

# 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>	380834
<b>Inspection dates</b>	21–22 May 2012
<b>Lead inspector</b>	David Edwards

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

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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 of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelley Checkley
<b>Headteacher</b>	Jennie Matthewman
<b>Date of previous school inspection</b>	5 June 2009
<b>School address</b>	Chorley Road Burntwood WS7 2PF
<b>Telephone number</b>	01543 510455
<b>Fax number</b>	01543 510456
<b>Email address</b>	headteacher@boneyhay.staffs.sch.uk

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<b>Age group</b>	4–11
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## Introduction

Inspection team

David Edwards

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited seven lessons and observed five teachers. Three lessons were jointly observed with the headteacher. The inspector also heard children reading, observed intervention groups being taught, scrutinised pupils' work, visited an assembly and undertook other activities in order to observe the pupils' learning. He held meetings with parents and carers, groups of pupils, a number of staff and a member of the governing body. The inspector observed the school's work and looked at school self-evaluation and planning documents, policies and procedures, as well as the school's own analysis of pupils' attainment and progress. Questionnaires completed by 40 parents and carers were received and analysed, as well as others from pupils and staff.

## Information about the school

Boney Hay Primary is much smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is higher than average. The percentage of girls is lower than that seen nationally. The proportion of disabled pupils and those who have special educational needs at school action plus, or have a statement of special educational needs, is above average. Most pupils are of White British heritage. Very few pupils are from minority ethnic groups.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6. All pupils from Year 1 to Year 6 are taught in mixed-age classes. More pupils join or leave the school partway through the year than is the case in most schools. The school has achieved National Healthy School Status and the International Schools Foundation award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has improved markedly since the last inspection, particularly in English. Pupils, including disabled pupils and those with special educational needs, make good progress from their various starting points and achieve well. The school is not yet outstanding because teaching is not consistently good enough in all year groups to promote outstanding progress, particularly in mathematics, and not enough pupils reach the higher National Curriculum levels in English and mathematics at the end of Years 2 and 6.
- Teaching is good. A good start in the Early Years Foundation Stage lays a positive foundation for learning. Children make good progress in Reception but their self-chosen activities are not always structured well enough to maximise learning. Lessons are usually interesting but planning does not consistently meet the needs of the more-able pupils through challenging activities. Pupils are very clear about their achievement in English and how to improve their work, but marking is not as clear or helpful in mathematics.
- The school ensures that pupils' spiritual, moral, social and cultural development is good. This contributes to their good behaviour and attitudes to learning. Pupils display maturity and thrive on taking responsibility. This has a positive effect on their learning. They say they feel safe and are happy at school. This is an inclusive school where the needs of pupils who face challenges in their learning are met well.
- Leadership and management are good at all levels, including the leadership of teaching and management of performance, and governance. This is because the headteacher has built a strong team who share the same ambitions and aspirations for the pupils in their care. Parents and carers are extremely supportive of the school and play an active part in school life.

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## What does the school need to do to improve further?

- Raise achievement in English and mathematics, particularly for more-able pupils, by:
  - ensuring that teaching in all lessons is consistently good or better
  - giving pupils more opportunities to undertake mathematical investigations
  - teaching pupils how to evaluate the quality of their work and that of others by regularly using success criteria in lessons to help accelerate progress
  - achieving greater consistency in teachers' marking, particularly in mathematics, so it effectively guides pupils to know their next steps to improvement
  - ensuring consistent challenge in lessons for more-able pupils to accelerate their progress.
  
- Raise achievement further in the Early Years Foundation Stage by ensuring that when children choose their own activities, teachers guide their play to ensure that the planned learning intentions are achieved.

## Main report

### Achievement of pupils

Learning and progress in lessons are usually good. Most pupils are attentive, willing to work hard and capably absorb new facts and ideas. They enjoy working together. This was exemplified well in a Year 5/6 lesson, where pupils were totally absorbed in seeking solutions to budgeting for a camping trip by applying their mathematical skills, powers of reasoning and decision making. Parents and carers agree that achievement is good. Children start school in the Early Years Foundation Stage with skills that are below those expected for their age. They make good progress in most areas of learning, although their reading and writing skills remain below average. By the end of Year 2 attainment is broadly average, including in reading and writing. The improvement in reading is helped by the effective daily sessions developing pupils' knowledge of the way letters make sounds (phonics).

In both key stages, the small numbers in each year group demand the careful interpretation of data. Year 6 results have fluctuated in recent years from above average to broadly average, depending on the nature of each group. Attainment in Year 6 is currently above average in English and broadly average in mathematics. The school acknowledges this. In most year groups at Key Stage 2, progress has improved noticeably over the last year and is currently good. Pupils in Year 2 and Year 6 are on track to achieve the challenging targets set for them.

Throughout the school, disabled pupils and those who have special educational needs make good progress because of the good support they receive from teachers

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and skilled teaching assistants, who set individual learning targets in small, achievable steps. Pupils joining the school partway through the year have their needs quickly assessed and appropriate support is put into place so they can make good gains in their learning.

### **Quality of teaching**

In the best lessons, pupils reflect the confidence of teachers to take risks and promote learning of traditional subjects through innovative approaches to the curriculum. In the Early Years Foundation Stage, good teaching enables children to thrive in a creative environment and to follow their own interests, both indoors and outdoors. This contributes to the good progress they make, but the activities they choose for themselves are not consistently well structured with clear learning outcomes. The confidence children gain enables pupils across the school to voice their opinions and share ideas.

Lessons in Key Stages 1 and 2 generally proceed at a good pace and there is a wide range of interesting activities to engage pupils. These include many opportunities to find things out for themselves and to practise their basic skills of literacy and numeracy, although the opportunities for pupils to conduct mathematical investigations are relatively limited. In a good example, Year 3/4 pupils were seen expertly using information to plan the most cost-effective holiday. This ensured they were thoroughly engaged and challenged so they made good gains in learning. This activity and several others observed contributed particularly well to their spiritual and social development because they were given good opportunities to work collaboratively and reflect on their learning.

There is some variation in the quality of lesson planning. Work is generally modified to meet the needs of lower and average ability pupils, but not always for the most able. The use of assessment varies. It is at its best in English lessons, where pupils are given opportunities to evaluate each other's work and then make a judgement about whether they have succeeded in achieving the lesson objective. This practice is not as effective in mathematics.

Teachers know each pupil very well and assess and track their progress very carefully. They mark pupils' work regularly, correcting mistakes, giving praise and setting next steps for improvement. This practice is rigorous and consistent in English but not so well developed in mathematics, thus holding back achievement. Responses to inspection questionnaires from parents, carers and pupils showed that the large majority feel that teaching is good.

### **Behaviour and safety of pupils**

Behaviour and safety are good, with some aspects that are exemplary. This is particularly true for pupils whose circumstances make them vulnerable. The school is rigorous in pursuing their interests, through effective partnerships with parents and carers and support agencies. Most pupils, parents and carers who returned the

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questionnaires rate behaviour as good most of the time, and say that pupils feel safe in school. A small minority feel that behaviour is not as well managed as it could be. The inspector investigated this carefully, and found that the school effectively manages the behaviour of pupils who find school challenging. Pupils listen closely to teachers' instructions and to their peers, and their good behaviour helps them to sustain their concentration well over extended periods of time. Pupils are aware of the different forms bullying can take, but are adamant that bullying of any kind is very rare. Evidence from school records indicates that when it does occur it is dealt with promptly and effectively. Pupils like school because of its friendly atmosphere, which has a positive impact on learning. Pupils are keen to do their best to please others.

Throughout the inspection there were many examples of the pupils being very considerate towards others, such as taking turns and holding open doors. As school councillors, or running the healthy tuck shop, pupils demonstrate their ability to be good young citizens. Pupils have a pride in their school and this is reflected in a rise in recent years of attendance, though it is still average.

Pupils are well taught from an early age about the potential dangers of the internet, social networking sites and mobile telephones. Pupils are proud to be members of the school community, which they leave as thoughtful, caring and very considerate young citizens.

### **Leadership and management**

The headteacher provides strong, caring, visionary leadership. All staff form a strong team, working together for the good of the pupils and their families. Good links with the local authority and other schools make a valuable contribution to professional development by widening the expertise of teachers and the role of teaching assistants. The school has improved since the previous inspection, and demonstrates a good capacity to improve further. The provision and outcomes in the Early Years Foundation Stage and Key Stage 1 are now good; all staff are much more involved as a team in managing the curriculum. The school has an accurate view of its strengths and areas for development. Equality of opportunity is good and discrimination of any sort is rare. The members of the governing body are closely involved in the work of the school, know its strengths and support what it needs to do to improve further.

Safeguarding is robust, with clear policies and secure risk assessments. The curriculum is constantly evolving to better meet pupils' needs. Opportunities for pupils to apply their reading and writing skills are generally good. This is reflected in the rise in standards in English. Expectations for mathematics are not advanced enough to enable pupils to do their best. Pupils' spiritual, moral, social and cultural development is promoted well through close links with the local church, and pupils show an increasing awareness of other lives and cultures through links with other schools in Britain and outside the United Kingdom.

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Most parents and carers are very positive about all aspects of the school. The school has done much to widen communication channels with them, for example by developing regular newsletters, giving details about each child's attainment on reports and through the use of 'learning journals' in the Reception class. It is willing to do what it can to engage better with all parents and carers. This is demonstrated by the way that it has provided workshops to help parents to become familiar with mathematics and English teaching so they can better support their children in learning.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 May 2012

Dear Pupils

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

It was a privilege to share two days with you recently. Thank you for sharing your views with me, including those expressed in questionnaires. Your school is good. It enables you to grow into confident, polite and mature young people ready to benefit from your next stage of education. You behave very well and treat others with respect. It was good to see how you care for each other. You do many jobs in school and are keen to represent the school, for example, as school councillors.

Your enthusiasm for learning is very obvious. This is recognised by your teachers who value your ideas. Children of reception age get a good start to school life. Whilst teaching is good it does not always help children to be clear about what they should be learning when they choose their own activities to follow. Your good attitudes to learning are reflected in the way you apply yourself in lessons and your good behaviour makes a strong contribution to your learning and progress. This helps when pupils move in to Years 1 and 2, and by the end of Year 2 your attainment is similar to most pupils nationally. In Key Stage 2, progress is good although some of you who find work easier could be challenged to do more. Whilst most of you are doing well in reading and writing, you are not doing as well in mathematics because you are not being given enough opportunities to develop your investigational skills. Many of you understand how effectively you are learning in English by evaluating your own and each other's work, but are not sure about how to get better in mathematics.

Part of my job is to suggest ways of making your school even better. I have asked the school to do two things. These are to make all the teaching good so that all of you are given enough challenge, and also to work with you to improve the quality of your work in mathematics.

You can play your part by always asking for work that is hard enough for you. I hope that you continue to enjoy school. I wish you all the very best for the future.

Yours sincerely

David Edwards  
Lead inspector

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