

Inspection of a good school: Lowe's Wong Anglican Methodist Junior School

Queen Street, Southwell, Nottinghamshire NG25 0AA

Inspection dates:

19–20 November 2019

Outcome

Lowe's Wong Anglican Methodist Junior School continues to be a good school.

What is it like to attend this school?

This is a happy school where pupils thrive. There are lots of exciting things happening. Pupils are eager to arrive each day and to learn as much as they can. Teachers have high expectations of what all pupils can do.

Pupils are encouraged to lead active lives. Most join school clubs that help them to keep fit, or follow an activity that interests them. Pupils' many sporting achievements are a source of pride. There are a number of opportunities for pupils to become talented musicians. Pupils enjoy performing in concerts and drama productions.

There are lots of ways in which pupils contribute towards life at school. For example, some act as library monitors and others are mentors for younger pupils. Pupils feel well cared for and listened to. They are respectful to each other and all adults in school. Pupils behave well in lessons and at playtimes.

Pupils say that they feel safe in school. They understand how to stay safe when online and know what to do if they are worried about anything. Pupils say that bullying is rare and that teachers sort it out swiftly if it does happen.

What does the school do well and what does it need to do better?

The teaching of mathematics is a strength of the school. Subject leaders know what pupils should learn and when. Teachers know what pupils already understand and can do. They make sure that lessons build on this. Pupils frequently apply what they have learned to complex mathematical problems. Teachers adapt activities for pupils with special educational needs and/or disabilities (SEND). Pupils achieve well in mathematics.

Reading is a priority and teachers encourage pupils to develop a love of reading. Teachers choose interesting books to read with the class. They make sure that these link with the topics that pupils are studying. Teachers check that pupils understand the vocabulary that they meet. Most pupils become fluent readers. Teachers quickly identify pupils who fall

behind. They ensure that the weakest readers read regularly to an adult. Sometimes the books that some of these pupils read are too hard. Not all teachers consistently check that the books match the sounds and words that these weaker readers know.

Pupils enjoy the different topics that they study. Teachers make sure that pupils learn more about subjects such as geography, history and science. They organise trips to places such as Castleton and Whitby so that pupils can learn more about geographical features. Most pupils remember a lot from the topics. For example, they know the position of the equator and how this affects the weather in nearby countries. They talk about irrigation and can explain how the River Nile helped provide fertile land for growing crops. Many pupils develop skills to confidently read maps using coordinates. They build on their use of maps when they look at countries beyond the United Kingdom. However, sometimes pupils do not remember to use some geographical concepts well. Some pupils do not always make the connections that they could with what they learned the year before.

Pupils have access to a wide range of opportunities that enrich their learning. Every pupil learns to play the guitar and many learn to play a second musical instrument. Every year, some pupils become journalists and write articles about the community for the school's newspaper. They visit the printworks and observe while their newspaper is professionally published. Leaders ensure that the most vulnerable pupils join in all aspects of school life. For example, they make sure that all pupils can go on the residential visits, attend after-school clubs and have extra music tuition.

There are opportunities for pupils to learn about how they can help others and reflect on the difference that they can make. Pupils are mature and considerate of others around them. They are respectful to all staff.

Staff feel well supported and that leaders provide helpful training for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training. They know signs to look for that might mean that a child is at risk. Staff know how to share their concerns. Leaders refer these appropriately and check that they are being acted on.

Pupils learn how to keep themselves safe, including when using the internet. Visiting speakers help pupils to understand how to keep themselves safe. Pupils know what to do if they are worried or feel unsafe.

Leaders carry out the necessary checks on employees and volunteers who come into school to be sure that they are suitable to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified the knowledge, skills and understanding they want pupils to learn in each subject. This is not yet fully embedded in a few subjects. Some pupils do not recall some of the knowledge and skills that they learned previously. Leaders need to make sure that, in all subjects, teachers fully understand the knowledge and understanding that pupils should be building on, and building up to, so that pupils connect what they have previously learned in these subjects within their current and future topics.
- Leaders have not made sure that all teachers fully understand how to help some pupils become more fluent readers through the books that they read independently. A few pupils have books which do not match the phonics that they know well enough. Teachers should make sure that the books pupils choose to read enable them to practise reading the sounds that they know and are learning.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Lowe's Wong Anglican Methodist Junior School to be good on 27–28 January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122769
Local authority	Nottinghamshire County Council
Inspection number	10110127
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair of governing body	Dr Carlo Poncipe
Headteacher	Mike Follen
Website	www.loweswong-jun.notts.sch.uk
Date of previous inspection	27–28 January 2016

Information about this school

- The school is a voluntary-controlled Church of England/Methodist school in the Diocese of Southwell and Nottingham. Its most recent section 48 inspection took place in March 2017.
- The school is part of the Minster Teaching School Alliance.

Information about this inspection

- The inspector met with the headteacher, the deputy headteacher and a range of subject leaders. She also met with the chair of the local governing body and a small group of governors.
- The following subjects were considered in depth: reading, mathematics and geography. This involved speaking with leaders and teachers, visiting lessons, speaking with pupils and looking at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around school and spoke with pupils about their understanding of bullying.
- The inspector considered a range of documents relating to safeguarding, and spoke with leaders, staff and pupils about safeguarding arrangements.

Inspection team

Claire Stylianides, lead inspector

Ofsted Inspector

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