

# South Wootton Junior School

## Inspection report

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<b>Unique Reference Number</b>	121197
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339893
<b>Inspection dates</b>	6–7 May 2010
<b>Reporting inspector</b>	Declan McCarthy

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	8–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Williamson
<b>Headteacher</b>	Mr Andrew King
<b>Date of previous school inspection</b>	4 December 2006
<b>School address</b>	Hall Lane South Wootton Norfolk
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons and eight teachers were seen. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at safeguarding policies and procedures, pupils' written work, records of progress, minutes of governors meetings and the school development plan. Inspectors also considered 69 questionnaires from parents together with those returned from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of girls in mathematics and writing relative to boys, to determine if assessment is being used effectively to raise standards
- how strongly pupils' spiritual, moral, social and cultural development impacts on other outcomes
- the impact of the curriculum and care, guidance and support on pupil outcomes
- how well senior and middle leaders are supporting the headteacher in embedding ambition and driving improvement.

## Information about the school

This school is slightly smaller in size than most other primary schools. The very large majority of pupils are of White British heritage and the proportion of pupils whose first language is other than English is very low. The proportion of pupils identified as having special educational needs and/or disabilities, mainly moderate learning difficulties, is broadly average, as is the number of pupils with a statement of special educational needs. Currently pupils transfer to the school from the neighbouring first school in Year 4, although there are local authority plans to admit pupils in Year 3 from September 2011. The school has gained a number of awards in recent years, including the Activemark Gold award for sports. It has Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which continues to sustain above average standards and improve its provision under the strong leadership of the headteacher. Pupils in Years 4 to 6 achieve well because they enjoy school and are provided with good teaching and an interesting and enjoyable curriculum. Nearly all parents are very supportive of the school, one typically commenting, 'My child has thoroughly enjoyed all aspects of learning at the school. I am extremely pleased with his progress and teaching staff provide a happy learning environment.'

Pupils' spiritual, moral, social and cultural development are good. Pupils are happy in school and have very good relationships with others. They learn well because teaching is good. Lessons are well planned and teachers have good subject knowledge. The school has developed its system and use of assessment since the last inspection by ensuring that all pupils now have targets and that work is generally matched to pupils' different needs and abilities. The school's improved tracking system shows how much progress pupils make by the time they leave school. However, it does not enable staff to fully evaluate the progress made as pupils move through the school because it does not accurately reflect progress in Year 4.

Pupils feel safe and secure in school as a result of the good care and support provided for them. Good support helps pupils with special educational needs and/or disabilities to gain in confidence and independence, and they participate fully in lessons and engage with all aspects of learning. Good personal, social and health education, reflected in the school's Healthy Schools status, ensures that pupils have a good understanding of how to stay healthy. The school has strong links with its local community and pupils celebrate the richness and diversity of other cultures, particularly through music, the arts and learning about world religions.

Although the school has many good procedures to ensure that pupils are safe, the recording of the outcomes of incidents, such as inappropriate behaviour of pupils, and monitoring of these by governors is not rigorous enough. Despite this relative weakness, safeguarding requirements are met. The headteacher, staff and governors, check the work of the school regularly, and have an accurate view of its strengths and areas for development. This information is used to set clear priorities for improvement and for tackling any weaknesses, through, for example, establishing booster classes for pupils to raise achievement further. Consequently, the school has successfully narrowed the gap between boys' and girls' achievement and significantly improved the support provided to pupils with special educational needs and/or disabilities, particularly in mathematics where some pupils make outstanding progress. Changes since the last inspection to the management of the school's computer network have markedly improved the use of

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information and communication technology (ICT) to support teaching and learning throughout the school. These factors, taken together, demonstrate that the school has a good capacity to sustain further improvement.

**What does the school need to do to improve further?**

- Strengthen safeguarding procedures by ensuring that
  - records of incidents, such as inappropriate behaviour, include more detailed information on the follow up action taken
  - ensure governors monitor the outcomes of such incidents.
  - Refine assessment systems to demonstrate progress from entry as pupils move through the school.

**Outcomes for individuals and groups of pupils****2**

Learning and progress in lessons seen and in pupils' work were good as a result of good teaching, good use of assessment to support learning and good implementation of the curriculum. For example, in a Year 6 English lesson, pupils were encouraged to use ICT to write a powerful letter persuading parents that Hilltop is an excellent place for their children. As a result, pupils made good progress in using ICT to write persuasively for a specific audience. For forPupils currently reach above average standards and achieve well. The school has managed to sustain above average standards and good achievement in recent years, narrowing the gap between girls' and boys' achievement, as a result of good leadership. Pupils with special educational needs and/or disabilities and the few pupils at an early stage of learning English make good and in some cases outstanding progress in learning because they receive high quality support. They make outstanding progress in mathematics because outstanding support is provided from specifically trained support staff to meet their needs. Pupils' achievements in sports and music are also outstanding because the curriculum is particularly strong in these subjects.

Pupils have very good relationships with others and their behaviour in lessons and around school is good. Pupils raised few concerns about bullying saying this was dealt with very effectively on the rare occasion it occurs. Pupils' good attendance and their high rate of participation in after-school activities reflect their good enjoyment of school. Pupils make a positive contribution to their school and community through, for example, their charity work, the active school council, and acting as buddies, classroom monitors and leaders. Pupils' good achievement and personal development ensure they are well prepared for transfer to secondary school.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In lessons seen, pupils focused and concentrated on learning because teachers provided stimulating activities at a lively pace, such as a multimedia presentation of the geographical features of the Great Ouse at King's Lynn, seen in a Year 5 geography lesson. Teachers' good subject knowledge enables pupils to acquire new knowledge, understanding and skills quickly. Teaching assistants provide good support for pupils with special educational needs and/or disabilities to ensure they make good progress in lessons. Good improvement in the use of assessment since the last inspection ensures that work is more closely matched to the different learning needs of pupils and lessons are well planned to meet their needs. The system for setting individual and whole-school targets is generally effective. Although the system for tracking of progress throughout the school is detailed and accurately reflects progress made in Years 5 and 6, it does not fully reflect the progress that pupils make in Year 4.

The well organised and imaginative curriculum promotes good outcomes for pupils. There are very good opportunities to enrich learning, particularly through sports and music which are outstanding features of the curriculum impacting most positively on pupils' learning and enjoyment. There is a good emphasis on the development of pupils' key literacy, numeracy and information and communication technology skills, which prepares pupils well for their futures. For example, in a mathematics lessons, the interactive whiteboard was used well to illustrate how to simplify ratios and proportions quickly enabling all pupils to acquire useful skills of calculation. The curriculum is personalised well, for pupils of all capabilities including higher attainers and those with special educational needs, through for example booster classes to raise achievement.

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Good pastoral care for all pupils is reflected in pupils feeling safe, secure and happy in school. There are high levels of staff supervision and good personal guidance and support for pupils from vulnerable circumstances. Close links between home and school support pupils well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Under the strong leadership of the headteacher, senior and middle leaders are ambitious for the school and are effective in driving improvement forward. They use outcomes of monitoring, especially of teaching and learning, to identify the school's strengths and weaknesses and to set realistic priorities for improvement. Vetting procedures for staff and visitors are thorough and all staff and key governors have received updated training. The school records incidents involving pupils but does not always include sufficient detail to show the outcomes of interventions. Governors are highly committed, work extremely hard and provide good support for the school. Several visit the school on a weekly basis supporting both staff and children. They ensure that all legal requirements, including those for safeguarding, are met and monitor nearly all aspects of the school's work effectively. Although they monitor the implementation of safeguarding procedures regularly, they are not rigorous enough in monitoring outcomes of incidents, such as inappropriate behaviour, recorded by the school.

The school promotes equality of opportunity by including all pupils in all aspects of school life and tackling any pockets of underachievement successfully. The school has established productive partnerships with local schools and within the community, for example in sport, which considerably enhance pupils' learning and personal development. Parents' very positive views of the school reflect their strong links and good relationships with staff and governors. The school has well developed links with the local community and promotes the understanding of the diversity of British culture and global culture through, for example, music, assemblies and the study of world religions. It has also carried out an audit and produced an action plan to develop this further through a more detailed analysis of the impact of its actions on developing links with the wider community. The school provides good value for money as it uses its resources effectively to ensure pupils make good progress in their learning and personal development.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers are very positive about all aspects of the school's work. All those who returned the questionnaires are happy with their children's experience of school and say that their children enjoy school. A small minority of parents voice concerns over the management of behaviour. Inspectors found behaviour to be managed well throughout the school and saw consistently good behaviour in lessons.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Wootton Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	55	31	45	0	0	0	0
The school keeps my child safe	45	65	21	30	1	1	1	1
The school informs me about my child's progress	34	49	32	46	3	4	0	0
My child is making enough progress at this school	31	45	35	51	2	3	0	0
The teaching is good at this school	34	49	35	51	0	0	0	0
The school helps me to support my child's learning	26	38	39	57	1	1	1	1
The school helps my child to have a healthy lifestyle	32	46	34	49	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	41	39	57	0	0	0	0
The school meets my child's particular needs	33	48	32	46	1	1	0	0
The school deals effectively with unacceptable behaviour	24	35	39	57	5	7	0	0
The school takes account of my suggestions and concerns	24	35	42	61	2	3	0	0
The school is led and managed effectively	30	43	37	54	1	1	0	0
Overall, I am happy with my child's experience at this school	37	54	31	45	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 May 2010

Dear Pupils

Inspection of South Wootton Junior School, South Wootton, PE30 3JZ

The inspectors really enjoyed meeting you when we visited your school recently. We listened very carefully to what you had to say and we could see how very proud you are of your school. I particularly enjoyed seeing you work so hard in lessons, how well you behave around the school, and your choir's wonderful singing at the end of the school day. There are many good things we found out about your school.

You all make good progress and achieve well because you try hard as a result of good teaching and the good support you receive in lessons. You have a good variety of interesting activities to enrich your learning, such as sport, and you participate fully in these. You stay healthy and safe in school and you are always trying to help others. The staff all take good care of you and you said that you could go to any member of staff if you had a problem. Your school is well led and managed

Here are two suggestions I have made to make your school even better:

- make sure that school improves its records of what happened when incidents occur in the playground or around the school, and ensure that your school governors check these regularly
- develop a clearer system to show the progress you make from when you first join the school.

Keep trying your best to reach your targets and good luck to those who have just taken their tests.

Yours sincerely

Declan McCarthy

Lead inspector

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