

Inspection of Noremarsch Junior School

Clarendon Drive, Royal Wootton Bassett, Swindon, Wiltshire SN4 8BT

Inspection dates: 8 and 9 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have an over-generous view of the quality of education. They have brought about changes to the design of the curriculum in some subjects. However, leaders have not identified the key knowledge they want pupils to know and remember across the curriculum. There are a number of subjects, including reading, that remain underdeveloped.

Many pupils behave well. They are polite and respectful. Pupils say that bullying is rare. They know that adults will help them if they have any worries or concerns. Pupils feel safe. At times, low-level disruption occurs when learning is not closely matched to pupils' needs. When this happens, pupils become disengaged and lose focus. Some teachers do not have high enough expectations of pupils' conduct. Some pupils do not take pride in their work.

Leaders support pupils to develop as responsible citizens. School ambassadors organise charity fundraising events so that they can support those in need. Pupils have many opportunities to develop their talents and interests. They talk positively about the wider opportunities they receive, including the range of after-school clubs that are available for all pupils.

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

Leaders are passionate about developing a love of reading. There are a range of opportunities for pupils to read different genres and listen to stories. Leaders have recently adapted the approach to teaching reading. They have delivered training to help staff understand the new approach. However, there is not an effective approach to teaching reading for older pupils. Pupils who struggle to read do not read books that match their needs well. In guided reading, teachers do not have high enough expectations of what pupils can achieve. As a result, pupils do not progress as well as they should through the reading curriculum.

Leaders have developed a clear approach for teaching mathematics. Pupils spoken to say that they enjoy the subject. Leaders have identified gaps in pupils' knowledge. Adaptations are made to learning in order to address these. However, some pupils struggle to find equivalent fractions because they do not know their times-table facts well. Teachers do not consistently check pupils' understanding, and some pupils do not have the opportunity to apply their knowledge to solve problems. This hinders the progress pupils make through the mathematics curriculum.

Adults support pupils with social, emotional and mental health needs well. Some teachers are able to adapt learning for pupils, including pupils with special educational needs and/or disabilities (SEND), to enable them to access the curriculum alongside their peers. However, some pupils' individual learning needs,

including supporting them to read, are not well met. Targets for some pupils lack precision or do not match the provision that is in place.

Some leaders are new to their areas of responsibility. As a result, they have not yet carried out checks on the implementation of the subject they lead. Their focus is to develop a well-sequenced curriculum. However, in some wider curriculum subjects, leaders have not identified the key knowledge they want pupils to know and remember. This means that pupils do not build their knowledge well over time. In history, pupils have a limited understanding of chronology and how this relates to the periods of time they are studying. In geography, some pupils struggle to name the countries and capital cities of the United Kingdom. Leaders do not have an accurate understanding of what pupils have learned previously.

Leaders ensure the provision for pupil's wider development is carefully considered. Pupils learn about the importance of British values. Pupils respect each other for their individuality and uniqueness. They have a secure understanding of different relationships. They say they would not tolerate any type of discrimination. Pupils enjoy the opportunities they get to develop as leaders, including ambassadors, librarians and sports leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all adults in school are well trained so they can identify possible signs of abuse. There are clear procedures in place to record and report concerns. Leaders act quickly to secure the support pupils and families need. They are relentless in their efforts.

Leaders ensure that the necessary checks are made to ensure that adults who work or volunteer in school are suitable.

Pupils learn how to keep themselves safe, including online. They say that there are adults in school who they trust to help them if they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The reading curriculum is not well sequenced or ambitious. Expectations of what pupils, including pupils with SEND, can achieve are not high enough. As a result, pupils do not build knowledge well or reach ambitious end points. Leaders need to ensure that there is a clearly sequenced reading curriculum so that all pupils can read well and fulfil their potential.
- In some subjects in the wider curriculum, leaders have not identified the essential knowledge they want pupils to learn. This means that pupils do not build their knowledge well over time and there are gaps in what they know. Leaders need to

identify the knowledge they want pupils to know and remember and then check their understanding.

- Teachers do not have consistently high expectations of pupils' attitudes to learning. Consequently, some pupils do not take pride in their work and lose focus. Teachers must have high ambitions so that all pupils can produce high-quality work and achieve well across the curriculum.

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 information from Ofsted Parent View 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.

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	146421
Local authority	Wiltshire
Inspection number	10256584
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	Board of trustees
Chair of trust	Nathan Coombs
Headteacher	Hilary MacMeekin
Website	http://www.noremarsh.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Noremarsh Junior school converted to become an academy school in October 2018. When its predecessor school, Noremarsh Community Junior School, was last inspected by Ofsted, it was judged to require improvement.
- The school uses two unregistered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subject areas, including geography and art.
- An inspector listened to pupils in Years 3, 4, 5 and 6 read to an adult.
- An inspector met with the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors observed pupils' behaviour in class, around the school and during social times. They held discussions with leaders about behaviour and attendance.
- Inspectors met with the headteacher, the special educational needs coordinator, the school business manager and members of the governing body. In addition, an inspector met with members of the trust, including the chief executive officer.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before school. They also evaluated responses to Ofsted's staff and pupil questionnaires.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Lorna Buchanan

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023