachers use resources well to engage pupils' interest, as in the use of puppets in the Early Years, or when using science equipment. When teaching assistants are well-briefed and actively supporting pupils, they generally help them to make good progress; however, this support is not consistent. The specific needs of pupils with learning difficulties and disabilities are accurately assessed and very well met. Teachers make good use of information on how pupils are progressing, particularly in English, to set precise targets to help them improve further. For instance, pupils' use of punctuation is followed up in their writing in other subjects. This is starting to happen in mathematics and science but does not yet have the same impact.

Curriculum and other activities

Grade: 2

Pupils enjoy a broad curriculum that helps them make good progress, especially in literacy and numeracy skills. Children in the Early Years Unit have a good balance between activities led by adults and those they choose for themselves. Older pupils practise their literacy skills well in other subjects, such as writing poetry in a history topic. Investigative skills are well developed in science and pupils learn to refine their experiments. The lessons in drama, and in art and design encourage creativity. Pupils with learning difficulties and disabilities have full access to the curriculum and are very well catered for. As a result of the broadly based curriculum, pupils understand about healthy lifestyles and there are satisfactory opportunities to put their ideas into practice. There is a good range of additional activities which enrich the curriculum so that pupils apply what they have learned in lessons to different situations. Resources for information and communication technology are not as well developed as those in many schools and limit the development of some areas of the curriculum. For example, the school has been disappointed in a recent bid to acquire interactive whiteboards to supplement learning in this subject.

Care, guidance and support

Grade: 2

The school's provision for the care, guidance and support of pupils is good. The staff know pupils well and are alert to their individual and pastoral needs. The school is a secure and healthy learning environment where relationships are good. Pupils feel safe and are confident that their achievements are valued and celebrated. Pupils trust and respect adults and are seen caring for each other during lessons and in the playground. There are well-managed procedures for the protection of children which meet statutory requirements. The school uses its assessment information well to set overall targets and guide their learning, especially in the initiative on writing. However, it is not consistently using the information to set targets for improvement with each individual. Pupils with learning difficulties or disabilities receive good care and support.

Leadership and management

Grade: 2

Leadership and management of the school are good and have maintained the good provision identified by the previous inspection. Parents' views are generally very positive. They feel that they and their children are consulted well on the school's further development. The experienced headteacher and deputy head work well together and are a driving force for school development with a good focus on raising standards. Self-evaluation procedures are good and the school recognises what it is good at and what it needs to do to make further progress. However, senior staff recognise there is more to be achieved. The school has developed a satisfactory range of opportunities for the headteacher and leaders of the main subjects to monitor the quality of teaching and learning. However, evaluations sometimes lack rigour and a sufficiently tight focus

on learning in order to identify the steps for further improvement. Governance of the school is satisfactory. Governors are very supportive of the school but are often dependent on the headteacher and others for information and have yet to develop a programme of focused visits to find out more for themselves. School finances are carefully managed. There has been good improvement in much of the accommodation, including the Early Years Unit, but some areas of the school remain shabby and in need of re-furbishment.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit we would like to let you know what we found out about your school. But first can we say a big 'thank you' for making us feel welcome and for talking to us about the different things that you do at school. It was good to hear how you feel that your teachers listen to you and take good care of you. You probably saw quite a lot of us when we came into classrooms, met the School Council, joined you in assembly and when we had lunch with you. We have told the staff that you behaved well and they are proud of you. We know that you like school and so we have talked with your headteacher and staff about how they can think about ways of being even better. They are going to look at how well you do in writing and whether work could be a bit harder for some of you who find it easy. The adults around school are also going to check how well you learn in each class, look at your books and talk to you to see if you are doing the best that you can. Your headteacher has some really good ideas to make the school an even better place. You can all play an important part in this by working as hard as you can and checking the school is smart and tidy. To help you to do your best you need to make sure you come to school regularly; to give you the best chance to do well, please encourage your parents to take holidays out of term time. All my best wishes. It was a pleasure to meet you all.