

# Boney Hay Primary School

## Inspection report

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<b>Unique Reference Number</b>	124206
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328079
<b>Inspection date</b>	5 June 2009
<b>Reporting inspector</b>	John Horwood

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	84
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelly Checkley
<b>Headteacher</b>	Jennifer Matthewman
<b>Date of previous school inspection</b>	13 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chorley Road Burntwood WS7 2PF
<b>Telephone number</b>	01543 510455
<b>Fax number</b>	01543 510456

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a much smaller than average primary school. Most pupils are from White British backgrounds. The number of pupils with learning difficulties and/or disabilities is average. The number of pupils on roll has been falling over the past few years because of the falling number of children in the area. Pupil mobility has been high in recent years because the school was threatened with closure. This threat has now been lifted and the numbers joining the school are rising. There are currently 15 children in the Early Years Foundation Stage and they are taught in a mixed-age class with Key Stage 1 pupils. A privately managed nursery operates on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Since the last inspection there have been changes to the teaching staff and a new headteacher joined in April 2009. The nature of the pupil population has changed as a significant number of pupils have left or joined the school partway through their primary education, and falling numbers have resulted in financial restrictions. Leadership and management are satisfactory and there are several emerging strengths such as clear vision for the future and a determination to achieve it. The senior leadership team has worked hard to improve the effectiveness of the school and to encourage more families to send their children here. Improvement over the last year has been satisfactory, demonstrating the school's satisfactory capacity to improve further. Governance is satisfactory but governors do not yet have sufficient skills to use assessment data and end-of-year test results to challenge and support the school in raising standards and promoting improvement. Parents are very appreciative of what the school provides and are especially pleased with the care it provides for pupils. Pupils say they enjoy school because lessons are interesting and 'fun'. The school makes a satisfactory contribution to community cohesion and pupils develop a caring understanding of the world in which they live.

Pupils join the school with skills close to those expected for their age. They make satisfactory progress throughout Reception and Key Stage 1. Results have been rising in the Year 2 national tests, and in 2008 pupils reached expected levels in reading and mathematics but not in writing, where boys' results were significantly below expected levels. Year 6 results have been consistently below the national figures, especially in English. In mathematics and science there have been year-to-year variations but with an underlying upward trend. For several years pupils have not made enough progress in Key Stage 2. However, well-focused action has now been taken that has resulted in improved teaching and greater progress. The current Year 6 pupils have made satisfactory progress throughout the school and are on track to reach broadly average standards in English, mathematics and science. Pupils with learning difficulties and/or disabilities are given effective support so they make the same progress as their classmates. Systems to monitor and record progress are satisfactory, and teaching is now consistently at least satisfactory and sometimes good. However, work planned in lessons is not always sufficiently well matched to pupils' needs to ensure that all groups of pupils are fully challenged. Target setting is in place and most pupils are aware of their targets. The marking of their work is regular and tells them where they have gone wrong. However, the teachers' comments do not always tell the pupils exactly what they need to do to improve. The satisfactory and improving curriculum engages pupils through interesting and enjoyable activities. Information and communication technology (ICT) is used throughout the school to support learning. For a small school the range of extra-curricular activities is good, and they enrich pupils' learning and personal development.

Pastoral care is good and safeguarding requirements, including those for internet security, are met. The school's strong links with external professionals such as specialised therapists contribute to the good support for pupils who find learning difficult. Pupils' personal development and well-being are good. They behave well and know how to keep themselves safe. Attendance is good and pupils thoroughly enjoy all aspects of school. Pupils make a good contribution to the community, eat healthily and take part in sport with enthusiasm.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Provision in the Early Years Foundation Stage is currently satisfactory. Children enter the Reception class with the skills and abilities expected for their age. They make satisfactory progress and when they enter Year 1 they have broadly average standards in most areas of learning and are able to work well independently. Children make good progress in their personal, social and emotional development. The indoor accommodation is spacious and provides a lively and stimulating environment. The outdoor environment is small with no covered area. Teachers' planning is satisfactory, but it does not always identify a clear learning focus and there is no separate planning for the outdoor area. Many stimulating activities are provided across all six areas of learning but progress is not sufficiently tracked across all of them. The school works closely with local nurseries to ensure a smooth transition into the Reception class. These good induction procedures are effective in easing children's start to school. The Early Years Foundation Stage is satisfactorily led and managed and staff are keen to further develop the provision.

### What the school should do to improve further

- Raise the quality of teaching so that all groups of pupils are consistently challenged to do well in lessons.
- Make better use of assessment data across all year groups to ensure that all pupils are given clear guidance on how to improve their work.
- Ensure managers at all levels, including governors, are actively involved in monitoring school performance to accelerate improvement.

A small proportion of schools whose overall effectiveness is judged satisfactory but which still have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress throughout the school and standards at the end of all key stages are broadly average. Over the past three years the standards reached by pupils have been variable, but this is not unusual with small group sizes. Progress has been good in Key Stage 1 but pupils have not made sufficient progress in Key Stage 2. In 2008 the results showed that progress had been inadequate but as a result of better quality teaching and learning, pupils now make satisfactory progress. Standards and progress are similar in English, mathematics and science. Pupils with learning difficulties and/or disabilities make satisfactory progress because they are provided with effective support. However, pupils are not always challenged sufficiently to help them make better progress.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good and the school operates as a harmonious community. They have good opportunities to develop their cultural awareness through the curriculum and through interaction with pupils from other schools with a wider range of cultural backgrounds. They are able to communicate their feelings in a responsible manner and they show respect for their peers and adults. In such ways, pupils show they know right from wrong. Within lessons, their good behaviour allows all pupils to concentrate and

they show good attitudes to learning. The vast majority of pupils enjoy school and this is reflected in above average levels of attendance. They know how to keep safe and who to talk to if they have any problems. Pupils said there is no bullying in the school but they would know what to do if any occurs. They make healthy choices of food and look forward to sports activities. They enjoy being school counsellors and helping within the classroom. The school council is very active and, for example, was fully involved in the appointment of the headteacher. Pupils take part in many activities to raise money for charities. The sound basic skills they acquire, as well as their good personal development, ensure they are satisfactorily prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils are willing to engage in their learning and pay good attention in lessons, and this helps them make satisfactory progress. They understand what they have to do because teachers have good subject knowledge and explain things clearly to them. All lessons, even where teaching is satisfactory, are made interesting. Teachers use assessment information in planning pupils' work but the effectiveness of this is variable. Pupils who find learning difficult are well supported by the teaching assistants, but work is not always accurately matched to the needs of other individuals and groups of pupils to ensure all are sufficiently challenged. Teachers mark work regularly, but comments do not always ensure that pupils will understand what they really need to do to improve and are rarely linked to their targets.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and improving. For example, it has been adapted to focus on areas, such as boys' writing, which had been relatively weak in the past, however, such changes are too recent to have had an impact on standards. The curriculum provides well for pupils' personal development. Opportunities are taken to interact with other schools and these make the curriculum exciting for the pupils and make a significant contribution to their awareness of the community outside the school. Pupils also gain an understanding of the community through adults and children who attend the nursery and the day centre housed within the school site. Pupils are actively involved with growing their own vegetables in the school garden. Support from the local Surestart has enabled the funding of modern foreign language and specialist teaching in the school. Good individual plans are provided for those with learning difficulties and/or disabilities to ensure they get the support they need. The provision for personal, social and health education is good and pupils are made aware of health and safety issues.

### **Care, guidance and support**

#### **Grade: 3**

Caring staff ensure pupils are well looked after throughout the school. Child protection and safeguarding procedures are securely in place and health and safety requirements are fully met. There are now good systems for managing behaviour and monitoring attendance. All staff work well to ensure all pupils are included in activities. Pupils who need extra help are provided for effectively and make the same progress as others. Academic guidance is developing but remains

a weaker area, and pupils do not always understand exactly what they need to do to improve their work. Good relationships ensure that pupils do ask for help and this is given willingly by the teachers. There are strong links with local nursery schools and with the secondary schools. Pupils are well supported when they join the school with good systems in place to help them settle quickly, and they say they are well supported when moving to the secondary school. Communications with parents are good, ensuring staff and parents work together to support the pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leaders have a common vision of improving the school to give pupils the best opportunities. Areas identified as needing improvement at the last inspection have not yet been fully addressed but the improvement is judged to be satisfactory during the time of uncertainty about the school's future. The changed circumstances since the last inspection have resulted in the need to promote the school to encourage more pupils to join and this has been done successfully. There is now a clear emphasis on improving pupils' learning and progress. Accurate self-evaluation shows that leaders understand the school's strengths and areas for development. These are addressed in the school development plan, which focuses very clearly on the main areas identified by the new headteacher which are about improving behaviour, raising standards and improving cultural development opportunities. Governors are enthusiastic and work hard to support the school. They do not yet have sufficient experience and skills to effectively monitor the progress made by pupils. Leaders and managers have a good understanding of what is needed to promote community cohesion. They have identified what needs to be done to support the pupils and the community and introduced good links with other schools and organisations. They also monitor curricular and extra-curricular activities to give pupils the opportunities to experience and understand other faiths and cultures. All aspects of community cohesion are satisfactorily addressed but at this stage the monitoring of their impact is informal.

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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?	3
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	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

8 June 2009

Dear Pupils

Inspection of Boney Hay Primary School, Burntwood, WS7 2PF

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by how hard you try in lessons and how polite you are to visitors.

Your school is providing you with a satisfactory education. These are some of the things we liked best:

- You enjoy being at school and find your lessons interesting.
- You behave well and develop good personal skills.
- The staff care about you and look after you well.
- Relationships throughout the school are good.
- Your headteacher and staff are working hard to help you make better progress in your learning.

In order to improve the school further, we have asked the headteacher, staff and governors to:

- improve the quality of teaching so all of you consistently do well in lessons
- make better use of information about your progress to make sure that you are given clear guidance on how to improve your work
- ensure that all managers, including governors, are actively involved in monitoring school performance to accelerate improvement.

You can help the school by continuing to work hard. We wish you all the best for the future.

Yours faithfully

John Horwood

Lead inspector