

Inspection of a school judged good for overall effectiveness before September 2024: Temple Normanton Junior Academy

Elm Street, Temple Normanton, Chesterfield, Derbyshire S42 5DW

Inspection date:

26 November 2024

Outcome

Temple Normanton Junior Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Leica Carter. This school is part of Aston Community Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebecca Scutt, and overseen by a board of trustees, chaired by John Barton.

What is it like to attend this school?

At Temple Normanton Junior Academy, pupils are caring, polite, curious and respectful. They learn to conduct themselves in a calm and measured way. They told inspectors that they feel happy and safe in school because staff look after them. In this small village school, pupils of all ages play and study together in harmony. They enjoy learning. However, occasionally, pupils do not learn the school's curriculum as well as they could.

Pupils relish the different roles and responsibilities they have in school. 'Mini-leaders' coordinate activities at lunchtime with pride. They encourage their peers to follow the rules of the playground games and urge them 'to be the best'. Other pupils help their peers to understand online safety and learn how to look after the environment.

Children in the early years quickly learn the school's routines, such as how to share and use resources appropriately. However, interactions with staff during independent learning do not always help children improve their communication and language. Pupils in Year 6 appreciate visits to local secondary schools in readiness for their transition to key stage 3. These visits help them to understand the changes and the new environment they will move to.

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

The school, alongside the trust, has ensured that the curriculum in each subject clearly identifies the key knowledge that pupils need to know and learn. Pupils in mixed-age classes learn a curriculum that is well matched to their stage of development.

Staff appreciate the training and support they get to deliver the curriculum and develop their expertise. Some of these curriculum changes have had a positive impact on staff's workload. However, in some subjects, teachers' knowledge is not developed fully. They sometimes do not explain things as well as they should, leaving pupils with gaps in their knowledge.

There is a strong focus on securing pupils' learning of the basics, including learning to read. Staff ensure that pupils rehearse this knowledge often. Pupils who need extra help to keep up with the school's early reading programme receive prompt support. Staff use timely checks to ensure that pupils are at the right stage of the reading curriculum. As a result, pupils become increasingly confident in reading unfamiliar words using the techniques they have learned.

Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), develop the confidence and resilience to overcome any challenges to learning that they may face. Teachers usually adapt learning well for these pupils. They rephrase instructions and repeat key language so that pupils with SEND can learn alongside their peers.

Vocabulary is prioritised in the school's curriculum. 'Yellow bricks' are used to highlight the key words that pupils need to use and recall. Teachers often revisit these words to check pupils' understanding. In the early years, children learn to repeat key vocabulary and listen carefully to instructions. They practise recognising how many objects are in a small group without counting and enjoy listening to stories. However, during independent learning, interactions and communication between adults and children are not as rich or ambitious as they should be. This limits how well some children develop their early language.

Most parents and carers praise the school's work. They recognise the progress their children have made. They appreciate the strong relationship that the school nurtures between home and school. Parents understand the school's expectations for attendance and punctuality. Over time, this has had a positive impact, particularly for the most disadvantaged pupils in school.

The school's provision for personal development is well considered. The books pupils read help them to understand different communities. This encourages them to develop empathy, compassion and respect for diversity in modern Britain. Pupils have an age-appropriate understanding of healthy relationships and know what it means to be a good friend. They know how to keep themselves physically and mentally healthy, and how to stay safe online and in the wider community.

Governors and trustees know the school well. They provide robust challenge and support. They assure themselves of the quality of education that the school provides and the improvements needed. The school has an accurate understanding of its next steps. It is addressing these priorities methodically to ensure that these changes are sustainable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not have the necessary expertise to deliver the curriculum as intended. The explanations they give to pupils are not always clear enough. They sometimes teach pupils misconceptions. As a result, pupils do not learn as well as they could in these subjects. The school must ensure that all staff have the knowledge and expertise they need to deliver the curriculum in each subject as intended.
- During independent learning activities in the early years, interactions and communication between adults and children are not consistently rich, ambitious and meaningful. This does not help children to close gaps in early communication and language. The school should ensure that all staff in the early years have the necessary skills and expertise to develop children's communication and language when children learn independently.

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 to be 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 February 2020.

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	144344
Local authority	Derbyshire
Inspection number	10347660
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	Board of trustees
Chair of trust	John Barton
CEO of the trust	Rebecca Scutt
Principal	Leica Carter
Website	www.templenormantonacademy.org
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of Aston Community Education Trust.
- The school does not use any 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.
- 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.

- Inspectors met with senior leaders, subject leaders, teaching and support staff.
- Inspectors considered the school's curriculum, particularly for early reading, English, mathematics, computing, geography and science. They visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also met the trust's executive principal and the CEO, as well as representatives of the board of trustees and the local governing body.
- Inspectors considered the school's personal development programme.
- Inspectors reviewed the school's behaviour and attendance records. Inspectors also spoke to pupils to gather general information about school life.
- A range of documents was scrutinised, including plans to improve the school.
- Inspectors spoke to parents and staff during the inspection. They considered the responses to Ofsted's surveys.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Michael Wilson

Ofsted Inspector

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