



Boney Hay Primary School

Inspection Report

Unique Reference Number 124206
LEA Staffordshire
Inspection number 281660
Inspection dates 13 June 2006 to 14 June 2006
Reporting inspector Jane Melbourne HMI

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

Type of school	Primary	School address	Chorley Road
School category	Community		Burntwood
Age range of pupils	4 to 11		Staffordshire WS7 2PF
Gender of pupils	Mixed	Telephone number	01543 510455
Number on roll	120	Fax number	01543 510456
Appropriate authority	The governing body	Chair of governors	Mr Paul Atkins
Date of previous inspection	22 November 1999	Headteacher	Mr Graham Starling

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

Description of the school

This is a smaller-than-average primary school. Most pupils are from White British backgrounds. Slightly fewer pupils than average have learning difficulties or disabilities. A higher percentage than is usual have statements of special educational need. Pupil mobility is less than usual, although more pupils have left the school than have joined and there is a falling number of pupils on roll. Attainment on entry is slightly below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspector agrees with the school's view that this is a satisfactory school providing satisfactory value for money. Steady, determined leadership has resulted in an improving school, where standards are also beginning to rise. The school's main strength lies in the care and support it gives to pupils and their families. Pupils' behaviour is improving and excellent relationships exist throughout.

Although standards are below average, progress is satisfactory. Teaching, including in the Foundation Stage, is satisfactory overall and is sometimes good, although there are some shortcomings in the curriculum. The school now effectively tracks pupils' progress in literacy and numeracy, resulting in teaching targeted to specific needs and their participation in specialised programmes. This has been fundamental in improving some teaching practices and standards for many pupils who needed additional help to achieve the levels of which they are capable. Standards in, and opportunities for, literacy are not consistently followed through in other subjects. Year 6 and some Year 5 pupils do not receive their full curricular entitlement in some foundation subjects.

The school previously identified the necessity to further assist pupils with learning difficulties or disabilities. These pupils are now progressing to the best of their ability with appropriate support programmes in place. The school has correctly identified that higher-attaining pupils' needs across all year groups are now a priority. Insufficient pupils achieve the higher levels or are appropriately challenged. They do not sufficiently understand their targets or how they can improve.

Leadership and management are satisfactory. The new leadership team has begun to have an impact on school improvement, although staff have yet to embed all of the things that will further improve pupil achievement. The governors have not yet begun to take an active role in monitoring and raising standards. The school has the capacity to improve further.

What the school should do to improve further

- Raise standards in Key Stage 2 by ensuring the quality of teaching is consistently good or better and that across the school the high-attaining pupils achieve their potential and that all pupils are sufficiently challenged.
- Ensure that pupils understand their individual and class targets and how to improve, for example, by ensuring there is consistent developmental marking of work in place.
- Ensure that governors take a more active role in monitoring standards and achievement. Ensure that senior leaders monitor teaching and learning even more rigorously, for example, by regular classroom walks and work scrutiny.
- Ensure that there is sufficient provision for music across the school and that the Year 5 and 6 pupils' curriculum is well-balanced throughout the year. Ensure that standards in, and opportunities for, literacy are maintained consistently across other subjects.

Achievement and standards

Grade: 3

Pupils make satisfactory progress overall. Many children enter school with slightly below-average attainment. They achieve satisfactorily in Reception and well in Years 1 and 2, ensuring that, by the end of Key Stage 1, they have made good progress, which brings their attainment broadly in line with the national average.

The test results for Year 6 show that there has been improvement over the last three years, although standards remain below average. Pupils in Key Stage 2 are beginning to achieve better, but not as well as they should do as they are not sufficiently clear of their targets. Initiatives such as the Intensifying Support Programme (ISP) have contributed significantly to raising standards and pupils are making at least satisfactory progress. Pupils with learning difficulties or disabilities make good progress because of the effective additional support provided. The school ensures that looked-after children are also well monitored and supported. Consequently, they are all achieving to their potential. There is no significant difference in the learning rates between boys and girls, and staff have thoughtfully planned the curriculum and resources to take account of possible differences. Most high-attaining pupils do not achieve the higher levels at the end of Year 6, but the school has correctly identified this as a priority.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school has worked effectively to achieve this, successfully raising pupils' self-esteem and allowing them to have more responsibilities, for example, as members of the school council. It has correctly identified the necessity to make all pupils as independent as they can be, including those older pupils about to transfer to secondary education and those with learning difficulties or disabilities.

Pupils believe, as do most parents, that behaviour has improved and is satisfactory overall. Pupils respond well to initiatives which reward their good behaviour and attitudes. Incidences of bullying are dealt with speedily and are reducing. Pupils make independent use of quiet zones in the playground. They know who to talk to when they feel unsafe or are upset. They show positive attitudes to learning and those who require additional help to achieve this are very well supported outside of the classroom and successfully reintegrated.

Pupils realise the importance of drinking water regularly and make healthy meal choices. Almost every pupil is participating in the fruit initiative introduced by the school council. The school council makes a positive contribution to the school community whilst helping pupils to learn to work as a team. Pupils are encouraged to adopt active lifestyles through involvement in sports initiatives and a one-week residential trip in Year 6.

Pupils' attendance at school is good. Their spiritual, moral, social and cultural development is satisfactory overall. The raising of pupils' cultural awareness has been overshadowed by the priority to raise standards, as the school also believes.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, with some that is good. However, this is not yet consistent within every class and there remains the occasional inadequate lesson. The best lessons are those which are well paced with a suitable level of challenge and where pupils are not kept listening for too long, allowing them to quickly become independent learners and have opportunities to apply their existing knowledge.

The quality of lesson plans is improving, with pupils being consistently aware of the learning objectives. However, rarely do pupils understand their individual targets or have consistent advice on how to improve, for example, through developmental marking of their work. The learning for low-attaining pupils and those with learning difficulties or disabilities is good, but the high-attaining pupils rarely achieve their potential. Teaching is not sufficiently adapted for their needs and sometimes lessons lack challenge and provide insufficient extension activities. Resources, including support staff, are mostly used effectively. Teaching staff monitor pupils' understanding well and are perceptive of those pupils requiring further explanation.

The tracking of pupils' progress towards National Curriculum targets is now very effective in reading, writing and mathematics. This has enabled the school to identify those pupils who would benefit from specific teaching programmes. However, subject leaders do not monitor the quality of teaching and learning across the school to ensure that it is of a consistently high standard.

Curriculum and other activities

Grade: 3

The school offers the majority of pupils a satisfactory and reasonably balanced curriculum, except in the Years 5 and 6 classes. However, across the school, insufficient music is taught and, therefore, pupils' knowledge, skills and understanding in this area are not raised. Units of work have not been effectively covered or monitored. Hardly any pupils take up instrumental tuition. The monitoring of the Foundation Stage curriculum is mostly informal and not completely effective. In Key Stage 2, Years 3 and 4 cover the breadth of the curriculum, with the exception of music. In Years 5 and 6, a greater emphasis on the core subjects in the spring term unbalances the curriculum. The school has yet to consider how it can effectively raise standards in literacy through other subjects across the curriculum.

There is an effective scheme of work in place for personal, social and health education, including preparing older pupils for transfer to the next school, but very little development of pupils' cultural awareness. There are some out-of-school activities

provided. Although the range is limited, participation is good, having a positive impact on pupils' computer skills, literacy skills and physical well-being.

Care, guidance and support

Grade: 3

The quality of the care and support provided for pupils is good and the quality of guidance, including academic guidance, is satisfactory. Overall, this significantly contributes to pupils' personal development, including their confidence and self-esteem. Procedures for analysing risks are satisfactory and the staff understand their responsibilities for child protection. Pupils' safety remains important to staff and they are quick to address any shortcomings and learn how to refine their practice.

The school has introduced effective systems for improving pupils' behaviour and attitudes. Pupils respond well to the initiatives and rewards that are in place. The school has invested in raising levels of support, including a nurture group, and pupils are now generally more settled. Support for pupils with learning difficulties or disabilities and challenging behaviour is really making an impact and these pupils are making significant progress personally, socially and in small, but significant steps, academically.

Pupils are insufficiently aware of their individual or class targets and how to improve their work. Teachers' marking is sometimes good and provides good advice, but this is not consistent across all staff and all subjects.

The school has worked hard to improve its relationships with parents but is not complacent about finding new ways of involving parents in their children's learning. It forges very productive links with external agencies, such as the local college, which has a very positive impact on improving the skills of pupils with their families.

Leadership and management

Grade: 3

The leadership and management at the school are satisfactory overall. The headteacher is determined and has established a new and effective leadership team, which is helping to take the school forward. New roles have yet to be firmly embedded, but systems already initiated enable the school to track pupils' progress accurately and implement procedures for raising attainment. Quality assurance is not yet sufficiently rigorous to ensure consistency of teaching and learning across the school, but the school has a clear vision and appropriate development plan which accurately highlights the main areas to improve. Governors are supportive and are beginning to take a more prominent role, but are not yet involved directly in monitoring teaching and learning.

Staff have risen to their new responsibilities well. There are some impressive initiatives taking place which are making a real impact for many pupils. Improvement since the last inspection has been satisfactory overall, although good progress has been made under the new leadership team and guidance of the new head. The school has successfully addressed the pace of lessons and lessons are mostly satisfactorily adapted

to meet the needs of different groups of pupils. The school has not completely effectively addressed developing pupils' writing skills across the curriculum, nor raised standards sufficiently at Key Stage 2. However, it has improved the curriculum and resources for science, which is no longer an issue. Across the school, planning takes account of National Curriculum levels and units of work, except this is overshadowed for part of the year for Years 5 and 6 and in music for all pupils. The school has improved its relationships with parents, which was verified by the overwhelmingly positive responses to recent questionnaires. It has also increased its verbal and written channels of communication and parents are much more adequately informed. The school provides some good learning opportunities for families and has good partnerships with external services.

School self-evaluation accurately grades itself as satisfactory. Governors are yet to implement rigorous performance management or take responsibility for holding the school to account. However, the school has the capacity to make the necessary improvements.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	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	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Thank you for being so friendly when I visited your school earlier this week. You all said a lot of good things about your school and how it is improving, and I agree with you. You like your teachers and so do your parents, which is pleasing. You are all trying as hard as you can, especially those of you who find things more difficult. It was good to see you getting involved in things like the School Council and making excellent suggestions which will benefit all the pupils, like introducing the 'Fruit for Fitness' scheme and using the new equipment to play nicely in the playground. I was impressed with the behaviour that I saw around school and like that you try hard to win 'Fast track cards' and house points. 'Golden time' on Fridays certainly sounds good fun and worth trying for.

This is what I liked most at Boney Hay:

- Your teachers and other adults really care about you and your families.
- Everyone is well supported, including those of you experiencing difficulties.
- You have good relationships with each other and there is good teamwork.
- You always turn up for school and you are working very hard to be well behaved.
- You listen well to your teachers and are interested in the lessons.
- Your teachers are working hard to record your progress and pupils in Key Stage 1 are making good progress.
- You try to be healthy by choosing healthy dinners and drinking water regularly.
- You are all trying to improve the school community.

Here are the things I think would make you learn even better:

- I want the school to make sure that the pupils in Key Stage 2 achieve the highest possible standards and that all your lessons are good.
- I would like you all to know your own targets in each subject.
- I think it would help if your work was marked with some advice on how to make it better.
- I want the school governors to start checking that you are all doing as well as you can.
- I want the school to make sure that everyone has the opportunity to study music.
- I want you to try hard with your reading and writing in all the other subjects and not just in English or literacy lessons.

I wish you and your school every success for the future.