

Normanton Junior School

Church Lane, Normanton, West Yorkshire, WF6 1EY

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Most pupils start school with standards of attainment that are much higher than average. By the time they leave at the end of Year 6, their attainment is below average. This has been the case each year since the last inspection.
- In 2012, attainment in writing was significantly below average; this represents inadequate progress from pupils' individual starting points. Attainment is currently still too low.
- The quality of teaching over time is inadequate. Too much teaching still requires improvement to ensure that pupils' achievement improves quickly.
- Teachers' expectations of what pupils should learn are too low. Planned learning activities are not always matched well enough to the varying needs and abilities of pupils which means that they are not always challenged, especially the more-able.
- Activities are sometimes too repetitive. This means that pupils do not develop an adequate breadth and depth of skills, knowledge and understanding, especially in writing.
- Teachers do not encourage pupils enough to be actively involved in their own learning; as a result, some pupils lose interest and are passive. Their behaviour requires improvement.
- Actions by leaders to improve teaching and pupils' achievement since the last inspection have been ineffective.
- Many teachers are inexperienced and there is not enough capacity in the school's leadership to improve the school quickly enough.
- Leadership roles at all levels are underdeveloped. School leaders have not identified the full extent of the school's weaknesses and governors have not held them to account well enough. They have failed to challenge school leaders robustly about the school's performance.

The school has the following strengths

- Teachers are very keen and determined to improve their teaching skills.
- Pupils are very polite.
- Relationships within the school are good; as a result, pupils feel safe and have a good understanding of how to keep safe.

Information about this inspection

- Inspectors observed 17 lessons. Two lessons were observed jointly with the headteacher and assistant headteacher.
- The inspectors listened to several pupils read and examined, in detail, English, mathematics and topic work from pupils in all year groups.
- Inspectors considered the school’s written view of its own performance and held discussions with staff, the Chair and vice-chair of the Governing Body, a parent governor, and two representatives from the local authority.
- Inspectors took account of the school’s procedures for safeguarding. They looked at the school development plan, records of lesson observations, targets set for teachers, and documents tracking pupils’ progress.
- Inspectors spoke individually with a number of pupils and held a discussion with the School Council.
- Inspectors took account of 23 responses from the online questionnaire (Parent View), as well as 24 staff questionnaires. They held a discussion with a parent in school and also spoke informally to parents in the playground.

Inspection team

Pauline Hilling-Smith, Lead inspector	Additional Inspector
Peter Bailey	Additional Inspector
Alan Chaffey	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This school is larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority).
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs both a breakfast and after-school club.
- The majority of classroom teachers have been appointed since the last inspection and all were newly qualified on appointment.
- The headteacher has had periods of absence since September 2012. During these absences, the assistant headteacher moved out of Year 6 to become the acting headteacher.
- An advisory headteacher has been working alongside the leadership team over the last half term.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good in order to raise pupils' attainment, particularly in writing, by making sure that:
 - work given to pupils always matches their varying needs and abilities and that all groups of pupils are effectively challenged, particularly the more-able
 - all teachers have high expectations of what pupils can achieve and pupils are clear about what is expected of them so that they can reach their potential
 - teachers' marking always gives pupils clear and specific information about how to improve their writing skills
 - teachers give pupils more opportunities to improve their writing
 - teachers make sure that pupils have the chance to become actively involved in lessons and to complete tasks on their own. This is to help them maintain concentration and interest
 - teachers insist that pupils produce writing to the highest standards of which they are capable and that they always present their work well.
- Urgently improve the effectiveness of leadership and management, including governance, by:
 - developing the skills of senior leaders and extending the role of subject leader to more staff so that there is a shared approach to evaluating the school's performance, improving the quality of teaching and raising pupils' achievement

- making sure that school improvement plans focus clearly and precisely on how the quality of teaching and pupils' achievement will be improved.
- ensuring that plans made for developing pupils' skills do not mean that pupils repeat what they already know and can do as they move through the school
- undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved
- providing the necessary training to develop the roles and skills of governors so that they are fully involved in driving improvement and know exactly how to hold the school to account
- making sure arrangements for managing the performance of staff are fully in place so that staff are held to account for pupils' achievement and are well supported in bringing about improvement.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils join the school in Year 3 with attainment which is significantly above average in English and mathematics. However, by the end of Year 6, it is below average overall. Since the previous inspection, pupils' standards of attainment have been consistently below average at the end of Year 6.
- Performance in writing and for the more-able pupils is particularly weak; for example, attainment in writing was significantly below average for all groups of pupils in Year 6 in 2012. About one third of pupils failed to reach the nationally expected Level 4 in writing. Similarly, too few pupils attained higher levels in national tests. More-able pupils are not challenged well enough.
- Pupils' progress between Years 3 and 6 has been too slow and this is still the case; for example, the proportion of pupils making the expected rate of progress in English and in mathematics was well below average, particularly in writing for Year 6 in 2012. The school's data and inspection evidence indicate that the proportion of pupils predicted to make the expected rate of progress will increase slightly this year, although it is still likely to be below the national proportion, particularly in English.
- Pupils are making better progress in Year 6 as a result of better teaching, and pupils' attainment is rising. There is now a higher proportion of pupils in Year 6 expected to reach the higher levels of attainment than previously, including in writing. However, this is not enough to make up for their previous underachievement. Signs of improvement in pupils' achievement in other year groups are few because the quality of teaching is not good enough to raise standards quickly. Teachers' expectations of what pupils can achieve are too low.
- Pupils make better progress in reading than in writing. Pupils enjoy reading because they find the books in the school's library and the interactive library on the school's website interesting and engaging. However, their progress in writing is weak because teachers' expectations about the quality of finished pieces of writing are not clear or high enough. Pupils do not always understand what they need to do to improve their writing skills. Standards in pupils' books are too low. There is often a lack of pride in how pupils present their work, for example, too much scribbling out and unfinished work.
- Overall the progress of disabled pupils and those with special educational needs is inadequate. Too many of these pupils fall too far behind in their learning. This is because their needs are not identified early enough to help them catch up quickly. Their progress only accelerates at a good enough pace in Year 6, where they receive better quality teaching. Even so, this is still not enough to make up for the slow learning in previous years.
- In the past, gaps in the attainment between those pupils supported by the pupil premium and others in the school have been too wide and varied between subjects. In 2012, for example, pupils in Year 6 known to be eligible for free school meals were about two terms behind other pupils in the school in both English and mathematics. Leaders are now improving the way the pupil premium funding is used and this is helping to close the gaps in reading. However, gaps in pupils' achievement still remain too wide.
- A small minority of parents who responded to the online questionnaire (Parent View) said that they did not agree that their children made enough progress. Inspection evidence agrees with this.

The quality of teaching

is inadequate

- Teaching over time is inadequate and, as a result, pupils' achievement is inadequate. Although a minority of teaching is good, far too much requires improvement. While no inadequate teaching was observed in the sampling of lessons during the inspection recent monitoring by both the school and the local authority identified inadequate teaching. Similarly, in the local authority monitoring no outstanding teaching was observed; inspectors also found no outstanding

teaching during the inspection.

- Pupils' progress as seen through work in their books and their low standards of attainment confirm that teaching, over time, is inadequate. There is not enough good or better teaching to ensure that the pace of learning accelerates sharply enough so that pupils make the good progress that is needed to enable standards to rise quickly.
- Too often, teachers fail to give pupils work that matches their varying needs, abilities and interests. Teachers' expectations of what pupils are capable of are not high enough. Pupils of varying abilities often do the same tasks and sometimes the same tasks are repeated. For many pupils, there is too little challenge in their learning, especially for the more-able pupils.
- Teachers do not keep their explanations brief and to the point. Pupils spend too long listening passively to their teachers. This limits the amount of time they have left in lessons to complete tasks, become actively involved in their learning or find things out for themselves, such as by researching using the internet. As a result, pupils, particularly the more-able, find it difficult to maintain their interest and motivation and sometimes lose concentration.
- Teachers' marking does not always give pupils clear or specific enough information about what they need to do to improve their writing skills. Pupils' progress in writing is hampered because teachers do not provide enough opportunities for pupils to respond to their written comments. They do not ensure that pupils fully understand what they are aiming to achieve in a piece of writing.
- In the small amount of good teaching observed during the inspection, teachers asked probing questions to develop and extend pupils' understanding. They reshaped activities based on how well the pupils understood what was being taught. This practice was seen in Year 6, where pupils solving mathematical problems were not only finding the correct answer, but challenged to use the most effective and efficient way to do so.
- The teaching of reading is seen as a priority and the library is well-resourced. Pupils say that they enjoy reading and they, and their parents, appreciate the interactive library pages on the school's website.
- A small minority of parents who responded to the online questionnaire indicated that their children were not well taught and inspection evidence supports this view.

The behaviour and safety of pupils

requires improvement

- Pupils' behaviour requires improvement because in too many lessons pupils lose concentration and become passive. This is especially the case when pupils are not given opportunities to complete activities or find things out for themselves. It is also the case when pupils are not given challenging activities that interest them or motivate them to learn and when work is not set at the right level for pupils' varying needs and abilities.
- Pupils say they feel well cared for and safe in school; parents agree with this view. Pupils say there is always someone they can talk to if they need to and that they understand the different forms bullying may take. For example, pupils have a good understanding of cyber-bullying.
- A few members of the School Council told inspectors that they were not sure that bullying issues were always dealt with effectively. A few parents who responded to the inspection questionnaire also disagreed that bullying is dealt with effectively. However, inspectors found no evidence to support this view.
- Relationships between adults and pupils are good. Pupils are polite to each other and courteous to adults. For example, they open doors for adults and peers alike and say 'thank you'.
- Attendance is now average. The attendance of pupils who are persistently absent has improved significantly this year as a result of the actions taken by the school.
- Pupils are well behaved when they attend the breakfast and after-school clubs. They enjoy what is planned for them and they are well looked after.

The leadership and management are inadequate

- Leaders and managers are having too little effect on the work of the school. Since the previous inspection, the quality of education, including pupils' achievement, has remained low and is inadequate. Efforts to improve the quality of teaching have not been successful. Too many pupils are underachieving as a result.
- The two assistant headteachers currently covering the absence of the headteacher are having a positive impact in driving improvement in some areas, although their leadership skills are not fully developed. Similarly, recent support from the advisory headteacher is having a beneficial impact. Even so, the capacity of the school to improve quickly enough without external support is weak.
- Too much responsibility for driving improvements forward rests with the assistant headteachers. They have assumed responsibility for the day-to-day running of the school as well as leading the core subjects of English and mathematics and mentoring newly qualified teachers. In addition to this, their skills in evaluating the school's performance and improving the quality of teaching are not yet effective. For example, the school's plans for improvement do not specify clearly how success will be measured in terms of the impact on pupils' achievement.
- Arrangements to manage the performance of teachers are ineffective. Too much teaching still requires improvement. Teachers' pay has not been linked well enough to the quality of their teaching and teachers have not been held accountable for pupils' progress. In particular, inexperienced teachers do not receive the necessary support to make sure that their expectations of what pupils should learn and achieve are appropriate and clear.
- Leaders, in conjunction with the advisory headteacher, are now tracking pupils' progress more rigorously. This is beginning to provide a better picture of where improvement is needed most. However, pupils' inadequate progress, especially in writing and for the more-able pupils, means that the promotion of equality of opportunity remains inadequate.
- Although the curriculum includes some engaging activities, it fails to deepen and widen pupils' skills and knowledge at a good enough rate, particularly their writing skills. Pupils are not given enough opportunities to apply their skills at the highest level they could. Pupils, particularly the more-able, are not provided with work that is challenging enough.
- The local authority has provided more effective support to the school recently. However, it has not been fully aware of the extent of the weaknesses in the school's leadership and quality of teaching and hence the action taken so far has not had any significant impact on raising standards.
- Newly qualified teachers may not be appointed.
- **The governance of the school:**
 - Governors do not know how to hold the school to account for its performance. They are not involved enough in driving school improvement. This is because their knowledge and skills in doing so are underdeveloped. They have failed to ensure that leaders tackle weaknesses in teaching quickly enough. However, governors' understanding of the quality of care and support given to pupils and their families is a particular strength and parents appreciate this. Governors know how the extra money for disabled pupils, those with special educational needs and those supported by the pupil premium is spent. However, they are not yet aware of the impact of those spending decisions. Governors have a good understanding of the school's finances and ensure that safeguarding procedures meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108207
Local authority	Wakefield
Inspection number	400970

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Peter Glover
Headteacher	Suzanne Tunn
Date of previous school inspection	11 March 2010
Telephone number	01924 302570
Fax number	01924 302576
Email address	headteacher@normanton-jun.wakefield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

