

Inspection of Normanton Altofts Junior School

Ash Tree Gardens, Altofts, Normanton, West Yorkshire WF6 2NF

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school and are proud to attend each day. They feel happy and secure in the kind and caring school environment. Pupils appreciate the differences they have and the support they receive from staff to learn new things.

Behaviour in school is calm and purposeful. Pupils rise to the high expectations that staff have for them. Pupils have positive attitudes to learning in their lessons. They listen well and treat each other with respect. Pupils move around the school courteously and play well together in the playground.

The curriculum is rich and engaging. It is designed carefully to inspire pupils and support their learning across a broad range of subjects. Pupils live up to the high expectations of staff and achieve well. Older pupils are well prepared for their transition to secondary school.

Pupils take on a range of responsibilities, such as those of house captains, well-being warriors and members of the junior leadership team. These opportunities help pupils build their leadership skills. Pupils are pleased with the positive impact their work has on the school community. As a result, pupils leave the school as confident and thoughtful young people.

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

The school has designed an ambitious curriculum. It is carefully sequenced so that pupils' knowledge builds step by step through the years. Teachers present learning clearly. They use their secure subject knowledge to build effectively on pupils' prior understanding, particularly in English and mathematics. Pupils discuss their learning enthusiastically with each other. There is a focus on developing and extending pupils' vocabulary. Consequently, pupils can recall and talk about important information.

Reading is at the heart of the curriculum. Staff choose texts to enable pupils to develop awareness of other cultures and to support the wider curriculum. Pupils who fall behind with reading have targeted support. This helps them to catch up quickly. Pupils enjoy reading and the variety of books they have to choose from. By the time pupils leave school, they have read a wide range of literature.

The school checks pupils' learning regularly. Typically, these checks ensure teachers address any gaps or misconceptions in pupils' learning. However, beyond English and mathematics, the school does not check pupils' understanding well enough. Some pupils who need extra help are not supported as well as they could be to deepen their understanding. As a result, these pupils do not always make the progress they are capable of in some subjects.

Relationships between pupils and staff are positive and respectful. Pupils behave well in lessons. If they struggle, pupils receive effective support to help them understand what needs to be better next time. However, on occasion, the information shared about

behaviour incidents lacks clarity. As a result, patterns and trends in behaviour are not always identified or addressed as effectively as they could be.

Pupils enjoy their social time and the fun activities the school provides. They attend well. Leaders have clear, robust systems for ensuring pupils attend school regularly. They work with families to promote the value of high attendance and its impact on learning.

Staff ensure that pupils' emerging needs or any barriers that may have arisen are identified swiftly. This means pupils with special educational needs and/or disabilities (SEND) have well-planned support in place. Disadvantaged pupils are helped to achieve well and take part in the full range of activities that contribute to life in school.

Pupils' personal development is extensively supported. The school promotes tolerance and respect for different beliefs, cultures and ways of life. Pupils learn how to keep safe. They have a particularly secure understanding of how to stay safe online. Pupils learn about relationships in an age-appropriate way. They are prepared well for their next stage in education.

Governors know the school well and understand their roles. They support and challenge the school to continue to improve. The school benefits from the support it receives from the local authority. Leaders carefully addressed the improvements needed since the last inspection. The school has ensured that staff receive the development support they need to improve their practice. Staff appreciate leaders' consideration of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in foundation subjects is not as well developed as it could be. This means that the school does not have a clear understanding of pupils' progress in the wider curriculum. The school should ensure that gaps in pupils' knowledge are identified well and addressed swiftly, allowing pupils to deepen their understanding.
- Information about behaviour incidents is not always shared clearly or consistently. As a result, the school does not consistently identify or respond to patterns and trends in behaviour. The school should ensure that staff have the expertise to share precise and useful information, so that behaviour can be monitored and addressed effectively.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108208
Local authority	Wakefield
Inspection number	10379337
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair of governing body	Andrea Wright
Headteacher	Joanne Vickers
Website	www.altoftsjuniorschool.co.uk
Dates of previous inspection	8 and 9 March 2023, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher, other senior and middle leaders, and the local authority representative.

- Inspectors held discussions with governors, including the chair of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and physical education. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors visited breakfast club and reviewed the extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to parents and carers and groups of pupils as part of the inspection.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Richard Wakefield, lead inspector	His Majesty's Inspector
Joanne Cliff	Ofsted Inspector
Rob Hunter	Ofsted Inspector

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