

Burton Joyce Primary School

Inspection report

Unique Reference Number	122624
Local Authority	Nottinghamshire
Inspection number	327768
Inspection dates	23–24 March 2009
Reporting inspector	Martyn Skinner

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	316
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Janet Kenwood
Headteacher	Miss Margaret Gretton
Date of previous school inspection	8 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Padleys Lane Burton Joyce Nottingham Nottinghamshire NG14 5EB
Telephone number	0115 9312373
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Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average school in the village of Burton Joyce on the outskirts of Nottingham. The numbers of pupils eligible to claim free school meals and with learning difficulties and/or disabilities are well below average. The numbers of pupils from minority ethnic groups and those for whom English is an additional language are also much lower than usual. The current headteacher was appointed in September 2007 and there have been several staff changes since the last inspection. The school has been awarded Investors in People status.

A private organisation runs a breakfast club, an afternoon pre-school provision, an after-school club and a holiday club on the school premises which are reported on separately.

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 led by a headteacher who inspires confidence and sets a clear direction for ongoing improvement. As a result of good leadership, the school is working effectively to meet the pastoral and learning needs of all pupils. In this, it enjoys the wholehearted support of parents. One parent summed up the views of many when she commented, 'I think it is a wonderful school where every child is valued.'

Children make good progress in the Early Years Foundation Stage, which provides a very positive start to their learning journey. This good rate of progress continues throughout the school, although this has not been entirely consistent in the recent past. By the time they leave in Year 6, pupils reach standards which are well above average in mathematics and above average in English and science. Consistently good teaching ensures that the needs of all pupils are now being well met by an effective combination of a high level of challenge and strong support. New procedures for tracking pupils' progress and monitoring the quality of provision are beginning to have a marked influence upon lesson planning and delivery, although their full benefit has not yet been seen. Similarly, examples of outstanding teaching are not yet widely shared to help all staff further improve their practice.

The curriculum is good and constantly evolving, particularly with regard to making meaningful connections between different subjects. Many pupils and parents express enthusiasm for a wide variety of opportunities to take learning beyond the classroom; for example, in working together to produce high quality plays and musicals.

The school provides good quality pastoral care and guidance. This is a happy school where all pupils feel they have a contribution to make. Pupils enjoy coming to school and take pride in their work. They behave well and care about each other. Their all-round development is well catered for, with one missing piece of the jigsaw; namely, they have too few opportunities to experience first-hand the diversity of British society.

Governors are fully involved in establishing the strategic direction of the school, working in close partnership with school leaders to raise achievement. Considering the advances made since its last inspection, the school is well placed to improve further. Staff and resources are well deployed and the school gives good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Skilled teaching ensures that children make good progress from the beginning of Nursery to the end of Reception. Adults nurture and care for the children well and they flourish in the warm and positive environment. Children settle happily and quickly become familiar with class routines, behaving very well and developing into confident young learners. The staff team works very well together to plan an exciting range of activities that covers all areas of learning. There is a good balance of more structured adult-led activities and learning experiences wholly created by the children. Staff know when to intervene to take the learning forward and when to stand back to allow freedom of exploration. Children greatly enjoy learning through play, both indoors and in the outdoor area. They are confident in making decisions about their learning and in expressing their enthusiasm, for example in role-playing the Goldilocks story. The school is aware that the current outdoor environment is too small and improved provision

has been planned. Leadership and management of this key stage are good and characterised by clear direction and an overwhelming enthusiasm for future improvements.

What the school should do to improve further

- Accelerate progress in English, mathematics and science from good to outstanding by sharing the best teaching practice across the school.
- Provide more opportunities for pupils to meet and work with children from different cultures.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children enter the school with skills that are above those expected for their age in most areas, but broadly average in some areas of mathematical development and literacy. Pupils make good progress in each key stage and by the time they leave the school in Year 6, standards are well above average in mathematics and above average in English and science. Provisional results of national tests for 2008 show that Year 6 made good progress in English, mathematics and science when compared with their Key Stage 1 results. Most pupils in the other year groups during the academic year 2007-8 also made good progress, although this was not entirely consistent. The school's assessment records and the quality of work seen in lessons and books show that progress has quickened in the current academic year and Year 6 pupils are well placed to meet challenging targets in English and mathematics. There are no significant differences between the progress made by boys and girls or between those pupils who require additional support with their learning and the progress made by their peers.

Personal development and well-being

Grade: 2

Pupils show good levels of enjoyment in their learning and their positive attitudes are reflected in their good attendance, which is above the national average. Pupils have a good understanding of what they need to do to stay healthy; they understand the importance of healthy eating and there is a high level of participation in extra-curricular sports. They make a good contribution to school life, for example, through their roles as members of the very active school council. Pupils contribute to the local community through events such as singing at local venues. They work in teams to raise money for charities, for instance by organising cake sales. Spiritual, moral, social and cultural development is good overall, although pupils' first hand experience of other cultures within our society is an element which is satisfactory. Pupils take responsibility for their own actions and have a clear view of what is right and wrong. Their behaviour in class and around school is good and pupils feel safe from bullying. They are well prepared for both secondary school and their futures because of the high standards they achieve and the good personal and social skills they develop.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well structured and teachers manage pupils well so that positive relationships are developed. Pupils' good attitudes to work contribute well to the quality of learning. Teachers have strong subject knowledge and use this to its fullest extent to plan interesting and enjoyable lessons. When teachers fully capture the imagination of their pupils, such as during an English

lesson in Key Stage 1, enjoyment is exceptional. The pace of learning is generally good and sometimes excellent. For example, a very engaging and fast-paced Key Stage 2 mathematics lesson led to pupils making outstanding progress. In the best lessons teachers make very effective use of assessments to ensure activities are pitched at just the right level. Occasionally, lessons are not sufficiently challenging for all pupils. Although most pupils know their targets, they are not always used in lessons to support learning. Teaching assistants make a strong contribution to extending the learning of groups and individual pupils.

Curriculum and other activities

Grade: 2

The curriculum supports good academic and personal development. Pupils' personal development is enhanced by a good personal, social and health education programme. All statutory requirements are met and there is good provision for literacy and numeracy. Information and communication technology skills are of a high standard, but the limited number of computers restricts opportunities to use these skills effectively in other subjects. The school is trialling a new approach to linking subjects and this is having a positive impact on pupils' progress. Pupils enjoy and benefit from a wide range of visits including residential opportunities in Key Stage 2. A good number of clubs caters for a wide variety of academic, sporting, musical and artistic interests. Parents are particularly appreciative of this aspect of the school's work, with many commenting favourably on recent additions to the out-of-hours programme.

Care, guidance and support

Grade: 2

The school provides a welcoming and caring environment. All pupils are valued and all staff show a strong commitment in providing for their support. Pupils are confident to discuss worries with staff and they have many opportunities to do this. Year 6 pupils take responsibility as group leaders at playtime and they make a good contribution to the well-being of younger pupils. The school is effective in managing procedures for child protection and health and safety. Induction of new pupils and the transfer to secondary school is carefully organised. The quality of support and advice for pupils to help them make progress in lessons is good overall, but varies slightly. This is seen in teachers' marking, which is often good, but sometimes lacks detail in identifying the next steps in pupils' learning. A new system for tracking pupils' progress is already making a positive contribution to good achievement. However, it requires further refinement to ensure that the information gathered has maximum impact on outcomes for pupils.

Leadership and management

Grade: 2

The headteacher provides a strong lead for the school, communicating extremely well with pupils, staff and parents. Her vision for raising standards is enthusiastically shared. There is a great sense of a united team, all working to fulfill the school's aim to provide the best for its pupils. Parents unanimously express confidence in the headteacher, with the following comments typical of many: 'She is very approachable and goes out of her way to interact with parents. She makes the children feel special and brings a great sense of fun, which the children love.' The senior leadership team share the headteacher's commitment and work very well together to set increasingly challenging targets to raise standards. Teachers are held accountable for

ensuring pupils' good progress and are helped to secure this through constructive feedback and training. There are good systems for evaluating the effectiveness of the school's work, so that leaders are aware of the school's strengths and areas to develop. All staff are involved and governors play their part well too. They do this through challenging the school to show evidence of progress and providing a good level of support. The school makes a satisfactory contribution to promoting community cohesion. Leaders are in the early stages of planning opportunities for pupils to meet and work with their peers from different ethnic backgrounds. The school has effective partnerships with other schools, outside agencies and parents. Leaders and managers are aware of the next steps that need to be taken and provide clear evidence of a good capacity for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 March 2009

Dear Pupils

Inspection of Burton Joyce Primary School, Nottinghamshire, NG14 5EB

We recently visited your school and this letter is to tell you about the results of our inspection. First, on behalf of the inspection team, I would like to thank you for your help during our visit. We were impressed by your friendliness and the welcome you gave us in lessons and around the school. We had lots of chats in classrooms, in the dining room and on the field and we enjoyed hearing your views.

We agree with you and your parents that Burton Joyce Primary is a good school. You make good progress because teachers and teaching assistants give you a great deal of help and encouragement. Lessons are interesting and there are many different activities to help you learn.

Miss Gretton is a very good headteacher and all the staff work well together as a team. Like us, they think the school can be even better. To achieve this, we have asked them to do two things. These are:

- to help you make fantastic progress in your work by providing even more exciting and challenging lessons
- to help you learn more about the different backgrounds of people in our country by meeting and working with children from different cultures.

We think these are both things you are really going to enjoy, but you'll have to work extra hard to achieve the first one!

Finally, we would like to congratulate you on how well you are doing - both you and your parents should be proud of your achievements. We were very pleased to find that Burton Joyce Primary is such a good school and hope you continue to make the very best of your time there.

Yours sincerely

Martyn Skinner

Lead inspector