



Normanton Junior School

Inspection Report

Unique Reference Number 108207
Local Authority Wakefield
Inspection number 277925
Inspection dates 27–28 September 2006
Reporting inspector Elisabeth Linley HMI

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

Type of school	Primary	School address	Church Lane
School category	Community		Normanton
Age range of pupils	7–11		West Yorkshire WF6 1EY
Gender of pupils	Mixed	Telephone number	01924 302570
Number on roll (school)	287	Fax number	01924 302576
Appropriate authority	The governing body	Chair	Mr Peter Glover
		Headteacher	Mrs Anne Evans
Date of previous school inspection	22 June 1998		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Normanton Junior School is larger than the average school. Most of the pupils attending the school are White British and very few have English as an additional language. A larger than average proportion of pupils is entitled to free school meals and the percentage of pupils who have learning difficulties and/or disabilities is above average.

When the school was inspected in 2004, it was judged to have serious weaknesses. Ofsted visited the school in February 2005 and judged it to be making reasonable progress overall in taking action to remove the serious weaknesses identified. Since that time, the acting headteacher has been formally appointed as headteacher and two assistant headteachers and a new deputy headteacher have been appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The previous designation that the school has serious weaknesses no longer applies. This is a good school. A key factor in the school's success and good improvement is the outstanding leadership of the headteacher. The headteacher's excellent lead is noted by parents. They say the school has, 'improved dramatically' under her leadership. They appreciate the school's positive ethos where, 'The hard work of staff in partnership with parents ensures that pupils and their achievements are valued.' Leadership and management are now good. Staff and governors have responded well to the headteacher's lead and they are effective in their individual and collective roles. The pupils are benefiting from everyone's hard work. Pupils' personal development is good. They enjoy the full curriculum provided and its enrichment, with opportunities to play chess after school, to sing in the choir for members of the community and to take part in sporting activities.

The care and welfare of all pupils are good. Good partnerships are established with others to aid, for example, the effective support of those pupils who have English as an additional language. Pupils are confident. They work together well and develop the skills they need for later life effectively. A good example of this is seen in the presentation made to governors by members of the school council on their work in school. Other pupils work as playground buddies and house captains: they enjoy their responsibilities and live up to the high expectations that are held of them. Much improvement has also been made in guiding pupils' academic development. This is because pupils' progress is now carefully tracked as they move through school. The school analyses data and assessment information well to ensure that strategies are in place to support pupils' learning. This is aiding pupils' good achievement.

In the past, standards were below average and pupils did not achieve well, but this picture is changing. Standards have improved and are now broadly average. Teaching and learning are much better and are now good. Teachers make better use of assessment information to meet pupils' needs in lessons. Provision for pupils who have learning difficulties and/or disabilities, however, remains an area for development for the school. This is because these pupils do not consistently achieve as well as they should in lessons. Most pupils do well in their reading. Standards in writing, however, are still not high enough. Work with the local authority to aid improvement in this and other aspects of the school's work has been much appreciated by the staff. But more remains to be done to ensure planned tasks in lessons develop and extend pupils' writing skills effectively. Planning for improvement in these areas and others is sharply focused on raising standards. Normanton Junior School has made great strides since the last inspection and is well placed to improve further.

What the school should do to improve further

- Raise standards further, particularly in writing.
- Improve the consistency of provision for those pupils who have learning difficulties and/or disabilities so that they all achieve well.

Achievement and standards

Grade: 2

In recent years, pupils in Year 3 have started school with above average standards in reading, writing and mathematics. This has not always been the case. Previously, pupils started school having attained average standards in their Year 2 national tests, but then they underachieved and did not attain as well as they should. This was seen at the last inspection when a significant amount of underachievement was identified and standards were below average. This trend has now been reversed, although standards in writing are still not high enough.

In the 2005 Year 6 national tests, results improved: standards were broadly average and better than those attained the previous year, particularly in science and mathematics. Although the Year 6 results dipped in 2006, particularly in English at the higher levels, pupils did well overall given their starting points at the time of the last inspection. The school's focus on raising standards has impacted positively on pupils' achievement. As a result, the legacy of underachievement has been eroded. Challenging targets reflect high expectations of pupils and so the vast majority achieve well, including those who have English as an additional language. Although the small number of pupils who have statements for their special educational needs achieve well, more remains to be done to improve the consistency of achievement by all pupils who have learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Pupils enjoy their time at school. As a result, their attendance and behaviour are good. They show positive attitudes towards their learning and good care and consideration towards each other. They are proud of the 'jobs' they do in school and their responsibilities prepare them well for later life: a thriving school council provides the pupils with a voice that is heard by both staff and the governing body. Pupils know about the importance of healthy lifestyles and they keep themselves safe. Spiritual, moral, social and cultural development is good. An example of this was seen in the pupils' positive response to the football World Cup when they enjoyed learning about the multicultural society in which they live. Pupils enjoy their community links and represent the school with pride, for example, in the choir or in team events. All these positive attributes demonstrate pupils' good personal development and well-being.

Quality of provision

Teaching and learning

Grade: 2

The school has a highly motivated teaching staff and this was reflected in the number of good, and sometimes outstanding, lessons seen during the inspection. Since the last inspection, teaching and learning have improved and are now good overall. In the

best lessons, pupils make good progress because tasks are well prepared and imaginative. Lessons are delivered at a good pace, planning focuses on pupils' needs and so pupils achieve well. Where teaching is not as effective, tasks are not planned well enough to meet the needs of pupils who have learning difficulties and/or disabilities. Similarly, marking does not consistently support pupils in understanding how they can improve their work. In all classes, however, good relationships are evident and potentially challenging behaviour is well managed. Learning support assistants are used well and they make a positive contribution to support small groups and to aid pupils' learning.

Curriculum and other activities

Grade: 2

Pupils enjoy a good curriculum that is broad, creative and stimulating. This is reflected throughout the school in the wide range of high quality displays that celebrates pupils' achievements. The curriculum is enriched by an extensive range of well attended extra-curricular activities, school clubs and local and residential visits. A well planned programme of personal, social, health and citizenship education is increasingly embedded across the curriculum. Through effective external links with others, the school provides well for pupils who have English as an additional language. Provision for pupils who have learning difficulties and/or disabilities is satisfactory and is rightly identified for further development to ensure that all pupils achieve well.

Care, guidance and support

Grade: 2

The school is a welcoming environment in which all pupils are valued and their achievements are celebrated. Good quality care, guidance and support are provided to meet pupils' diverse needs. Procedures for child protection are effective and understood by all who work in the school. Pupils feel safe and know there are people they can go to for support. There are good induction arrangements for pupils starting in Year 3. Similarly, Year 6 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Support and guidance for pupils' academic progress are good. The tracking of pupils' progress and the analysis of assessment information are much improved. This analysis has rightly shown that provision for those pupils who have learning difficulties and/or disabilities requires strengthening.

Leadership and management

Grade: 2

The headteacher provides outstanding leadership of a school where leadership and management are now good. Staff appreciate the way in which they have been empowered by the headteacher to take on and develop their responsibilities. The senior leadership team are now effective both as leaders and managers. They provide good role models because every person in this team is a good teacher. Induction for middle managers is of a high standard and so they too are beginning to develop their

capacity to lead and manage effectively. Monitoring and evaluation of the school's work and pupils' progress have seen real improvement. Self-evaluation is now good. Governance is good: governors have an effective understanding of the school's strengths and know where further development is needed. Financial management of the school is effective and supports planned developments for improvement. A larger than average surplus is planned to be used for the significant replacement of computer equipment. Improvement since the last inspection has been good. This is because the headteacher has valued everyone associated with the school and inspired them all to strive for improvement.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently. What impressed us when we first came to school were the beautiful displays of your work. They showed us that you have a good range of enjoyable things to do and to learn. We were also pleased to be able to talk to you and find out about all the things you like. They include the activities you do after school and it was good to see so many of you joining in with scrabble, chess and jigsaw clubs at the end of our first day with you. You are certainly proud of your school and take the responsibilities you have as house captains, playground buddies and school councillors very seriously. Your behaviour is good and you are respectful of your friends and all the adults who work with you. Well done for all your good efforts.

You told us that your school has improved a lot over the last two years and your parents, the staff at school, the governors and inspectors, agree with you. We all know that your headteacher's work is excellent and she has inspired everyone to do their best and make your school a good school. Your lessons are now fun and you try hard with all your work to do well, but you need some more help to improve standards in your writing. Also, the activities that are given to those pupils who sometimes find work hard are not always just right for them. So, these are things that we think could be better in school, and we would like you to work hard with your teachers to make them good too:

- we are asking your teachers to make sure you always do the best you can in your writing
- for those of you who sometimes find work hard, we want your teachers to make sure you are helped to do your best at all times.

Thank you very much for making us so welcome when we visited you. We wish you all the best for the future.