

# Loddon Junior School

Kitten's Lane, Loddon, Norwich, NR14 6JX

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a rapidly improving school. The headteacher, other leaders and governors have been successful in improving teaching and raising achievement.
- Pupils make good progress from their different starting points. The current Year 6 pupils are on course to reach above average standards.
- Disadvantaged pupils achieve well across the school. In the past year they have done particularly well in writing.
- Good teaching makes learning interesting and enjoyable for pupils; teaching assistants support pupils well.
- Pupils have excellent attitudes to learning that are reflected in their outstanding behaviour. They work extremely well together in the classroom and support one another around the school.
- Pupils say they feel safe in school and all parents who expressed a view agree. The school's highly effective procedures ensure that all pupils stay safe.
- Subject leaders of English and mathematics have had a very positive impact upon improving their areas.
- Governors are well informed and chaired very well. They have a clear understanding of what the school does well and challenge leaders to make it even better.

### It is not yet an outstanding school because

- Pupils are not always clear about what steps they need to take to improve their learning across different subjects.
- Teachers sometimes do not pick up pupils' misconceptions quickly enough and this can slow their learning.
- Work in some other subjects, such as religious education, is not always of the same high quality as that found in English and mathematics.
- The role of foundation subject leaders is not so well developed.

## Information about this inspection

- The inspectors observed learning in 20 lessons, or parts of lessons, including 13 observed jointly with the headteacher or deputy headteacher. Inspectors also attended two assemblies.
- Members of the inspection team listened to pupils read and, with senior leaders, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and three other governors, and to a representative from the local authority.
- The inspectors took account of the 38 responses to the online questionnaire, Parent View. They also spoke informally to parents in the playground.
- The inspectors considered the 15 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

Sally Garrett

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. There are seven classes, including one that is mixed with Year 3 and Year 4 pupils.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is average.
- 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 minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school federated with Loddon Infant School and Nursery in September 2014. The headteacher runs both schools and there is a single governing body over both schools.

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

- Raise achievement and improve teaching to outstanding by making sure that:
  - pupils are clear about what steps they need to take to improve their learning across a range of subjects
  - teachers pick up any misconceptions quickly and deal with them effectively so that no learning time is lost.
- Develop the role of foundation subject leaders, including of religious education, to ensure that work is of the same high quality in other subjects as is seen in English and mathematics.

## Inspection judgements

### The leadership and management are good

- The school has improved rapidly since the previous inspection. Leadership and management were judged to be good then and the headteacher and deputy headteacher have developed their team well so that teaching and achievement are now also good.
- Leaders and managers have created a rich culture where pupils can develop as individuals and benefit from the high expectations of staff. This means that pupils make good progress and behave outstandingly well.
- Strong leadership of teaching equips teachers well to motivate pupils and to capture their hunger for learning. Leaders manage the performance of teachers effectively and set them challenging targets to improve their practice.
- The pupil premium funding is used effectively to close any gaps in attainment. The school's pupil premium 'champion' makes sure that the needs of disadvantaged pupils are kept to the forefront of the school's work. All staff recognise their responsibility to help these and other pupils with particular needs to thrive. The additional support disadvantaged pupils receive enables them to keep up with their classmates and make similarly good progress.
- The school promotes equality of opportunity very well, fosters good relations and does not tolerate discrimination. Subject leaders of English and mathematics know their areas very well and check the quality of the school's work rigorously. They can point to improvements, for example in writing and problem solving, as a result of the changes they have led. However, the roles of subject leaders in some other areas are not quite so well developed.
- Many aspects of the curriculum are dynamic and effective. Staff have a detailed knowledge of the pupils' needs and so ensure that what is taught is relevant and tailored to suit them, whatever their abilities.
- The school promotes pupils' spiritual, moral, social and cultural awareness well as pupils enjoy their schooling and have plenty of opportunities to reflect upon their learning. Pupils collaborate particularly well. They frequently consider moral dilemmas and keep abreast of current affairs. The quality of pupils' recorded work is best in their mathematics and English books. In some other subjects, such as religious education, the work in books is more limited and does not fully reflect the quality of discussion and thinking that goes on in the classroom.
- The school's clear values align with the British values of tolerance, fairness and democracy. Pupils are well prepared for life in modern Britain.
- The primary physical education and sport funding is spent well on coaches and competitive sports, including the 'Village Games' (an annual community tournament). Coaches have trained staff to equip them to teach physical education, such as gymnastics, more effectively. The impact of the spending is that more pupils are taking part in sport, teachers are more confident in taking sport and pupils enjoy competing against other schools.
- The local authority has supported the school well in developing leadership and improving teaching, and with analysing data. The federation with the infant school has presented new opportunities for staff to share effective practice and to take on additional responsibilities.
- Parents are very supportive of the school and express positive views. All those who completed Parent View said they would recommend the school to another parent, and indeed that is what has been happening.
- Safeguarding arrangements meet all requirements and are highly effective. Leaders ensure that all staff are fully trained and undertake all checks very thoroughly before staff begin working at the school. They

keep comprehensive records and have close links with outside agencies.

### ■ The governance of the school:

- The governing body takes a great interest in the work of the school and runs effectively. The chair provides very strong leadership and has overseen the remodelling of the governing body for the federation. Governors know about the school's data and how this compares with other similar schools. They have a clear view about the quality of teaching. Through governor open days they gain a good understanding of the work of the school and inform themselves firsthand about its effectiveness. They know how the performance of teachers is managed and how leaders reward good teaching and tackle any underperformance. Governors keep a careful eye on the finances. They know how the impact of additional funding affects pupils' performance. Governors are at the early stages of establishing closer links with subject leaders to gain greater insight into aspects of the curriculum.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. They have a real thirst for knowledge and excellent attitudes to learning. In class they are enthusiastic and participate fully in all activities. Pupils collaborate extremely well and take on board one another's views.
- Pupils are very caring and considerate. The older pupils support the younger ones. They enjoy taking responsibility as buddies, members of the school council and play leaders. Pupils run an information and communications technology club for pupils and staff as their skills are sometimes greater.
- Pupils' behaviour is outstanding around the school, in the dining hall and in the playground. There are very few incidents of misbehaviour. Pupils raise money for charity and get involved with their local community. The choir regularly sings for the elderly.
- Attendance is above average. Children really enjoy coming to school and do not want to miss it.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Staff work very closely together to ensure that the welfare of all pupils is paramount. They keep meticulous records of any concerns. All parents who responded to Parent View or who spoke to inspectors agreed that the school kept their children safe.
- Pupils say that bullying is not an issue. They are confident that staff will sort out any worries they may have. Pupils know about different types of bullying such as cyber-bullying. They have designed posters to combat bullying and care for and support one another.
- Pupils have an excellent understanding of how to stay safe. They say they feel safe at school. They learn how to stay safe when cycling and all learn first aid. They work with the emergency services to learn about coping with potentially dangerous situations such as fire.
- Pupils work to assist one another with difficulties as peer support buddies. The school can point to individuals whose behaviour and attitudes have improved greatly as a result of the help they have received, both from staff and from their own peers. The pastoral support worker plays a major role in helping pupils to overcome particular difficulties they may face.

## The quality of teaching is good

- Teachers use a variety of approaches to meet pupils' needs and ensure that they make good progress. Teaching captures pupils' enthusiasm for learning. For example, pupils in the Year 3 and Year 4 class had made dioramas (three dimensional models) of the rainforest layers to show how different animals adapt to their habitats. The teacher (posing as a property developer with hard hat and high-vis jacket) provoked pupils into writing persuasive letters against his proposal to build a hotel complex in the middle of the rainforests. They became much exercised by this activity.

- Pupils enjoy working together to discuss their ideas or solve problems. They do this very sensibly, often with one of them leading the discussion. All the pupils in the class take a full part in the activity and have opportunities to reflect upon their learning and show respect for one another's views. For example, Year 5 pupils were discussing what it means to be a friend.
- Teaching assistants work well with individuals and groups. They give them the support they need but also the space to think for themselves. For example, pupils were considering what it would be like to go on a balloon flight. As a result of skilful questioning from the teaching assistant, pupils were able to come up with interesting ideas which she helped them to record.
- Teachers build on pupils' prior knowledge well, especially in mathematics. For instance, Year 5 pupils had to draw three dimensional shapes that the teacher was describing to them without seeing them. The teachers' choice of sophisticated mathematical language challenged the pupils as they attempted to draw oblique cones and frustums.
- Teachers have high expectations of pupils. Pupils rise to the challenges that teachers set them. Pupils say that teachers make learning fun. Younger pupils enjoyed cracking safe codes as they worked out all the combinations in a systematic way to find the most secure lock.
- The impact of teaching on learning and achievement in reading and literacy is good. Pupils enjoy reading. The school's centrally located library is spectacularly themed each year from a design created by pupils. This year it has been transformed into the Willy Wonka chocolate factory. Pupils use a range of approaches when reading, including phonics skills (the sounds linked to letters). Older pupils develop higher order skills of comprehension, inference and prediction.
- The quality of writing has improved because writing has a high profile across the school. Pupils learn writing skills systematically and have good opportunities to apply them in a variety of interesting ways. For example, older pupils used an inspirational picture as a resource to help them write metaphors, similes and adverbial phrases prior to producing a description of a setting.
- Books show that teachers enter into a lively dialogue with pupils about their work. They praise what is done well and help pupils to improve. In mathematics, pupils have clear targets for the next steps in their learning. This is not always the case in other subjects. The high quality work evident in English and mathematics is not always so apparent in other subjects, especially in religious education.
- Occasionally, teaching staff do not pick up pupils' misconceptions quickly enough in lessons which results in their progress slowing.

### **The achievement of pupils** is good

- Pupils make good progress from their different starting points. The current Year 6 pupils are on course to reach standards that are above average by the end of the year. This represents an improvement on the attainment of Year 6 pupils in 2014, which was average. However, from their starting points when they joined the school in Year 3, these pupils also made good progress. Pupils' progress in reading was particularly strong.
- The school's data show that in other year groups pupils are achieving well in reading, writing and mathematics. Attainment is mostly above national expectations, except in writing in Years 3 and 4.
- Pupils have made particular progress in mathematics this year because teachers have allocated more time to the subject. This has helped them to do justice to the new mathematics curriculum. It has enabled pupils to reason more, apply their skills in solving problems and become more proficient in their mathematical understanding.
- Disabled pupils and those who have special educational needs achieve well because teachers plan activities carefully to meet their needs. They make sure that pupils have the resources to help them make

good progress.

- Disadvantaged pupils achieve well across the school. The pupil premium is spent on additional teaching and the work of the pastoral support worker. These pupils also benefit from support to help them access other activities such as clubs and theatre trips.
- In 2014 there was a gap of two terms between disadvantaged pupils and other pupils nationally in mathematics. There was no gap in reading. In writing, disadvantaged pupils did better than other pupils nationally by one term. Compared with other pupils in the school, disadvantaged pupils were one term behind in mathematics, less than half a term behind in reading and more than one-and-a-half terms ahead in writing.
- Disadvantaged pupils benefited in 2014 from a new approach to teaching writing that gave them a clear structure and taught them key skills. This year the focus on teaching mathematics is having a similar impact and gaps in attainment are closing rapidly between disadvantaged pupils and the others in the school.
- The most-able pupils achieve well. Their work is sufficiently challenging to enable them to reach the higher levels of attainment. In 2014 these pupils did not do so well in spelling, punctuation and grammar. It was the spelling in particular that needed improving. This year a clear focus on spelling has meant that the most-able pupils are on course to reach their potential.

## 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>	121192
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	462069

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Tew
<b>Headteacher</b>	Mark Devereux
<b>Date of previous school inspection</b>	8 May 2013
<b>Telephone number</b>	01508 520392
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