

Norton Juxta Kempsey First School

Inspection report

Unique Reference Number	116834
Local Authority	Worcestershire
Inspection number	358041
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	David Shears

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Andrew Longdon
Headteacher	Julia Dean
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons taught by seven different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 60 parents and carers, 12 members of staff and 52 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching and learning consistently help all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress, particularly in mathematics.
- The effectiveness of the curriculum in supporting the development of pupils' core skills.
- How effectively leaders and managers identify, monitor and evaluate specific areas of development to ensure better progress.
- How well target setting is being used to ensure good progress.
- The effectiveness of the Early Years Foundation Stage, particularly with regard to outdoor learning, and the impact this is having on all areas of learning.

Information about the school

The Norton Juxta Kempsey First School is a smaller than average-sized primary school. The overwhelming majority of pupils are of White British origin. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average; their needs are mostly moderate learning difficulties. No pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school has a breakfast club for pupils at the school. This is run by the governing body. The school has achieved Healthy School status and the Activemark, and has recently gained the Leading Parent Partnership award. The school has been through a turbulent time since the last inspection, both in terms of staffing and finance.

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

Norton Juxta Kempsey First is a satisfactory school. Children settle quickly and make good gains in their personal and social skills. They make satisfactory progress in learning overall, although there are areas of good practice where good progress is made. They leave the school in Year 4 with attainment that is higher than national expectations.

Leaders and managers have a sound understanding of the school's strengths and areas for development, demonstrating a satisfactory capacity to improve. They have rightly identified what needs to be improved and have put in strategies to support development. For example, a spacious outdoor environment has been developed in the Early Years Foundation Stage and is being used well to support children's learning and enabling them to make better progress. The quality of care, guidance and support is a strength of the school, and has been judged to be better than at the last inspection. Pupils and parents speak highly of the nurturing environment that enables pupils to flourish well as individuals. This includes pupils for whom circumstances make them vulnerable, who grow in confidence and self-esteem.

Pupils' attainment is consistently tracked to demonstrate the progress that they make, and pupil progress meetings are regularly held to check that individuals are not falling behind. Initiatives and interventions are put in place to support any pupils who are at risk of underachievement, although these are not rigorously evaluated to demonstrate whether they have been successful. Whole school targets are only adequately challenging.

Pupils enjoy school and want to learn. This is reflected in their good behaviour and attitudes towards their work. Teachers make lessons interesting for pupils, but the activities they are given, particularly in mathematics, do not consistently match their learning needs and so, for some pupils, including more-able pupils, they lack challenge. Questions are not always used well enough to check pupils' understanding and so opportunities are sometimes missed to move their learning on quickly enough. In particular there are not enough planned opportunities to focus on problem solving through the curriculum. Marking is more effective in English than in mathematics. There are positive comments to encourage pupils but they are not consistently told what they need to do to improve their work.

While good improvements have been made in the provision for the Early Years Foundation Stage, there is still a difficult balance to be made between the needs of the Reception children and that of pupils in Year 1 who share the same class. This means that the learning of the younger children is not always tailored sufficiently to their needs, limiting the progress that they could make. They are sometimes sitting for too long in lessons together with Year 1 pupils. Currently there is no formal system to check whether children are accessing all areas of learning during self-initiated activities.

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The school has recently appointed a number of subject leaders who demonstrate an eagerness to develop their roles and have a positive impact on the curriculum. As yet they have not had the opportunity to be involved in the monitoring and evaluation of their areas.

Up to 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.

What does the school need to do to improve further?

- Accelerate the progress of pupils, particularly in mathematics, so that it is consistently good across the school by improving the quality of teaching, ensuring that:
 - tasks are always accurately matched to pupils' learning needs, including more-able pupils, and provide a good level of challenge
 - questions are used effectively to check pupils' understanding and re-shape their learning
 - teachers provide sufficient opportunities for pupils to develop their mathematical problem solving skills both in numeracy lessons and across the curriculum
 - marking consistently helps pupils to know how to improve their work.
- Improve the effectiveness of leaders and managers by ensuring that:
 - whole school targets are sufficiently challenging
 - leaders consistently check the effectiveness of initiatives and interventions in terms of the progress that pupils make
 - the monitoring and evaluative role of the recently appointed subject leaders is developed.
- Further develop the Early Years Foundation Stage by ensuring that in a mixed Reception and Year 1 class the needs of the younger children are always met, especially by:
 - not requiring them to sit for too long in lessons
 - enabling adults to intervene effectively to further challenge their thinking skills, particularly when they are engaged in self-initiating tasks
 - developing a systematic approach to ensure that all children access a broad range of activities in each of the six areas of learning.

Outcomes for individuals and groups of pupils

3

Most children start school with levels of attainment that are higher than those typical for children of this age. They make satisfactory progress throughout the school overall. In particular, pupils make good progress in reading so that by the time they leave in Year 4 they significantly exceed national expectations. In writing, the majority of pupils make satisfactory progress, while some make good progress. However, in mathematics pupils make satisfactory progress, although there are pockets of underachievement remaining. The progress of pupils with special educational needs and/or disabilities mirrors that of

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their peers. More-able pupils make sound progress because they are not always challenged enough. For example, in one lesson more-able pupils were not sufficiently challenged in their thinking.

Pupils enjoy school because teachers use practical and interesting ideas to engage and enthuse them. For example, in another lesson, pupils were learning how to whittle sticks, along with a challenge to build a shelter. This encouraged a good sense of team building and the development of pupils' social skills. Pupils have a good awareness of the healthy eating and know how important it is to take part in exercise. Pupils make a good contribution to the school community through the school council, including the organising of fund raising events for the charities they have chosen to support. They have also had an impact on the wider community such as collecting views about the local area, and informing the local council about the perceived need to develop play areas. Attendance is higher than the national average. However, the development of their workplace and other skills is currently satisfactory because not all pupils reach their potential in their mathematical skills. The spiritual, moral, social and cultural developments of pupils are good overall. For example, they work and play well together and respond sensitively and thoughtfully to opportunities provided for their spiritual development, such as in collective worship. The school is currently working to enhance their cultural development further.

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	2
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Positive relationships between staff and pupils are the hallmark of every classroom. Teaching is satisfactory overall, although the quality varies and there are examples of good practice. Teachers have secure subject knowledge. Pupils are aware of the objective for each lesson but they are less clear about whether they have achieved it by the end. Teachers use information and communication technology (ICT) such as interactive whiteboards effectively, to engage pupils and maintain their attention. Good use is made of pupils talking together about their work, although the challenge given is sometimes not high enough to ensure that they make good progress, both in group and individual work. Teaching assistants give sufficient support to enable satisfactory progress, although sometimes opportunities are missed to use them in better ways to target pupils who need to be further supported or challenged in lessons.

The wider curriculum is developing well, with pupils having exciting opportunities to learn a broad spectrum of knowledge and skills, such as the development of outdoor learning and speaking French. The provision for ICT has improved since the last inspection and there are more opportunities for pupils to use this resource to research and present work in a range of subjects. A good range of extra-curricular activities, including sports, enables pupils to further extend their skills, and these are much enjoyed by all who take part. There are visits out and special visitors to the school who further enhance their learning. The curriculum is used well to develop pupils' skills in reading. There are some opportunities for writing, although not enough time is given to extend pupils' skills by writing at length. Pupils do not have sufficient opportunities to develop mathematical links across the curriculum.

The school successfully promotes a family atmosphere, which contributes to pupils' strong sense of security. Good transfer arrangements are in place both when children begin school and when they move on to their middle school at the end of Year 4. Attendance is carefully monitored although there is no reward system for pupils to improve it further. The school works well with outside agencies to support pupils when this is required and the support provided for pupils for whom circumstances make them vulnerable is a strength of the school. A breakfast club for pupils is well organised and helps them to have a good start each morning.

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	2

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How effective are leadership and management?

Initiatives to address areas for improvement, such as in mathematics, have been implemented although they have not been monitored rigorously enough to check whether they are having a good impact on the progress of pupils. The governing body is very supportive of the school and has good relationships with parents, although it does not challenge the school sufficiently in demonstrating the progress of pupils. Equal opportunities are currently satisfactory because not all pupils receive sufficient challenge, including the more able.

A major strength of leaders is in their pastoral oversight of the school. Pupils are well cared for and parents feel included and welcomed. Safeguarding arrangements are good overall. In particular, all staff receive updated training to ensure the safety of pupils, who themselves have a good understanding of how to keep safe. The partnership with parents is good, the school having recently gained the Leading Parent Partnership award. Partnerships with other schools and external agencies give appropriate support and make a satisfactory impact on the progress of pupils.

Senior leaders have a good understanding of community cohesion. A policy and action plan have been established. Pupils have a good impact on their own school community, respecting each other's views. Links with the local community are strong such as the positive relationship with the local church. Pupils are increasing their understanding of different cultures globally such as a link with a school in Tanzania, where they exchange letters. Pupils have a satisfactory understanding of the national dimension through visits.

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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children are warmly welcomed into their first class at school, having had a good induction by visiting the school during the preceding term. They settle quickly and enjoy making new friends. They are cared for well, feeling safe and relaxed within their new environment. Relationships with parents are positive and they are well informed about procedures in school. The classrooms are bright and inviting and encourage children in their desire for learning. The outdoor area is much improved with resources available to meet the needs of the children in all six areas of learning. Staff take great care in planning for the class, although they are acutely aware of the need to take into account the learning needs of Year 1 pupils within the class. There are effective plans to support the teacher-led activities for the Reception children. However, although adults follow the plans carefully and ensure that children meet the objective, there is not always enough challenge to ensure that they make good progress in their learning, including those who are more able. Teachers assess children regularly and this is carefully collated and analysed to ensure that the next steps in learning are identified. All children have a 'learning journey', giving substantial evidence of their progress through the year. These demonstrate that children are making at least satisfactory progress, whilst some are now beginning to make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An above average proportion of parents and carers responded to the questionnaire. Of these, the vast majority were positive in their views about the school. All agreed that the school kept their children safe. The vast majority agreed that their children enjoyed school, that the teaching was good, that they were given support in helping their child to learn and that the school encouraged a healthy lifestyle. Most parents and carers felt that the teaching was good and that their child's individual needs were met so that they made enough progress. A few parents and carers were concerned about the management of behaviour. While inspectors noted that a few pupils found good behaviour a challenge, it was managed appropriately. A few parents and carers felt that they could be better informed about their child's progress. Inspectors found that there are a number of opportunities for parents and carers to find out about their child's progress such as through parents' evenings, annual reports and the home/school link book. Senior leaders are accessible to speak with parents both before and after school. A few parents and carers felt that their child was not making enough progress or their needs were not being

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met. Inspectors found that while pupils made satisfactory progress overall, some pupils' needs are not being fully met in lessons and that these pupils could make better progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norton Juxta Kempsey First 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	60	23	38	1	2	0	0
The school keeps my child safe	47	78	13	22	0	0	0	0
My school informs me about my child's progress	14	23	41	68	4	7	0	0
My child is making enough progress at this school	16	27	38	63	2	3	1	2
The teaching is good at this school	21	35	37	62	0	0	1	2
The school helps me to support my child's learning	18	30	40	67	2	3	0	0
The school helps my child to have a healthy lifestyle	21	35	38	63	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)	19	32	34	57	1	2	0	0
The school meets my child's particular needs	20	33	35	58	3	5	0	0
The school deals effectively with unacceptable behaviour	15	25	40	67	2	3	0	0
The school takes account of my suggestions and concerns	15	25	41	68	2	3	0	0
The school is led and managed effectively	31	52	23	38	1	2	0	0
Overall, I am happy with my child's experience at this school	32	53	26	43	0	0	1	2

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



2 February 2011

Dear Pupils

Inspection of Norton Juxta Kempsey First School, Worcester, WR5 2QJ

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you enjoy school and like being with your friends. We were pleased that you felt that the adults look after you well. We enjoyed watching you learning together and were impressed with the way you behaved well, both in lessons and on the playground. It is good to know that you have a clear understanding of how to keep safe and healthy.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others can be improved. We found that you make satisfactory progress in your learning. We have asked your school to help you make good progress by making sure that your work is hard enough for all of you, by finding out what you know and giving you tasks to challenge you. In particular, we have asked for you to have more opportunities to practise your writing and problem-solving skills. We have asked your teachers to let you know what you need to do next to get even better. You all can help by telling your teacher if you are finding the work too easy. In particular, we have asked the teachers of the Reception children to make sure that you are more active in your learning and that you are given challenges to help you learn more quickly. We would like the teachers to check that you are choosing lots of different types of activities during the day. You all could help by having a go at new things.

We have asked your school leaders to make sure that you have higher targets and, for those who need extra support, to check that it is helping you to catch up. We have asked the teachers to check how well you are doing in each subject.

Thank you again for a lovely two days. We wish you all the very best in your future lives.

Yours sincerely

David Shears

Lead inspector

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