

Normanton Junior School

Inspection report

Unique Reference Number	108207
Local Authority	Wakefield
Inspection number	337037
Inspection dates	11–12 March 2010
Reporting inspector	Linda Murphy

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	263
Appropriate authority	The governing body
Chair	Mr Peter Glover
Headteacher	Mrs Suzanne Tunn
Date of previous school inspection	27 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons and visited eight teachers. They held meetings with governors and staff. They spoke with many pupils including members of the school council. They observed the school's work and looked at teachers' planning, policies, minutes of meetings of the governing body, documents relating to the safeguarding of pupils, records of the assessments of pupils' work and the tracking of their progress, the school improvement plan and the school's records regarding the monitoring and evaluation of the quality of teaching and learning. In addition 57 questionnaires returned from parents and carers were analysed, along with 98 returned by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching and the curriculum is sufficiently challenging for all groups of pupils as identified below
- how secure are the recent changes in the senior leadership team and whether actions being taken will lead to further improvement.

Information about the school

This is a larger than average junior school. Most pupils are White British. A very small minority are from other ethnic heritages and a few are at an early stage of learning English as an additional language. Although the proportions of pupils eligible for free school meals and those with special educational needs and/or disabilities are lower than nationally overall, there is a pronounced variation between year groups. There is also often a great variance in the proportion of boys and girls in each year. In the last year an increasing number of pupils have joined and left at times other than the beginning of the school year. Since the last inspection the number on roll has fallen. A new headteacher was appointed in 2007 following a period when the school was led by an acting headteacher. A significant minority of other staff has also changed including most members of the leadership team. The school has attained the Healthy Schools Award, Activemark and Sportsmark.

The Wakefield After School Club was subject to a separate inspection.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils and is a warm and welcoming community. Strengths are in the way pupils adopt healthy lifestyles and the extent to which pupils feel safe. Staff work alongside families to improve the attendance of pupils. Even so, punctuality is not addressed fully. As a result, a small minority of pupils regularly miss the learning that takes place at the start of the school day.

A caring and supportive environment enables pupils of all abilities to make satisfactory progress. Pupils' achievement is satisfactory and results in broadly average standards by the end of Year 6. Pupils' attainment is best in English. This is because of the recent focus on English and the help given by parents and carers at home to support their children with reading. The school is turning more attention to mathematics and to pupils' understanding of the four rules of number in particular. A pilot strategy, using 'mini lessons' for groups of pupils within the main lesson, shows very early success. In some classes the use of too many work sheets inhibits pupils' independent recording of number. The curriculum provides soundly for pupils' needs, although the opportunities to use basic skills across a range of subjects are insufficiently planned. The provision of art and design and the display of pupils' work is a strength which adds greatly to the conducive working environment and to pupils' joy in learning.

The quality of teaching is variable and this affects the pace of pupils' learning. The school is holding staff increasingly to account for the progress of pupils in their classes, although this is overly reliant on senior staff to track pupils' progress. This means that the targets set for pupils are at times too generic.

The complementary skills of the headteacher and deputy headteacher help lead the school soundly. The newly extended senior leadership team is ambitious yet reflective: change is led appropriately. Leaders take time to trial initiatives prior to their use in all classes. They also prepare the less experienced staff to develop leadership roles so that leadership is sustainable. Such staff rise to the expectations. Monitoring and evaluation of the quality of provision is increasingly rigorous and ensures a progressively accurate understanding of pupils' needs and how the school needs to develop. Because a great number of initiatives are new they have not had time to embed and have an impact on raising attainment. The way in which they are tackled shows the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- By 2011 raise attainment in mathematics by:

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- guiding pupils' learning in small groups so that they gain an increased understanding of the four rules of number
- providing plentiful opportunities to record work independently
- involving parents and carers in supporting their children's work at home
- making good use of mathematics in as many other subjects as possible.
- By 2011 accelerate the pace of learning by:
 - gaining consistency in the quality of teaching so that all teaching is the best it can be
 - developing systems to track pupils' progress so that class teachers have more responsibility
 - personalising targets for pupils' next academic steps
 - improving punctuality so that pupils do not miss the start of the school day, when much learning takes place.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy lessons and mostly concentrate well. They talk about their tasks constructively and work sensibly, individually or with partners. Pupils increasingly learn to evaluate their work. Pupils learning English as an additional language make good progress in language acquisition so that they can work alongside classmates at similar levels as expected for their ages. Pupils with special educational needs and/ or disabilities make satisfactory progress because of appropriate programmes of support and extra help from adults. Those pupils who join throughout the year soon make friends and settle into learning so that little time is lost.

Attainment in the school's most recent national tests was broadly average, although a little weaker in mathematics. These results represent satisfactory progress and achievement. Standards fluctuate year to year although, as assessment and tracking improve, broadly average standards predominate with increasing proportions of pupils attaining highly. Pupils enjoy problem solving but are let down by their basic mathematical skills and the accuracy, speed and presentation of their calculations. Their preparation for the world of work is satisfactory. It is enhanced through very successful outcomes in business enterprise yet let down by some lack of punctuality.

Pupils have a good grasp of how to be safe and look out for the safety of others. They know well how to stay healthy through eating good food, taking exercise and avoiding the misuse of things such as drugs. They are very clear about how to stay safe on the internet. The external awards attained promote these aspects well.

The school takes a very firm view of behaviour and, as a result, the rate of exclusion is higher than in many similar schools. Some pupils have yet to learn to manage their

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behaviour better and understand its impact on others. Even so, in lessons pupils' usually behave well and this aids their learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching observed during the inspection was wide-ranging. Good relationships underpinned all the teaching. Pupils' behaviour was mostly managed effectively. At best, planning met pupils' needs and enjoyment was clear through practical tasks which helped pupils to recall their learning well. Lessons were concluded well; pupils were involved in simple evaluation and prepared for the next lesson. The deployment of and quality of support from teaching assistants was also variable. For example, teaching assistants' depth of subject knowledge varied and therefore the confidence with which they approached their group work. When the teacher spoke to the whole class – mostly at the beginning or end of lessons – some teaching assistants were passive and contributed too little to pupils' learning. The quality of marking also showed variation. At best, staff used and pupils understood the colour coding policy: 'green for growth' to identify the next step and 'yippee yellow' to denote good work and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning objectives met. In mathematics pupils' work was untidy and led to some errors. The overuse of work sheets provided too little opportunity for pupils to take responsibility for setting out their work. The use of 'mini lessons' in mathematics is encouraging, although the tasks allocated to the rest of the class have yet to challenge all pupils fully.

The curriculum enables pupils to make satisfactory progress in English, mathematics and science, although the use of numeracy, for example, in other subjects lacks promotion. A range of visits, including a residential trip, and visitors to the school add to pupils' interest and enjoyment, and are supplemented by themed weeks. The curriculum meets the needs of different groups and individuals and the school adapts its provision through tasks to interest boys and girls alike. The humanities programme provides opportunities to explore a range of cultures.

Pupils agree that the school looks after their needs. Typically parents and carers agree. Even so, only a small proportion of parents and carers who have pupils with special educational needs and/or disabilities show a proactive interest in their children's individual educational plans. The plans contain clear objectives to aid learning. Work on attendance has paid dividends but the improvements have yet to be matched by improvements in punctuality.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

School leaders, including the experienced governing body, have a common vision in wanting to improve pupils' attainment. Governors provide sound support and enjoy links to subject leaders which help to inform their understanding of the work of the school. The level of challenge is slightly less rigorous as is the level of monitoring and evaluation to achieve consistency at a high level in all that the school does. The school's development plan is too long and this detracts from the main aims for each year. Although a number of strategies have been put in place to address some of the inconsistency, for example in pupils' learning, the impact of recent initiatives is yet to be seen fully. The system for tracking of progress is adequate yet rather dependent on senior staff. Responsibility is beginning to devolve to other staff.

Conscientious attention is given to safeguarding and it makes a satisfactory contribution to pupils' care and welfare. The school is a harmonious community and acts firmly to maintain this. Pupils are taught to be tolerant of differences. Pupils play a strong part in

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their school and thrive on responsibility. Such attributes are used to a satisfactory level in the wider community. Through the curriculum the school provides pupils with a satisfactory understanding of the United Kingdom and global aspects. Pupils mostly gain mutual respect and tolerance of others through the way the school ensures equality of opportunity and tackles any discrimination. Harassment is not tolerated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About one quarter of parents and carers responded to the questionnaire. Responses from the questionnaires and discussions indicate parents and carers are very supportive of the school. They say the best aspects of the school are the great care it provides for their children, the way teachers work with children and the good variety of well-attended out-of-school clubs which help to promote a healthy lifestyle.

Inspectors judge that the school provides satisfactory care for pupils and that staff have good relationships with pupils. Inspectors concur with the positive responses about healthy lifestyles. A very small minority of parents and carers said that they received too little information about the school, that pupils are not well behaved and that class sizes are large. Inspectors judge that the school frequently provides information. Behaviour is satisfactory overall. It is mostly good in lessons but let down by a few pupils. Class sizes are quite large, although the school ensures that each class has at least one and often two trained teaching assistants so that pupils can be taught in smaller groups.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Normanton Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	63	21	37	0	0	0	0
The school keeps my child safe	41	72	16	28	0	0	0	0
The school informs me about my child's progress	29	51	27	47	1	2	0	0
My child is making enough progress at this school	34	60	21	37	2	4	0	0
The teaching is good at this school	34	60	21	37	2	4	0	0
The school helps me to support my child's learning	25	44	30	53	1	2	0	0
The school helps my child to have a healthy lifestyle	22	39	33	58	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	37	33	58	2	4	0	0
The school meets my child's particular needs	27	47	29	51	0	0	0	0
The school deals effectively with unacceptable behaviour	29	51	23	40	4	7	0	0
The school takes account of my suggestions and concerns	25	44	27	47	4	7	0	0
The school is led and managed effectively	31	54	25	44	1	2	0	0
Overall, I am happy with my child's experience at this school	36	63	20	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



12 March 2010

Dear Pupils

Inspection of Normanton Junior School, Normanton, WF6 1EY

Thank you for your help with the inspection. The inspectors judge that your school provides you with a satisfactory education. There are strengths in your knowledge about healthy lifestyles and the way in which you told the inspectors you feel safe in school and always have adults to talk to in school.

About 40% of the schools across the country that are judged to be satisfactory may receive another visit by an Ofsted inspector before the next full inspection to check how things are improving.

These are the areas identified for further development so that Normanton can become an even better school: to raise standards in mathematics and to accelerate the pace of your learning. Ways of achieving these are listed in the main report which you might like to read. Your parents and carers will have a copy. There are things for the school, your families and you to do, so you all play a part in the school's success.

The school is to ensure that all lessons are the best they can be, give you good guidance in lessons and keep checking your targets and progress. The school is to make sure that you record your work in mathematics neatly, and help you use mathematics in other subjects.

Your families can help by ensuring that you attend school on time each day so that you do not miss out on the learning that takes place first thing every day.

You can help improvements by trying very hard with your number work, recording work neatly and asking your parents and carers to help you. It would be helpful too, if you use your targets so that you know just what to do to attain them.

Yours sincerely

Linda Murphy

Lead Inspector

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