

Norton Juxta Kempsey C of E First School

Inspection report

Unique Reference Number	116834
Local Authority	Worcestershire
Inspection number	312419
Inspection dates	20–21 February 2008
Reporting inspector	Marion Wallace

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	158
Appropriate authority	The governing body
Chair	M Goode
Headteacher	Julia Dean
Date of previous school inspection	27 January 2003
School address	Wadborough Road Littleworth Worcester WR5 2QJ
Telephone number	01905 820420
Fax number	01905 821598

Age group	4–9
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Norton Juxta Kempsey School is a smaller than average school. The vast majority of pupils are from White British backgrounds, with very few pupils of minority ethnic origin. No pupils from minority ethnic families are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities and the number of pupils eligible for free school meals are well below average. Attainment on entry to the Reception class is above average. Most children have attended Nursery or pre-school before they enter the Reception class. The school has been led by the acting headteacher, supported by the acting deputy headteacher, since the last inspection. Interviews to appoint a substantive headteacher are currently taking place.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good. The school is popular with pupils and parents because it is regarded as a caring place that encourages pupils to achieve well. One parent summarised the views of many; 'Children are incredibly happy, they have always felt safe and well cared for.' Parents appreciate the hard work and commitment from all staff and recognise the significant improvements since the last inspection.

The driving force behind the school's ongoing improvement has been the good leadership of the acting headteacher and deputy. With the support of staff and governors, they have established a caring and supportive learning environment. The school has made good progress since the last inspection and has good capacity to improve.

Children settle into Reception well because relationships are very positive. They enjoy the activities planned for them and they make sound gains in all areas of learning. Opportunities to fully maximise learning outdoors are less well developed because the school is developing the outdoor area. Children entering Year 1 are of above average attainment.

Pupils build well on their prior attainment in Years 1 and 2 and consequently, by the age of seven, standards are well above average in reading, writing, mathematics and science. The quality of teaching is good. Pupils who have learning difficulties and/or disabilities make the same good progress as their peers. Progress in the two mixed-age Year 3 and 4 classes continues to be good. Pupils reach standards that are well above average by the end of Year 4. While the content of their work is good, standards of presentation throughout the school are variable. Progress in the basic skills of literacy and numeracy is good, which, combined with good personal qualities and social development, ensures that pupils are well prepared for their future economic well-being.

Teaching is good overall and contributes to the good progress. The school has improved target setting but not all pupils are clear about what they as individuals need to do to improve the quality of their work. Good marking that helps pupils understand clearly what they have to do to improve their work is not yet consistent across the school in all subjects.

Pupils' personal development and their spiritual, moral, social and cultural development are good. They make a good contribution to the school and local community. The new school council responds and acts on pupils' views. Relationships and behaviour are excellent. Pupils know how to stay safe and healthy, and participate enthusiastically in daily exercise sessions. They experience a good level of care, and procedures to track pupils' academic progress are adequate. The curriculum is satisfactory; opportunities to use literacy, numeracy and information and communication technology (ICT) to enrich learning in other subjects are not as well developed as they could be.

Effectiveness of the Foundation Stage

Grade: 3

The overall effectiveness of the Foundation Stage is satisfactory. A secure environment helps children feel confident and happy. Children make sound gains in all areas of learning and they enter Year 1 with levels of attainment above the expected. They experience an appropriate balance between making purposeful choices about their activity and being directed and guided. Children enjoy linking actions to sounds, but sometimes teachers miss opportunities to use questions to challenge different abilities during these sessions. Activities are generally well

planned; children develop their negotiating and organisational skills well in the role-play areas and learn to add and take away simple numbers. Planning for outdoor learning, however, is less well developed. Outdoor activities do not always challenge children and weather conditions are not fully utilised. Children are encouraged to take responsibility for simple jobs such as self-registration. Leadership and management of the Foundation Stage is satisfactory.

What the school should do to improve further

- Improve the use of target setting and teachers' marking in all subjects, particularly the foundation subjects, to ensure all pupils have a clear understanding of what they need to do to improve.
- Extend opportunities to use literacy, numeracy and information and communication technology to enrich learning in other subjects while improving the quality of presentation.
- Improve the quality of the outside learning for children in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils build well on the start they make in Reception, reaching standards significantly above average in reading, writing and mathematics by the end of Year 2. Standards in national tests have improved dramatically in the last year. In 2007, pupils exceeded their targets in the Year 2 tests. Challenging and stimulating tasks, generally well matched to pupils' ability, contribute to this good achievement. Many pupils have already reached or exceeded their targets this year.

The improving picture continues in Years 3 and 4; achievement continues to be good because teaching is good or better. Pupils in the current Year 3 are on course to achieve very high standards and pupils in Year 4 are on course to achieve standards well above average. This represents good achievement. Pupils with learning difficulties and/or disabilities are well supported in class and make good progress. Effective monitoring now identifies and challenges any dip in attainment and measures are swiftly put in place to redress any downward slip, for example, in reading and mathematics. Whilst the content of work is good, handwriting, spelling and general presentation are not consistently accurate and neat. The school is aware of this and an action plan is already in place.

Personal development and well-being

Grade: 2

Pupils' thorough enjoyment of school is reflected in good attendance and punctuality. Exemplary attitudes and behaviour are underpinned by excellent relationships. Pupils say bullying is rare and that adults deal with inappropriate behaviour quickly and fairly. Good gains in spiritual, moral and social development enables pupils to appreciate the achievement of others and show care and consideration. Pupils' understanding of life in multicultural British society is satisfactory. They contribute well to the school and local communities. Pupils take responsibility seriously, for example, as reading buddies or 'huff and puff' play leaders. Their views are considered in the recently established school council. Raising money for charities gives pupils a good understanding of wider social and economic issues. As one pupil stated; 'It helps us understand others don't have as much as we do.' Work related to gaining 'Healthy School' status, together with initiatives such as the much-enjoyed 'Activate' sessions, gives pupils a good understanding of the need for safety, exercise and healthy eating.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well organised and pupils make good gains in their learning. Strong relationships, good attitudes and excellent behaviour contribute to the positive climate for learning. Teachers share the purpose of the lesson clearly with pupils. In most classes, pupils are taught well. In a few, teaching is satisfactory, although it is being improved successfully. The majority of teachers have good expectations of their pupils and plan interesting activities to capture their imaginations. Pupils work hard because expectations are clear and lessons proceed at a brisk pace. Teachers are now planning adequately for all the different groups in the mixed-age classes. Targets are being used but the consistency and effective use is variable in different subjects and classes. Teaching assistants provide valuable support to make sure their pupils are successful in their work.

Curriculum and other activities

Grade: 3

Curriculum planning is detailed and usually well matched to pupils' ability, and consequently they enjoy what is offered. Pupils talk enthusiastically about physical education and the school has achieved the 'Activemark'. The use of literacy, numeracy and ICT to enrich learning in other subjects is less well developed. Lack of computers has limited their availability in classes at all times. A comprehensive programme for Personal Social and Health Education, supported by a residential trip for older pupils, contributes to the caring ethos in the school. Effective provision is made for pupils with learning difficulties and the school is beginning to develop a programme to support the needs of gifted and talented pupils. A good range of visits, such as the recent trip to the Black Country Museum, and visitors enhances learning. The many clubs and activities are popular and well attended. Opportunities for learning about life in multicultural Britain are less well developed.

Care, guidance and support

Grade: 3

Pastoral support is strong and pupils are confident that adults will respond quickly to any problems. Pupils' welfare and safeguarding procedures are robust. Effective induction and transfer procedures help children to settle quickly into Reception and to move onto the next stage of their education. Good personal support given to pupils with learning difficulties enables them to make similar progress to other pupils. Good links are maintained with other services to support the well-being of all pupils. Academic guidance is satisfactory. Improvements have been made in the use teachers make of assessment information to monitor and track pupil performance and support future planning. To support this, pupils are becoming increasingly involved in evaluating their own performance. The quality of teachers' marking is inconsistent in that it does not always give pupils sufficient guidance on how to improve.

Leadership and management

Grade: 2

The school is well organised because the acting headteacher ensures it runs smoothly on a day-to-day basis. A shared vision and good support from the acting deputy headteacher and the local authority have resulted in improved systems for monitoring school performance. Particular gains have been made in teaching, assessment procedures and resources. Such developments, together with successful strategies to improve higher levels of performance in reading, writing and mathematics, have led to high levels of pupil achievement and learners' strong personal development. The school has now eradicated instances of underachievement.

The school has an accurate understanding of its strengths and areas for development. Despite not showing detailed costs of planned improvements, the school development plan is a useful tool to move the school forward. To support this, the school is currently developing the expertise of middle managers to enable them to play a full part in leading subjects for which they are responsible and thereby help the school to make further gains. The governing body play a full part in strategic and financial planning and are purposeful as critical friends in challenging the school to do its very best.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 February 2008

Dear Pupils

Inspection of Norton Juxta Kempsey C of E Primary School, Littleworth, Worcester WR5 2QJ

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers. We enjoyed joining you for assembly and will remember your joyful singing. These are the things we liked most about your school.

- You settle in well to school in Reception and you enjoy school.
- Many of you said that you think your school is good. We agree with you; your levels of attendance and enthusiasm reflect this.
- Your teachers work hard to make lessons interesting and fun.
- Your behaviour is excellent; you are all extremely polite and consider the needs of others, and this contributes to the friendly atmosphere.
- You thoroughly enjoy school and all the activities, including those that take place outside the school day. These all help you learn to lead active, healthy lifestyles.
- Your school is well led and managed and this contributes to your enjoyment of school, and helps you feel safe and well cared for.
- There is good support for those who need extra help.

To make things even better, this is what we have asked the school to do.

- Improve the use of targets and marking in all subjects so that you all have a clear understanding of what you need to do to improve.
- Use literacy, numeracy and information and communication technology to help you learn more in other subjects and to improve the presentation of your work.
- Improve the outdoor learning area for children in Reception.

We wish you well for the future.

Yours sincerely

Mrs Marion Wallace Lead inspector

Annex B



21 February 2008

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