

Lowe's Wong Anglican Methodist Junior School

Inspection report

Unique reference number	122769
Local authority	Nottinghamshire
Inspection number	380531
Inspection dates	7–8 February 2012
Lead inspector	Susan Walsh

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair	Julie Payne
Headteacher	Michael Follen
Date of previous school inspection	25 April 2007
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Age group	7–11
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Introduction

Inspection team

Susan Walsh	Additional inspector
Lynn Brewster	Additional inspector
Colin Lower	Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 19 lessons led by 13 of the school's teachers. Meetings were held with staff as well as with members of the governing body and pupils. Inspectors observed the school's work. They also looked at development plans, records of pupils' progress and arrangements for safeguarding as well as other documents. They scrutinised 161 questionnaires returned by parents and carers, and questionnaires from pupils and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

The school is larger than most primary schools. Relatively few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and pupils with disabilities who are supported at School Action or School Action Plus is below the national average. Most pupils are from White British backgrounds and very few are believed to speak English as an additional language. The headteacher joined the school in September 2010. There have been recent absences from and changes to the senior leadership team. The school has achieved several rewards including Sportsmark, Eco Schools status and Healthy Schools status.

In 2011 the school met the government floor standards. That is, more than 60 per cent of pupils reached the expected level by the end of Year 6 and pupils made the expected progress between Year 2 and Year 6.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school that is quickly improving despite some recent absences of middle leaders. When pupils start the school their attainment is above average and by the time they leave their attainment is also above average, representing satisfactory progress and, overall, satisfactory achievement.
- Pupils with complex additional needs are well supported but the small numbers of other children who find learning challenging sometimes make relatively slow progress, particularly in reading and writing. This is because their understanding of the links between letters and the sounds they make is not always secure. The school's systems for checking pupils' progress have improved but managers do not always make sufficient use of the information about the progress of pupils with disabilities and special educational needs.
- Teaching is currently satisfactory and is improving. There are increasing numbers of lively lessons that motivate pupils. Occasionally the work set is not demanding enough for more-able pupils and not enough is done to check pupils' learning in lessons. Teachers' marking does not always tell pupils exactly how to improve their work.
- Pupils' behaviour is good both in lessons and around school. The 'Good Behaviour Guide' is consistently applied in school. Pupils work hard in lessons and are keen to make progress. By the end of Year 6 pupils are confident and articulate. Some pupils occasionally exhibit challenging behaviour but this is managed well by the school.
- The school provides a good curriculum that successfully promotes pupils' good spiritual, moral social and cultural development. There are many exciting enriching opportunities together with a wide range of clubs and residential experiences.
- Accelerated progress and rising levels of attainment reflects the high expectations of the new headteacher and other key leaders, including governors, and illustrates the school's good capacity to improve further

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

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visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress of pupils with disabilities and special educational needs and other pupils who find learning difficult by
 - ensuring that the teaching of phonics builds systematically on the practice in the infant school
 - introducing targeted phonics sessions for those pupils who need it
 - improving training for staff in order to ensure they have secure knowledge and skills to promote pupils' phonic knowledge and understanding
 - making certain that information about the progress of pupils with disabilities and special educational needs is used effectively to swiftly identify those pupils in danger of falling behind and address the reasons why.
- Improve the proportion of teaching that is good or better by
 - making certain that the work set is always carefully matched to pupils' needs in order to ensure that more-able pupils are adequately challenged, including during the introductions to lessons
 - ensuring that pupils' learning is always rigorously checked during lessons
 - developing a consistent approach to marking including making sure that marking is always legible and provides pupils with very clear indications of how to improve their work.

Main report

Achievement of pupils

Currently pupils are making satisfactory progress in lessons and over time. There are inconsistencies in pupils' progress that reflect variations in the quality of teaching. Pupils' progress in writing is accelerating and an increasing proportion of pupils are gaining the higher level 5. By the end of Year 6 pupils produce writing that is accurate both in terms of spelling and grammar. It is interesting and engaging and sometimes highly amusing. The quality of handwriting and presentation is variable and this sometimes has a negative impact on the quality of work produced by boys in particular. Although the more-able do not meet their full potential in every lesson the extra sessions provided for gifted and talented pupils are having a good impact. For example, these pupils were able to produce very moving poetry of remarkable quality because they were able to empathise with the experience of soldiers in World War 1. Progress in mathematics is also improving because work is better matched to pupils' needs and teachers are quicker to identify and address misconceptions. Pupils make faster progress in reading than they do in mathematics and writing. Many talk with great enthusiasm about the books they have read. The reading of 'Goodnight Mr Tom' in Year 6 is having a particularly good effect on pupils' spiritual, moral, social

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and cultural development. Even though pupils usually make good progress in reading the school has not rested on its laurels and has improved the quality of guided reading sessions and the quality of homework.

Pupils with disabilities and special educational needs make satisfactory progress. Parents of pupils with multifaceted needs correctly report that their children are well supported. They say that their children make good progress particularly in their personal development. A small number of pupils with less-complex needs sometimes make slow progress and find reading and writing difficult. Although the school does some work in Year 3 that encourages pupils to recognise patterns in spelling, the school lacks a systematic programme of phonics designed to meet the needs of pupils who find learning challenging. Consequently these pupils are not always able to segment words or recognise the sounds that groups of letters make.

Quality of teaching

Teaching is satisfactory and results in most pupils making progress that is broadly in line with that made by pupils nationally. Inspection evidence indicates that teaching is swiftly improving, with an increasing number of good lessons plus a small amount of outstanding teaching, particularly in Year 6. Many parents say that teaching is good and comment positively on the way teachers help their children to make progress. A small number of parents express concerns about teaching being 'safe' and 'uninspiring'. Both views were borne out by the inspection because teaching is variable in quality. Although teaching is improving, there are some remaining inconsistencies in teachers' skills. Many teachers have improved the way they use assessment information to ensure that work is well matched to pupils' abilities. Occasionally there is not enough challenge in lessons for higher-attaining pupils, particularly when they have to mark time during the introductions to lessons. Teachers are now much better at assessing pupils' learning from previous lessons and many are careful to correct any misunderstandings in subsequent lessons. This is improving the pace of learning. Occasionally teachers miss opportunities to check pupils' understanding during the lesson, particularly when they are working independently.

Many recent improvements have been made to the curriculum, including the way communication skills, particularly reading, are taught and rearranging the way mathematics classes are organised. Teaching assistants make a good contribution to learning. They are good at encouraging pupils to understand what they have read. They are less proficient at helping pupils to divide up words and to identify accurately the sounds made by groups of letters. Many teachers are good at promoting pupils' spiritual, moral, social and cultural development, for example, pupils talked enthusiastically about the lessons about Macbeth and sensitively explored social and moral themes in their writing. Relationships between teachers and pupils are very good and pupils respond very well to praise from their teachers. There is some very clear marking that gives pupils good quality guidance about how to improve their work. However some marking is merely congratulatory and some is rather difficult for pupils to read. Therefore pupils' response to marking is variable.

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Behaviour and safety of pupils

The staff have created an ethos which promotes positive attitudes to learning and an environment that allows pupils to feel safe. Pupils' thoughtful and considerate behaviour makes an important contribution to this well-ordered school. Teachers' expectations of behaviour are high and they consistently apply the school's behaviour policy which has been developed in association with pupils. Pupils have positive attitudes in lessons and are keen to get on with their work. The vast majority of parents say that their children are very happy at school and, together with many pupils, say they have no experience of bullying. When pupils do fall out it is dealt with promptly and effectively by staff. Parents are particularly impressed with the way they can see the headteacher immediately in the event of any issues arising. Both parents and pupils know that there are a few pupils whose behaviour can be unpredictable. They recognise staffing levels has been improved in certain year groups and know that staff including teaching assistants are skilled at managing this testing behaviour. Consequently disruptions to learning are minimised. Pupils now have regular opportunities to work with others from different year groups and this has a positive effect on their personal development. Year 6 pupils provide particularly good role models and help with many aspects of the school's work including supporting reading. The school provides pupils with extensive guidance about staying safe, and there is an especially strong focus on internet safety. Levels of attendance are excellent.

Leadership and management

The new headteacher has provided very strong leadership and has made clear his vision and aspirations for the school. He is ably supported by a perceptive and highly skilled deputy head and other enthusiastic senior leaders, some of whom are in temporary posts. Together they have formed a dynamic and insightful senior leadership team. They have successfully kept the school moving forward during a difficult period for the school. The coherent programme of monitoring and evaluation is securely linked to development planning. More staff are involved in the monitoring of teaching and consequently staff now have greater awareness of what good teaching looks like. The good use of coaching has ensured that many teachers have improved their skills. Although some inconsistencies remain in the quality of teaching all staff share a determination to further enhance their skills. The establishing of a baseline measure of pupils' attainment means that the school can be more accurate when measuring their progress. This is now checked more regularly and teachers find the new system for tracking progress easy to access and understand. As a result staff are now able to use assessment information more successfully to inform their teaching.

Leaders and managers actively promote equality and tackle discrimination. There is an appropriate focus on ensuring that every child reaches their full potential irrespective of their level of ability or background. While the school has useful information about the progress of pupils with disabilities and special educational

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needs it does not always make the best use of this information in order to address the variations in their rates of progress. The broad and balanced curriculum meets pupils' needs and is very good at promoting their spiritual, moral, social and cultural development. Provision for extra-curricular activities such as drama and music are particularly strong and a wide range of enriching activities such as residential visits contributes well to pupils' good social development. Pupils are highly knowledgeable about other faiths and cultures and are well prepared for life in modern Britain and a global society. Strong partnerships with other schools have a positive impact on the curriculum, for example, through the music specialism of the main receiving secondary school. Although relationships with the neighbouring infant school are good, not enough has been done to ensure that there is continuity of provision regarding the teaching of the links between letters and sounds. School staff have a good awareness of safeguarding procedures and are vigilant in their efforts to keep children safe.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils,

Inspection of Lowe's Wong Anglican Methodist Junior School, Southwell, NG25 0AA

It was a delight and a privilege to visit your school. All of the team really enjoyed talking to you all and listened very carefully to what you had to say. We were very impressed by your good manners and the thoughtful way you treat adults and each other. Thank you to all of those who shared your work with us. We really enjoyed reading your writing because it's funny and interesting. We know that you have lots of exciting things to do in school and saw how enthusiastic you were about learning.

Your standards of attainment are above average. Although teaching is satisfactory the number of good lessons is rising. You are making good progress in reading and satisfactory but improving progress in writing and mathematics. We have asked your teachers to develop some aspects of their teaching including making certain that those of you who find learning easy are always challenged in lessons, making sure that your learning is checked regularly including when you are working on your own and making sure teachers always tell you exactly how to improve your work.

We noticed that a few pupils are struggling with reading and writing. We have asked teachers to make sure that these children are taught to recognise the sounds that groups of letters make. Teachers have lots of information about your progress. We have asked them to use this information more effectively in order to spot those children whose progress is slow and to find out why they are not doing so well. The leaders and managers at your school are doing a good job that is why your school is improving at a good rate. You can help your school to improve further by continuing to try very hard in all your lessons.

Yours sincerely

Susan Walsh
Lead inspector

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