

Heacham Junior School

College Drive, Heacham, King's Lynn, PE31 7EJ

Inspection dates

19–20 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other school leaders and governors are providing good leadership. This has led to good teaching and achievement since the last inspection.
- Leaders are improving the teaching of writing and mathematics across the school. They analyse assessment data robustly and accurately to check on the progress of different groups of pupils.
- Pupils throughout the school are making good progress in reading, writing and mathematics.
- Pupils' spiritual, moral, social and cultural development is good. Leaders promote pupils' understanding of British values effectively.
- Safeguarding arrangements are exceptionally good and staff ensure all pupils are completely safe whilst they are in school.
- Pupils' behaviour in lessons and around the school is good. They have good attitudes to learning, enjoy coming to school and actively participate in all the school offers. This is reflected in their good attendance and punctuality.
- Teachers ask challenging questions that deepen pupils' thinking. They plan activities carefully and make good use of well-chosen resources to make learning interesting, which motivates pupils. Staff check pupils' progress continually in lessons and clarify any misunderstandings.
- Teaching assistants provide good support for the learning of disabled pupils and those who have special educational needs.

It is not yet an outstanding school because

- Not enough teaching is sufficiently challenging to extend the thinking of the most-able pupils, particularly in writing and in mathematics.
- Teachers do not always tell pupils how to improve their work.

Information about this inspection

- The inspector visited eight lessons to look at the impact of teaching on pupils' learning. He observed nearly all lessons jointly with a senior leader.
- The inspector heard a number of pupils read aloud and looked at samples of pupils' work from all year groups.
- He held meetings with senior leaders, subject leaders, a group of 10 pupils, five members of the governing body and a representative of the local authority. The inspector also held informal discussions with pupils at breaktime and lunchtime.
- The inspector took account of the views of parents. He looked at 20 responses to Parent View (the online questionnaire for parents) and examined the 81 returns from the school's most recent survey of parents.
- The inspector also looked at the responses to a questionnaire from 11 staff.
- The inspector observed the school's work and looked at a wide range of documentation, including: the school's evaluation of its work; the school's improvement plan; minutes of meetings of the governing body, safeguarding policies and procedures; records of behaviour and attendance figures; and information about the attainment and progress of pupils throughout the school.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Full report

Information about this school

- Heacham Junior is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils supported through the pupil premium is in line with the national average. The premium provides funding for pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school received an interim assessment by Ofsted in June 2013, which stated that good performance had been sustained.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching so that pupils make more rapid progress, particularly in mathematics and writing, by making sure that teachers always:
 - extend the thinking of the most-able pupils
 - inform pupils how to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher and other senior leaders have led a strong drive to improve the quality of teaching. They quickly identified weaknesses in the teaching of English grammar, punctuation and spelling, which were affecting pupils' writing, and in problem solving in mathematics. The strategies they put in place to tackle these issues have been highly successful. Standards at the end of Year 6 in writing and mathematics are on course to rise significantly, and all pupils are making good progress in reading, writing and mathematics.
- Leaders have established a strong culture for teaching and good behaviour that has led to rapid and continuous improvement. Staff share this vision for improvement and their morale is high, which is reflected in the overwhelmingly positive responses to their questionnaire.
- The areas for improvement identified at the last inspection have been tackled successfully. Subject leadership is good. Subject leaders are checking and improving the quality of teaching in their areas of responsibility and pupils are making faster progress. This is clearly evident from the conclusions of an external review of the school's work by the local authority, the school's own monitoring of teaching, the quality of work in pupils' books and data on pupils' performance.
- Subject leaders have successfully developed and implemented the new curriculum and assessment arrangements.
- Leaders are rigorous in their monitoring of the impact of teaching on pupils' learning. They hold regular reviews of pupils' progress each half term, look at pupils' work and observe lessons. Strengths and areas for development are identified and strategies are put in place to overcome any weaknesses. This has led to rapid improvements in teaching and learning and demonstrates good leadership of teaching.
- Leaders manage the performance of teachers and teaching assistants well. Targets are based on the national teaching standards and securely linked to whole-school improvement priorities.
- Leaders' view of the school is accurate. They are sharply focused on pupils' progress and the quality of teaching. They monitor all aspects of the school's work carefully, to develop well-chosen, clearly expressed areas for improvement.
- The school has good links with parents, who strongly support the work of the school and believe it is well led and managed.
- The new curriculum focuses securely on the development of English and mathematics, including the promotion of literacy and numeracy skills, and uses a range of well-planned topics, such as the 'Rain Forest', to stimulate pupils' interest and imagination. In mathematics, there is now a strong focus on developing pupils' problem-solving and reasoning skills, and additional activities to develop grammar are combined with handwriting sessions.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively and is preparing pupils well for life in modern Britain. Pupils are taught about parliamentary democracy and know about the forthcoming general election. Displays around the school and pupils' books show that they learn about other faiths and the range of values and cultural traditions which form part of British culture. The school makes good provision for music and art and pupils learn to appreciate other cultures. Pupils have good opportunities for reflection and to celebrate the achievements of others in assemblies. They learn about right from wrong through well-chosen topics such as the rule of the law.
- Leaders are promoting equality of opportunity well. Staff promote good relationship with pupils and tackle any form of discrimination effectively. All pupils are making good progress and the school ensures all pupils have the same opportunities to take part in all school activities.
- Leaders use pupil premium funding well to provide additional tuition for individual disadvantaged pupils or

for small groups. As a result, disadvantaged pupils make the same good progress as other pupils and the gap between their attainment and that of their classmates is closing in reading, writing and mathematics.

- Leaders are using primary sport funding well to provide professional coaching and extra after-school sports clubs. This has led to higher levels of participation in county sports competitions such as cross country.
- The local authority is providing good support and challenge for the school. Officers make regular visits to review its work and provide further opportunities for training.
- The school has robust systems in place to promote safeguarding. All statutory requirements are met. All staff and visitors to the school are rigorously checked for their suitability to work with children. Staff benefit from timely updated training in child protection. All potential risks in school and on educational visits are rigorously assessed to ensure pupils' safety.
- **The governance of the school:**
 - Governors strongly support and challenge the work of the school. They have carried out an audit of the work of the governing body and, as a result, have further strengthened its procedures to check the impact of the school's work on pupils' learning and well-being. This is helping to drive improvements forward.
 - The governing body exercises good oversight of the management of teachers' performance, including that of the headteacher. They make sure that targets are linked to the school's priorities for improvement, that good teaching is rewarded by pay increases wherever possible and that any weaknesses in teaching are tackled.
 - Governors have a realistic view of the quality of teaching, through visits to the school, and by looking at assessment data and reports from school leaders. They make good use of data to establish priorities for improvement. Governors carefully consider how well the school is using the pupil premium and primary sport funding to ensure good value for money.
 - Nominated governors carry out regular health and safety checks and report back to the full governing body. Governors promote safeguarding exceptionally well. They make sure the school complies fully with all legal requirements. They continuously update and review policies and they make sure all training is up-to-date. Governors ensure that the school promotes pupils' spiritual, moral, social and cultural development and prepares pupils well for life in modern Britain.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are well behaved in lessons and respond well to teachers. Pupils are provided with good opportunities to work together and to share and take turns, which they do well. Parents, staff and pupils agree that behaviour is good.
- Pupils' relationships with one another and with staff are good. Staff provide good role models in developing pupils' moral values, and this makes a good contribution to their spiritual, moral, social and cultural development. As a result, pupils are respectful and courteous towards adults. They listen carefully to staff and follow instructions.
- Pupils have good attitudes to learning. In all lessons seen, they enjoyed their activities and were eager to learn. They present their work neatly in books and take a pride in their achievements. Their good attendance and punctuality also reflect their enjoyment of school.
- The school rigorously monitors attendance and meticulously follows through any unauthorised absence. This has led to above-average attendance and good punctuality.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school's premises and accommodation are secure and safe. Any potential risks to the safety of pupils in school or on visits are

rigorously assessed.

- Pupils say they feel very safe and are kept extremely safe in school. They can go to any member of staff if they feel worried about anything. Parents and staff agree that pupils are very safe. The school is very thorough in checking the suitability of staff and visitors to work with children.
- Parents, staff and pupils rightly believe that bullying is rare. Pupils are very aware of the different types of bullying, including cyber bullying.
- Pupils move safely from one area of the school to another. They use the internet and school equipment safely. Pupils are highly aware of how to keep themselves and others safe in different situations. They also played very safely in the extensive school grounds at break times and lunchtimes. They learn about the risks to health and well-being of smoking, drugs and alcohol.

The quality of teaching is good

- Evidence from school's own checks on pupils' work, external reviews of teaching and the good progress pupils are making also show that teaching is good. Parents, pupils and staff all rightly believe that teaching is good.
- Teachers ask challenging questions to deepen pupils' understanding. For example, in a mathematics lesson, pupils in Years 5 and 6 were given problems to solve involving time. They were challenged to produce their own television programme schedule based on the time different programmes would last and quickly developed their skills in using time.
- The teaching of reading, writing and mathematics is good. Senior leaders analysed the results of the national tests at the end of Year 6 in 2014 and identified weaknesses in developing pupils' reasoning skills in mathematics and in the use of English grammar in writing. These were quickly tackled and the school's accurate data and pupils' work show clearly that teaching in these areas has strengthened considerably. As a result, pupils they are making good progress in these areas and their attainment in writing and mathematics has risen.
- Teaching assistants provide good support in lessons for disabled pupils and those who have special educational needs. They also moved round classes effectively to check the progress of other pupils. In an English lesson, the teaching assistant encouraged pupils in Year 4 to use adjectives to improve their sentences and check carefully to ensure their punctuation and grammar were accurate.
- Teachers make good use of assessment information to plan activities that move pupils' learning forward. They regularly check the progress pupils are making in lessons and correct any misunderstandings. Marking has improved significantly, although teachers sometimes do not inform pupils how to improve their work. Pupils' books show that sometimes too few activities are planned to extend fully the thinking of the most-able pupils.

The achievement of pupils is good

- The year group which left the school from Year 6 in 2014 had below average attainment when they joined the school in Year 3. This was reflected in their below-average attainment at the end of Year 6 in mathematics and in English grammar, punctuation and spelling. They reached broadly average attainment in reading and writing.
- The progress made by the pupils who left Year 6 in 2014 was similarly varied. Pupils made average progress in reading and writing in Key Stage 2 relative to their starting points, although progress in writing was not as strong. A higher proportion of pupils than nationally, however, made more than the expected progress in reading. Smaller proportions of pupils made expected and more than expected progress in mathematics than was the case nationally.

- Assessment data for the school's current pupils shows that most pupils in all year groups are making at least the expected progress, with many pupils exceeding it, particularly in mathematics and writing. This is because the school has been successful in filling the previous gaps in their learning, especially in writing and mathematics.
- There were too few disadvantaged pupils in Year 6 in 2014 to compare their attainment with that of their classmates, or that of other pupils nationally, without identifying them. Nevertheless, they all made the expected progress in reading, writing and mathematics. The progress of disadvantaged pupils in current year groups is good and, in some cases, they are making more rapid gains so that attainment gaps are narrowing.
- Disabled pupils and those who have special educational needs are making good progress because they benefit from good support for learning. Support for the very few pupils who speak English as an additional language enables them to develop their language skills quickly and make good progress.
- The most-able pupils are making similarly good progress to their classmates. The work of these pupils in their books, however, shows that their thinking is not always extended sufficiently to enable them deepen their understanding, particularly in writing and in mathematics.
- Reading records show pupils are continuing to make good progress, reading widely and often, both in school and at home. Pupils' books and the school's accurate data show that they are making good progress in writing and mathematics because more attention is being paid to developing pupils' grammar in writing and their problem-solving and reasoning skills in mathematics.
- Pupils are making good progress in physical education and are staying fit and healthy as a result of good use of primary sport funding.

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

Unique reference number	121191
Local authority	Norfolk
Inspection number	448518

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	Brian Griffin
Headteacher	Nicola Darley
Date of previous school inspection	12 October 2009
Telephone number	01485 571013
Fax number	Not applicable
Email address	office@heachamjunior.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

