

Inspection of North Wootton Academy

Priory Lane, North Wootton, King's Lynn, Norfolk PE30 3PT

Inspection dates: 11–12 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this welcoming school. They feel happy and safe here. Each day starts in the same way. Pupils are encouraged to say something complimentary to the class 'star of the day'. Pupils say that North Wootton Academy is 'amazing, marvellous, fantastic, inspirational'. They say that 'the school motivates you to be your best, but not in a selfish way.'

Pupils are polite and respectful. They 'live and breathe' the school 'teamwork' mantra. Pupils know that the letters stand for: transform, empower, aspire, motivate, wonder, open-minded, respect and kindness. Pupils recognise that being kind and respectful to all is the most important thing.

Pupils have a wide range of experiences that build their confidence and leadership skills. They do extra jobs around the school. Pupils pick up litter, act as playground buddies, save energy and reduce waste around the school. Pupils are prepared extremely well for secondary school, and their place in the wider community, as 'leaders for Lynn'.

Pupils, staff, parents and carers state that there are high expectations for behaviour. Where there is bullying, or challenging behaviour, staff and leaders deal with it compassionately and well.

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

Leaders have a very clear vision. They are dedicated and determined that every pupil will achieve as well as they possibly can. This vision is shared by staff and governors. Leaders focus on academic excellence. They also make sure that pupils develop into happy, healthy, well-rounded citizens.

Pupils enjoy learning and behave well around the school. Leaders have given much thought to planning the curriculum. The curriculum is ambitious and makes links across the different subjects. There are many wider opportunities and clubs for all pupils. Teachers ensure that pupils use their prior knowledge, apply new learning in lessons and look forward to 'what comes next'. Pupils' work across the curriculum is of a good quality. Pupils achieve well, particularly in mathematics and reading.

Leaders make reading a high priority. Pupils told us that they enjoy reading. They talked with interest about the books they were reading. Leaders have made significant improvements to the teaching of phonics. All staff who teach phonics have received appropriate training. Phonics starts straight away when children join the Reception class. Teaching staff provide effective support for pupils who need to catch up.

The mathematics curriculum is well planned and challenging. Teachers ensure that pupils can use the calculation methods they have learned to solve problems. Pupils' mathematics knowledge and skills build up steadily as they move through the

school. For example, Year 2 pupils can work with fractions, while Year 6 pupils solve algebraic problems successfully. Pupils enjoy mathematics and explain their thinking clearly.

Children in the early years get off to a good start and become confident learners. They settle into their daily routines well. Children make strong progress in learning numbers and solving simple problems. Language development is at the core of learning. Children enjoy exploring and problem solving. Teachers plan activities well and make them interesting. Leaders have planned the early years curriculum so that children have the skills and confidence they need to successfully move on to Year 1.

The computing curriculum is planned logically and in sequence. In computing, older pupils confidently apply the basic skills of logging on, retrieval and typing skills. They use these skills as they complete more complex tasks, such as producing a movie.

Teachers have a strong knowledge of subjects and how to teach them. They are improving their skills and strategies to ensure that all pupils, including those with complex special educational needs and/or disabilities (SEND), can access and progress within the curriculum. Leaders are ambitious for pupils with SEND. However, leaders know that more needs to be done to improve the provision for pupils with SEND.

The personal, social and health education (PSHE) curriculum is particularly strong. It is a 'golden thread' that runs through all the school's work. Pupils are unanimous in their view that it is 'okay for people to be different'. They understand and connect the value of democracy to how they vote for their class school council members. Older pupils enjoyed their visit to the Houses of Parliament, where they met their local MP. Pupils think about the needs and experiences of others. The school works with a range of community groups. For example, pupils sing at local care homes and support the local food bank. Staff look after pupils well and provide impressive opportunities for personal development. Adults prepare pupils well for life in modern Britain.

Leaders provide all pupils with a high quality of education and care. Leaders reflect on what is working and make changes where they are needed. Trustees and governors carry out their responsibilities with diligence. They hold the principal to account for the quality of education and the well-being of pupils and staff in the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a top priority for trustees and school staff. They are not complacent. They are fully aware of local issues and how these might affect pupils at North Wootton Academy in the future.

Pupils are made aware of risks, including when online, and are taught how to keep themselves safe.

The school's record of checks it carries out on adults who work in the school is comprehensive. Trustees, governors and leaders have ensured that all safeguarding arrangements are fit for purpose. Staff receive regular training on safeguarding. They know how to keep pupils safe. The school works well with external agencies to get pupils the help and support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teaching staff know enough about teaching strategies and classroom structures to support some pupils with SEND. As a result, some pupils do not access the curriculum as fully as they should. Leaders need to continue to develop the skills of their teaching staff to ensure that all pupils can access and progress within their ambitious curriculum.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	144020
Local authority	Norfolk
Inspection number	10121340
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	Board of trustees
Chair of trust	Derek Stringer
Principal	James Grimsby
Website	www.northwoottonacademy.co.uk
Date of previous inspection	Not previously inspected as an academy

Information about this school

- North Wootton Academy converted to become an academy school on 1 March 2017. When its predecessor school, North Wootton Community School, was last inspected by Ofsted, it was judged to require improvement overall.
- North Wootton is a sponsor-led academy. It is part of the Eastern Multi-Academy Trust.
- North Wootton Academy is slightly larger than the average-sized primary school.
- The proportion of pupils with an education, health and care plan (EHCP) is higher than the national average.
- The school makes use of the alternative provision provided by the local resource base at Terrington St Clement Community School.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the principal, assistant principal, the early years leader, the special educational needs coordinator (SENCo) and some subject leaders. We also met with members of the trust board and members of the local governing body.
- We undertook learning visits, talked with pupils and teachers, heard pupils read and examined work in pupils' books and displays around the school. Most of these activities took place alongside school leaders.
- We examined school documents, including policies and records relating to behaviour, attendance, health and safety, and the curriculum. We also checked the school's website.
- We examined a range of documentation relating to child protection and safeguarding. We spoke to staff to gain a clear understanding of the culture of safeguarding in the school.
- We observed pupils' behaviour and school routines, both in classes and at breaktimes.
- We considered the 73 responses to the Ofsted Parent View survey, including 69 free-text responses. We also took into account the 14 responses to Ofsted's staff questionnaire and the 54 responses to the pupil survey.
- We did deep dives in reading, mathematics, computing and personal, social and health education (PSHE).

Inspection team

Sally Garrett, lead inspector	Ofsted Inspector
Jo Nutbeam	Ofsted Inspector
Kay Tims	Ofsted Inspector

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