

Inspection of a good school: Normanton Junior Academy

Church Lane, Normanton, West Yorkshire WF6 1EY

Inspection dates:

3 and 4 July 2023

Outcome

Normanton Junior Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Normanton Junior Academy. There are high expectations for their learning and behaviour. Whether in class or on the playground, pupils behave very well. Pupils are highly supportive of one another in classrooms and try to live up to the school's motto of 'together we learn'. Pupils are respectful of people's differences. They recognise that it is OK to be different. Pupils feel safe in school. Bullying is rare. Pupils are confident that staff will help them if they have any concerns.

Leaders have ensured that there are many opportunities for pupils to develop their talents and interests. Pupils enjoy taking part in a wide range of extra-curricular experiences, such as American football and media clubs. Clubs are well attended by all groups of pupils. Leaders prioritise the development of pupils' character. The school's reward system encourages pupils to be kind and to broaden their experiences.

Leaders are ambitious for what pupils can achieve. Subject leaders have thought carefully about the knowledge that is included in the school's curriculum. Pupils enjoy a range of opportunities to experience trips to places of interest and visiting speakers. This helps to bring the curriculum to life.

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

Leaders make reading a priority across the school. They have introduced a range of approaches to encourage a love of reading. Leaders have reviewed the reading curriculum. Pupils build upon what they learn each year. Pupils that fall behind receive extra support. This helps them to develop the skills they need to read more confidently. Leaders have carefully selected the books teachers read to pupils at the end of each day. This helps pupils extend their knowledge of the curriculum.

Leaders have reviewed and improved the school's curriculum. They have identified the important knowledge they want pupils to know and remember in each subject. Teachers think carefully about the activities they plan for pupils. For example, pupils talked

enthusiastically about the visit of an explorer who had climbed Mount Everest. This helped them to learn about the race to climb Mount Everest in a history lesson.

Leaders check what pupils know and can remember in English and mathematics. They use this information well to plan pupils' next steps. However, leaders' checks on pupils' learning in some other subjects are not as effective. Leaders have not yet introduced a system to check how well pupils are learning the curriculum in foundation subjects. Therefore, some leaders do not know how well pupils are doing in their subject.

Leaders have introduced a new mathematics curriculum. Pupils spend time each day practising things they have already learned. They can remember important mathematical vocabulary. Adults ask questions that encourage pupils to think carefully. Pupils have frequent opportunities to develop their problem-solving skills. However, occasionally teachers do not check what pupils have understood carefully enough in lessons. This means that some pupils find work too easy and others find it too hard.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. There are clear systems in place to identify pupils who may need extra help. The special educational needs coordinator (SENCo) provides staff with further advice where needed. Staff work well with outside agencies to provide pupils with the help they need.

The provision for pupils' wider development is a strength of the school. Pupils have many opportunities to join a variety of groups that help to improve the school. For example, the multi-academy trust's 'Children's Parliament' selects pupils to work together to promote sustainability. Highly skilled staff support pupils' well-being. Pupils know they can go to the 'Hive' to talk through any concerns they have. Support is well matched to pupils' needs.

Leaders are determined to ensure that pupils are prepared well for life in secondary school. Staff appreciate the support they receive. The school team support each other well. They are focused on making improvements to pupils' learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place the safeguarding of pupils as a priority. Staff receive regular updates about safeguarding. They know which signs to look out for to identify a range of safeguarding concerns. Staff know who to report to if they have any concerns about a pupil's safety.

Leaders carry out thorough checks to ensure that staff are suitable to work with children. New staff receive important information about safeguarding before they start to work at the school.

Pupils learn how to keep themselves safe through the school's curriculum. They know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems to check what pupils know and can remember are not embedded in all subjects. Some leaders do not have a comprehensive understanding of how well pupils are learning the intended curriculum. Leaders should ensure that subject leaders are supported to use effective systems to check what pupils know, remember, and can do in each subject of the curriculum.
- Some teachers do not check whether pupils understand what they are being taught carefully enough in mathematics. This means that some pupils find work too easy, and others find work too hard. Leaders should support teachers to make thorough checks on pupils' learning so that they can provide work that closely meets all pupils' needs in mathematics.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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	141878
Local authority	Wakefield
Inspection number	10269240
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	Board of trustees
Chair of trust	Steve Johnson
Headteacher	Luke Welsh
Website	www.normantonjunioracademy.org
Date of previous inspection	21 and 22 March 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since April 2021.
- The school does not use any alternative education provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, senior leaders, groups of staff, groups of pupils, a representative of the multi-academy trust and members of the local standards committee.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspector listened to some pupils in Year 3 reading to an adult.

- The inspector considered how well the school protects pupils and keeps them safe by meeting with senior leaders to evaluate the effectiveness of safeguarding measures. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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