

# Norton Juxta Kempsey CE First School

Wadborough Road, Littleworth, Worcester, WR5 2QJ

**Inspection dates** 28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Good leadership from the headteacher, senior staff and the governing body, together with support from a local authority adviser, has led to considerable improvements since the previous inspection.
- Most teaching is either good or outstanding. As a result, pupils make good progress in reading and writing. Some make very good progress.
- The outstanding teaching and organisation of learning in the Early Years Foundation Stage is enabling children to make rapid progress.
- Disabled pupils and those who have special educational needs make good progress because their needs are accurately assessed.
- Behaviour and attendance are both good and pupils feel safe.
- Leaders accurately evaluate how well the school is doing and what needs to be done to improve further.
- Governors are knowledgeable and effective. They visit regularly and are well informed about all aspects of the school's work.

### It is not yet an outstanding school because

- Standards in mathematics, whilst rapidly improving, are not yet as high as in reading and writing.
- Teaching does not always meet the needs of all pupils with different abilities
- There are too few opportunities for pupils to work by themselves and solve problems or research topics without the help of the teacher.

## Information about this inspection

- The inspectors observed teaching and learning in two assemblies and 14 lessons, two of which were jointly observed with the headteacher. Pupils' work was analysed and groups of pupils across different year groups were heard to read.
- Meetings were held with four members of the governing body, pupils, senior and middle leaders, and a telephone call was made to a representative of the local authority.
- The school's self-evaluation plan, performance management records and procedures, plus safeguarding records were all examined. Data and information about pupils' progress and support, plus their current progress, were also examined.
- Inspectors took into consideration the views of the 47 parents and carers who responded to the Parent View website, analysing the school's own parental surveys, and talking to a number of parents during the course of the inspection. Responses to the staff questionnaire were also taken into consideration.

## Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Alan Jones

Additional Inspector

## Full report

### Information about this school

- This is an average-sized first school.
- Almost all of the pupils are White British.
- No pupils are educated through alternative provision away from the school site.
- Pupils are taught in seven classes, all of which are mixed-age groups.
- A below-average proportion of pupils are known to be eligible for the pupil premium. In this school, this provides additional funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average and the proportion supported at school action plus or through a statement of special educational needs is below average.
- The school provides a breakfast club facility managed by the governing body.

### What does the school need to do to improve further?

- Raise standards in mathematics so that pupils progress at the same rate as in English by ensuring that the individual learning targets set for pupils are regularly reviewed by teachers and adjusted to reflect pupils' understanding and progress.
- Raise the overall quality and consistency of teaching so that a majority is outstanding by ensuring that:
  - lesson activities are always tailored to the needs of pupils with different abilities
  - pupils are provided with more opportunities to research topics and solve problems for themselves.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start in the Reception class with skills that are above those typically found for this age group. Children work well together on the good range of activities both indoors and in the outside area. Learning is effective and children make good progress when they work in a group with the teacher to develop key skills such as counting and recording.
- The good learning opportunities provided for both younger and older pupils by highly skilled and committed staff are enabling them to make progress which is above that expected for their age. By the time they leave at the end of Year 4, the overwhelming majority of pupils have made at least the progress they should, given their starting points, with an increasing number of pupils exceeding them.
- Since the previous inspection, there has been a secure upward trend of good achievement. Standards have improved. Although achievement in mathematics is yet to match achievement in reading and writing, it has shown the most rapid improvement. However, whilst pupils' key addition and subtraction skills are generally secure, some pupils remain less confident when solving problems for themselves or when undertaking more demanding calculations.
- Standards of reading are good. Pupils have a good understanding of phonics (the links between sounds and letters). In the 2012 national screening, pupils in Year 1 obtained results that were above average. The developments in reading are supported by a good library, often run by pupils, and a large majority of pupils read with fluency. Many pupils, particularly older pupils, read for pleasure and are able to talk confidently about their books.
- Standards of writing are good. As pupils progress through the school, the length, quality of ideas and grammar improve at an ever quicker rate.
- Pupils for whom the school receives the pupil premium make at least good progress. It is as good as other pupils in the school and compares favourably with the national average. The funding to support these pupils has been used effectively to provide support to improve attendance and extra periods of coaching. As a result, the gap between these pupils' attainment and others in the school is closing in both English and mathematics.
- Disabled pupils and those who have special educational needs make good progress because of the good support they get in class throughout the school.

### The quality of teaching is good

- The assessment of pupils' progress in reading, writing and mathematics has been much improved since the last inspection. Teachers make sure that pupils do not fall behind and that they quickly support any pupils who are identified as not making enough progress. Senior staff ensure that they and teaching staff have a good understanding of how the pupils in each class are doing, and what actions may be needed to support improvements.
- Disabled pupils and those who have special educational needs, as well as pupils for whom the school receives the pupil premium, are given good support. Teaching assistants are skilled and conscientious. They ensure that individuals or small groups of pupils are well supported.

- Teachers and leaders expect pupils to do their best work at all times and create many stimulating lessons to achieve this. In most lessons, work is closely matched to ability and need. However, in a very small minority of lessons, the work set, particularly for the most able pupils is too easy for them
- Marking has been improved since the last inspection and consistently shows pupils what has been done well and what could be done to improve the work. However, teachers do not always check whether pupils have fully understood or acted upon their comments.
- Pupils' basic literacy and numeracy skills are almost always developed well. Teachers have good subject knowledge and use it to show pupils how to achieve higher standards. Questioning is used effectively to probe and develop pupils' understanding. However, there is some inconsistency in the quality and frequency of the individual targets set for pupils, particularly in mathematics.
- Teachers manage pupils' behaviour very well. Lessons are calm, purposeful and well-organised experiences which ensure pupils have good opportunities to learn. Occasionally, teachers direct pupils' learning too much and do not encourage them to explore ideas for themselves or take responsibility for correcting and improving their own work.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in lessons and across the school is good. They are keen to achieve and expect to learn. They readily support each other in lessons.
- Behaviour at playtimes is good. Pupils readily share activities and those with responsibility, such as 'buddies', look out for pupils to befriend. If disputes do arise they are normally low-level issues, and pupils mostly know how to resolve them without adult supervision.
- Pupils understand the dangers of the internet at appropriate levels for their age. They are clear about expected behaviour in school, and this helps to ensure calm learning. Teachers' consistent approach to the management of pupils' behaviour across the school enables pupils to feel settled. They care for one another and enjoy their experience of school.
- Pupils' spiritual, moral, social and cultural development is well supported by the school. Pupils learn about many nations and faiths, and have strong links to a school in Tanzania, from where visitors have come to meet the pupils.
- Pupils play an active role in the life of the school, with many opportunities to work as part of a team. For example, pupils are involved in awarding certificates each week to one another for good work and support, and they have an active school council. They also put on performances for parents and raise money for a variety of charities.
- Attendance is above average. It has been improving since the previous inspection.
- On a small number of occasions, pupils do not concentrate where the work has not been pitched at the right level for the individual, or, if they find it difficult. For example, a small number of boys were observed using delaying tactics to avoid a writing exercise.

### **The leadership and management** are good

- Leaders have brought about significant improvements since the previous inspection, particularly in teaching and achievement. The headteacher has appointed new staff and delegated aspects of leadership responsibility and the staff now work purposefully as a team. The impact of this is beginning to be seen in the rapid improvements in mathematics and the improving use of pupil progress data.
- The management of the performance of teachers is handled effectively by the headteacher and governors. Teachers are clear as to how their pay and performance is linked. The governing body make sure that progression through the pay scale is linked to teachers' performance.
- The professional development that has been made available to teachers since the previous inspection has raised expectations and improved their skills. The school increasingly shares its own outstanding practice in order to improve teaching, and this has helped both to improve morale and to raise standards
- The school works hard to engage and assist parents with their children's learning. Regular newsletters, a daily noticeboard, use of email letters and training sessions (for example, on the teaching of mathematics) are all used. Inspectors, in their discussions with parents and carers, found them to be supportive of the school and pleased with the rate and type of improvements they are seeing.
- The range of subjects and topics taught makes learning interesting and involving for pupils. There are many activities arranged that take place outside of lessons, giving pupils the opportunity to develop skills through clubs and visits. The use of the school site, with a 'Forest School' and fire pit, enables pupils to experience a wide range of learning activities.
- The local authority has been helpful in supporting training for leaders and governors in order for improvements to be made and be sustainable.
- **The governance of the school:**
  - The governing body holds leaders accountable at each stage of the school's performance, and compares its performance carefully with that of other schools. Governors know the strengths of teaching and fully understand what needs to improve, and what is being done to make this happen. They are passionate about the progress and attainment of pupils in the school, and are an integral part of the school's efforts to ensure that improvements become fully embedded. Through linking visits to lessons to the school's identified priorities, they are able to articulate areas of progress and need. They are fully aware of how pupil premium funding is used and what benefits it brings to eligible pupils. Governors take an active role in the setting of targets for the school, and oversee the arrangements for teachers' performance management, ensuring that pay and promotion are linked directly to pupils' progress. They ensure that the school fulfils all statutory requirements with regard to safeguarding arrangements.

## 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

<b>Unique reference number</b>	116834
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	405669

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Longdon
<b>Headteacher</b>	Julia Dean
<b>Date of previous school inspection</b>	31 January 2011
<b>Telephone number</b>	01905 820420
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