

# Busill Jones Primary School

Ashley Road, Bloxwich, Walsall WS2 2QF

## Inspection dates

24–25 February 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils' progress is not consistently strong enough to enable them to reach the standards they are capable of.
- The teaching of phonics (linking letters with sounds) and reading require improvement.
- Not enough children achieve a good level of development by the time they join Year 1.
- Sometimes work set does not challenge pupils well enough to do better than they should, especially for the most able.
- Pupils do not have sufficient opportunities to further develop their skills in writing at length and across different subjects.
- Some pupils do not work as hard as they could and give up too easily when they get stuck.
- There are too few opportunities for pupils to learn about different cultures to prepare them for later life in modern Britain.
- The role of subject leaders in monitoring and improving teaching is not yet fully developed.
- Leaders' checks on the quality of teaching do not consistently focus closely on the progress of groups of pupils.
- Attendance is below average and persistent absence is higher than that seen nationally.
- The governing body have tended to rely too much on information given to them without delving in and checking the evidence.

### The school has the following strengths

- The recently appointed headteacher and the senior leadership team have identified the correct priorities to improve the school and are working hard to address them. As a result, teaching and outcomes are improving.
- The gaps in achievement between disadvantaged pupils and their classmates are closing quickly.
- Other adults are skilled in supporting the learning of individuals and groups of pupils. They make a good contribution to these pupils' progress.
- Pupils have a good understanding of how to keep safe, including when using the internet.
- The well-designed curriculum provides pupils with memorable experiences that engage and enthuse them.
- The school's physical education and sports provision provides high-quality activities for pupils and supports their physical development well.

## Full report

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

- Improve the quality of teaching in order to increase rates of progress and raise standards for all groups of pupils by:
  - challenging all pupils to achieve their best, particularly the most able
  - improving the teaching of reading, especially in the teaching of phonics, so that pupils are able to draw on a range of strategies to enable them to tackle new words and develop more advanced reading skills
  - giving pupils more experience of writing at length and in different subjects so that they become more confident writers
  - ensuring teachers and other adults support pupils in increasing their levels of concentration and making sure that pupils apply themselves fully to their work and do not give up
  - making sure that children in the early years make the progress necessary to achieve a good level of development by the time they join Year 1.
  
- Strengthen leadership and management by:
  - improving the monitoring of teaching with a clear focus on how effectively individuals and groups of pupils learn and make progress
  - ensuring that subject leaders play a fuller role in improving the quality of teaching
  - enriching pupils' experience and understanding of different cultures and beliefs
  - making sure that governors are able to carry out their own independent assessments of pupils' outcomes and the school's performance
  - improving attendance and reducing persistent absence so that pupils benefit from the education at school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- The recently appointed headteacher has quickly identified what improvements need to be made in order to improve outcomes for pupils. For example, in order to increase the school's effectiveness, she has set ambitious targets for pupils' achievement and reviewed the school's marking policy. However, actions taken have not yet had a strong enough impact on pupils' achievement.
- The leadership and management of teaching are improving. The leadership team now check more regularly on the quality of teaching and cross-reference these observations with checks on pupils' work, to develop teachers' skills and improve teaching. These changes have not yet ensured that teaching is consistently good and this means that not all pupils have an equal opportunity to achieve well. Some monitoring of teaching does not take enough account of the impact of teaching on the progress of groups of pupils in lessons.
- The headteacher has improved systems for performance management. Teachers are held to account for the quality of teaching and the progress pupils make in their classes. Regular meetings are held to discuss pupils' progress, where staff are supported to address any underachievement.
- Leaders at all levels are supported well in developing their roles and in how they use performance information to improve the progress in each year group. Middle leaders, however, are not fully involved in checking the quality of teaching in their subjects.
- The 'Irresistible' curriculum is broad and balanced and interesting for pupils. The school has a strong tradition of singing and the choir performs inside and outside of school. Key Stage 2 'Rock it' keyboard and percussion bands regularly perform together for different audiences. Pupils benefit from a range of extra-curricular activities like the computer and arts clubs. There are also visits, such as to the Black Country Museum and the Wolverhampton Theatre, in order to enhance pupils' experience and learning.
- There are opportunities for pupils to experience other cultures. For example, children in Reception celebrate Chinese New Year and older pupils visit the Hindu Mandir. However, these are too slight and infrequent to prepare pupils for life in modern Britain. Pupils' spiritual, moral and social education is developed well through the opportunity for pupils to discuss and effect change within the school and opportunities to discuss important topics.
- The primary school physical education and sport funding is used well to ensure that all pupils become more physically active. A dedicated sports coach organises lunchtime and after-school sports, such as rounders and multi-skills, that increase the numbers of pupils participating. Competitive sport is promoted with other schools and additional training for staff is improving the quality of physical education lessons. Some year groups attend weekly swimming lessons and older pupils walk to the swimming pool; this encourages pupils to develop healthy lifestyles and improved physical well-being.
- Pupil premium funding for disadvantaged pupils is used well. For example, these pupils benefit from additional small-group teaching and one-to-one support and assistance, to ensure they can participate in school activities such as class visits. The progress of these pupils is speeding up and gaps in achievement with their classmates are closing.
- The local authority keeps a close check on the performance of the school and has provided appropriate and measured support. It has encouraged links with other schools so that good practice can be shared to improve the work of the school.
- **The governance of the school**
  - The governing body is actively engaged in the life of the school. Governors are linked to a subject or specialist activity such as safeguarding.
  - Governors have an accurate understanding of the expected rates of pupils' progress. However, performance information is not used rigorously to hold the school to account for any weaknesses in pupils' achievement. They have relied too heavily on the school's analysis of its performance without seeking verification.
  - The governors bring to their roles a wide set of qualities such as professional skills and a good knowledge of the local community.
  - Governors carefully monitor the school's budget and spending, including the extra pupil premium funding, and can comment on the impact of the spending.
  - They ensure that leaders take action in the event that any teaching is weak. Governors have recently completed an audit of their own training needs to get the best balance of skills to help the school.

- Governors make sure the school meets statutory requirements, including those for safeguarding.
- The arrangements for safeguarding are effective. Teachers’ training is up to date and teachers are well informed about the dangers of extremism and radicalisation. Leaders and managers work closely with external agencies and families to ensure the safety and well-being of children. The school helps parents and carers understand the importance of adopting safe practices such as using the internet safely.

### **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching, learning and assessment requires improvement as, over time, there has been too much variation in its quality across the school. Recent changes made by school leaders have resulted in improvement and pupils’ progress is accelerating. However, teaching is not yet leading to consistently rapid progress for pupils to attain the standards expected for their age.
- Expectations are not consistently high for all groups of pupils. In some lessons the work set is not hard enough for some pupils, especially the more able. This results in them not making the progress they are capable of.
- The teaching of phonics is not as precise as it should be. As a result, some pupils do not use their phonics skills accurately to tackle new words. Some pupils’ skills in reading are also hampered because they are not taught a range of strategies to help them read more effectively. Other pupils have not fully developed their comprehension skills to aid their understanding of the texts they read.
- The school’s focus on increasing the standard of pupils’ writing has resulted in pupils becoming more skilled in writing in different styles. However, teachers do not provide enough opportunities for pupils to write across subjects or at length, and this slows their development in writing. Pupils’ skills in using grammar, punctuation and spelling correctly are improving.
- The teaching of mathematics is improving and is helping pupils to secure their basic skills. For example, in a Key Stage 1 lesson, pupils made good progress measuring and recording different lengths accurately.
- Teaching in the Additionally Resourced Provision for pupils with autism and specific language impairment is good. Specialist staff and other professionals support pupils’ learning and personal development well. Consequently, they make good progress from their starting points.
- Other adults make a good contribution to pupils’ learning in lessons, particularly for those who find learning difficult. They work well to support less-able pupils to keep up with the pace of lessons by using teaching resources and questioning effectively to develop pupils’ knowledge, skills and understanding.

### **Personal development, behaviour and welfare** requires improvement

#### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare requires improvement.
- Too many pupils do not work hard enough in the classroom. They do not concentrate or complete as much work as they could. Consequently, when this is the case, learning slows.
- Leaders and teachers have taken steps to help pupils become more confident and successful learners. Pupils are encouraged to share their solutions to problems and celebrate successes. Teachers are beginning to help pupils realise that they can improve if they believe in themselves and work hard.
- The school works well with a range of other agencies to make sure that all aspects of pupils’ personal development and welfare receive attention. This includes working with families and children in need of ‘early help’ to prevent more serious concerns developing.
- Pupils say that they feel safe in school and that adults in school can be relied upon to deal with any ‘falling outs’. They have a good understanding of how to keep safe in different situations, such as fire safety and using the internet safely. Pupils are aware of the different forms of bullying such as name-calling and cyber bullying.
- Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities such as Children in Need. These events often involve selling items, such as a ‘toy sale’, that helps them to learn about the value of money.

## Behaviour

- The behaviour of pupils requires improvement.
- When teaching is not engaging, pupils lose interest, fidget and can distract others. This slows the pace of their learning.
- Pupils are polite and helpful to adults in school. They were very happy to talk to inspectors about their work. Pupils willingly take on responsibility, for example older pupils help younger ones to organise their play.
- Pupils have good relations with each other, and pupils from different backgrounds play happily and enjoy each other's company at breaktimes.
- The school is effective in dealing with pupils who have behavioural difficulties. Pupils with poor behaviour have led to some fixed-term exclusions. Through the school's support and guidance, the behaviour of these pupils has improved markedly.
- The school keeps thorough records of any incidents of poor behaviour. These show the effectiveness of the procedures for improving behaviour. Pupils have a good understanding of the 'Green to be good' behaviour scheme that is based on the school's rewards and sanctions system.
- Attendance has improved since the last inspection. However, overall attendance remains below and persistent absence remains above the average, despite the efforts made by school leaders to ensure pupils come to school every day.
- The breakfast club is popular and this ensures that pupils get to school on time. They benefit from socialising with their friends and joining in activities before school.

## Outcomes for pupils

## require improvement

- From well below average starting points, standards in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2 have been well below average since the last inspection. Work in books and the school's tracking of pupils' performance show that outcomes are improving. However, although most current pupils are making expected and some better than expected progress from their starting points, it is not sufficient to narrow the gap to ensure that pupils attain the standards expected for their age.
- However, at the end of Key Stage 2, last year more pupils made expected progress from their starting points than all pupils nationally in writing and mathematics, although it was not as strong in reading.
- Current pupils are set challenging targets, but activities and work provided sometimes do not stretch them to reach the expected standards for their age. At times, the most-able pupils are presented with tasks that do not allow them to deepen their knowledge, understanding and skills. For example, in science and topic, some of the most-able pupils are provided with work that is similar to other pupils; this does not extend or challenge them sufficiently.
- Pupils' skills and standards of writing are improving. However, there are insufficient chances for them to write at length and in other subjects. Daily guided-reading sessions are helping develop pupils' reading skills. Some pupils, however, lack confidence in reading unfamiliar words.
- The proportion of pupils who attain the expected level in the Year 1 phonics check has been below the national standards for the last two years. By the time pupils repeat the check in Year 2, they generally catch up with the national standards. Leaders have strengthened how phonics is being delivered and early improvements are beginning to be seen with younger pupils.
- A successful focus on the teaching of mathematics has accelerated pupils' progress in this subject. Pupils are becoming increasingly confident and skilled in applying their numeracy skills in solving practical mathematical problems.
- Pupils who have special educational needs or disability and those who are supported in the Additionally Resourced Provision are making good progress and successfully meeting their targets. This is because the person responsible for them liaises effectively with teachers to ensure their learning is well planned and they receive good support from adults.
- Last year, gaps in the attainment of disadvantaged pupils closed in all key subjects at the end of Key Stage 1 and nearly all at the end of Key Stage 2. The school's effective work to improve the progress of disadvantaged pupils has paid off and gaps in attainment and progress between different groups have closed, or are closing rapidly across all year groups currently in school.

## Early years provision

## requires improvement

- The early years provision requires improvement because not enough children reach a good level of development and are not fully ready for Year 1. Many children join Nursery and Reception with skills and knowledge that are well below those typical for their age but do not make consistently good progress across the Early Years Foundation Stage.
- Teaching is improving in the early years as shown in the rising achievement of pupils. Disadvantaged children achieve the same as other children. Adults observe children learning and make accurate judgements on what they know and can do. However, adults do not routinely ensure that they use this information to provide harder activities for more-able children to move their learning quickly on to the next stage.
- The teaching of reading and phonics skills has not been as effective as it should have been. Teaching phonics is now engaging children more effectively, but in some lessons adults' expectations are not high enough.
- There is a balance of adult-led activities and activities that children enjoy choosing for themselves. Children are excited about learning letters and numbers. The role play areas are popular, for example 'working' on the boat and repairing foam models. There are some opportunities for children to engage in mark-making and develop their fine motor skills. However, there are not enough activities for children to develop their writing skills.
- Children cooperate well together on activities, sharing equipment and taking turns. However, they at times disengage from learning when it is not demanding enough. As a consequence, children do not make the progress they should.
- Teachers have created a warm and welcoming environment for learning in the early years classrooms. The children are safe, well supervised and treated with kindness. Safeguarding requirements are met and practitioners have the relevant qualifications to ensure children's health and safety.
- Leaders are aware of what needs to be improved in the early years and have identified actions to secure improvements. They are addressing the needs of early years practitioners and effectively, through training and the development of links with early years settings.

## School details

<b>Unique reference number</b>	104146
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10002469

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	331
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gemma Jones
<b>Headteacher</b>	Amanda Black
<b>Telephone number</b>	01922 710700
<b>Website</b>	<a href="http://www.busill-jones.walsall.sch.uk">www.busill-jones.walsall.sch.uk</a>
<b>Email address</b>	<a href="mailto:postbox@busill-jones.walsall.sch.uk">postbox@busill-jones.walsall.sch.uk</a>
<b>Date of previous inspection</b>	5–6 November 2013

## Information about this school

- This is an average-sized primary school.
- The school has a specially resourced provision (known as the Additionally Resourced Provision) for pupils with autism and specific language impairment, for 15 pupils, which is integrated into the school.
- Most of the pupils are of White British heritage.
- The proportion of disadvantaged pupils who are supported by the pupil premium is well above average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special education needs or disability receiving school support is above average. The proportion of pupils who have a statement of special educational needs or disability, or an education, health and care plan, is above average.
- Early years provision is part time in the Nursery and full time in Reception.
- The school provides a breakfast club.
- The headteacher was appointed in September 2015.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed pupils' learning in 21 lessons, two of which were seen jointly with the headteacher and two with the deputy headteacher. In addition, inspectors listened to pupils read and examined their work in books.
- The inspectors were unable to take account of responses to Parent View, Ofsted's online questionnaire, because there were not enough of them.
- Inspectors spoke to a small number of parents at the school gate.
- Inspectors took account of the responses to the online staff survey.
- Meetings were held with a group of pupils, three governors including the Chair of the Governing Body, a local authority representative and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning, and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Michael Onyon	Ofsted Inspector
Christopher Minton	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

