

Inspection of a school judged good for overall effectiveness before September 2024: Heacham Junior School

College Drive, Heacham, King's Lynn, Norfolk PE31 7EJ

Inspection date:

15 October 2024

Outcome

Heacham Junior School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Louise Jackson. The school is part of the West Norfolk Academies Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Johnson, and overseen by a board of trustees, chaired by Roger Livesey.

What is it like to attend this school?

Pupils thrive at this inclusive, welcoming school. They enjoy playing and learning with their classmates. Pupils feel safe and attend well.

The school has high expectations for pupils' achievement, including those with special educational needs and/or disabilities (SEND). This is reflected in how well pupils are prepared for the next stage in their education. Pupils speak with confidence about the knowledge they learn and remember each year. They achieve well.

Pupils generally respond positively to the expectations that the school sets and behave well. This means pupils move around school in a calm and orderly manner. In class, most pupils display strong attitudes to their learning.

Pupils benefit from a wide range of opportunities that enhance their learning. These experiences are carefully planned and give all pupils the chance to broaden their horizons. Pupils eagerly prepare for an annual public speaking event, enjoy a wide range of sporting clubs and competitions, and have the chance to play different musical instruments.

A wide range of leadership roles are in place to give pupils an active voice. Head pupils, school councillors and sports leaders contribute fully to school life. They come together with pupil leaders from other trust schools to make decisions about school events.

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

Working closely with the trust, the school has designed an ambitious and well-considered curriculum. The key knowledge pupils learn year on year is clearly identified.

The school's English curriculum is effective. Leaders quickly recognise pupils who need extra support with their reading, and this is put in place right away. Trained staff deliver a clear phonics programme to any pupil who needs support to catch up. This works well and ensures that all pupils are able to access the full curriculum. As pupils progress through the school, they develop their speaking and communication skills well. They acquire the ability to read and write effectively and, as a result, achieve well.

Across the curriculum, the school has trained staff to teach in an effective way. Learning tasks are explained clearly. Teachers question pupils routinely to involve all pupils in lessons and check how well pupils are doing. Pupils have regular opportunities to revisit their prior learning, which helps them to learn and remember and build on their learning over time. As a result, pupils progress successfully through the curriculum across different subjects.

The provision for pupils with SEND is a considerable strength of the school. The school has ensured that staff are well trained to identify and support pupils with a wide range of needs. Successful adaptations to learning tasks are made. These mean pupils with SEND access the same ambitious curriculum as their peers. The school also ensures that pupils with SEND are fully involved in all aspects of school life.

The school has high expectations regarding how it expects pupils to behave, and pupils generally live up to these. In lessons, learning typically proceeds without disruption. However, on occasion, staff do not ensure they set the same high expectations in all lessons. This means pupils can lose focus and not learn as successfully as they could. As a result, some pupils develop gaps in their learning over time.

The school prioritises pupils' wider development. They have considered what their pupils need most and actively promote diversity and raising pupil aspirations through their curriculum and extra-curricular offer. Trips to different places of worship as well as the chance to visit Parliament in London significantly enhance pupils' experiences. A link with a school in India develops pupils' understanding of different cultures and beliefs. Pupils are well prepared for life in modern Britain.

Staff greatly appreciate leaders' care for their workload and well-being. They value the support and professional learning they receive through the trust, which helps them to do their jobs effectively. Trust leaders and governors know the school well. They provide support and challenge to school leaders to ensure the school makes continued improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, adults' expectations of pupils' attitudes to learning are not as high as they could be. This results in some pupils losing focus and therefore not achieving as well as they might. The school should continue to support staff to instil the same high expectations for all pupils across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in May 2019.

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	142842
Local authority	Norfolk
Inspection number	10338332
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	100
Appropriate authority	Board of trustees
Chair of trust	Roger Livesey
CEO of the trust	Andrew Johnson
Executive Headteacher	Louise Jackson
Website	www.heachamjunior.co.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school leadership team works in this school and two other schools within the West Norfolk Academies Trust.
- The school run a breakfast club on site.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors met with the executive headteacher and other school leaders. They also met with the CEO, a trustee and other leaders from the trust. They also met with a member of the local governing body.
- The inspectors focused inspection activity on the following subjects: English, mathematics, geography, religious education, and art and design. For each group of subjects, inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- 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' interest first.
- The inspectors considered the views of parents and carers through responses to the online survey, Ofsted Parent View.
- The inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

Jason Howard

Ofsted Inspector

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