

Inspection of a good school: South Walney Junior School

Amphitrite Street South, Walney, South Walney Junior School, Barrow-in-Furness, Cumbria LA14 3BG

Inspection dates:

8 and 9 February 2023

Outcome

South Walney Junior School continues to be a good school.

What is it like to attend this school?

South Walney Junior School is a place where pupils flourish. Classrooms are vibrant. Pupils appreciate the help they get from their teachers. Many pupils told inspectors that they enjoy their learning so much that they do not even think about misbehaving.

Pupils respond well to the high expectations that staff have of their behaviour and achievement. They achieve well. This is because subject curriculums are well designed and delivered effectively.

Pupils are polite and well mannered, and they care about each other. They are confident that staff will resolve any problems they have. Staff deal with rare incidents of bullying effectively. Leaders are quick to address any unkind behaviour that pupils report. Pupils feel happy and safe.

Leaders ensure that all pupils have access to many cultural and extra-curricular activities. For example, pupils enjoy learning about their community, including about the history of the local railway. They are proud to represent their school at sporting events.

Pupils benefit from a wide range of clubs, including drama and chess. Older pupils enjoy their roles as reading champions, school council members and prefects. These pupils make a strong contribution to the life of the school.

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

Leaders and staff are aspirational for all pupils. Leaders have thought deeply about the curriculum. In many subjects, they have identified the essential information that pupils should learn. Leaders have carefully considered the order in which new knowledge should

be taught. In these subjects, teachers use this information well to design learning that brings the curriculum to life. This helps pupils to learn well. Pupils are well prepared for secondary school.

In the main, teachers use their strong subject knowledge to help pupils make connections between the subjects they study. For example, pupils in Year 3 develop their mathematical understanding through interpreting climate graphs in geography. However, in a small number of subjects, some pupils have not benefited from the recently strengthened curriculum. As a result, in these subjects, some pupils have not developed the depth of understanding of which they are capable of achieving.

Teachers are skilled at checking what pupils know. They use this information well to address any gaps or misconceptions that pupils have in their learning.

Leaders have placed reading at the heart of the curriculum. Staff support pupils who find reading more difficult to catch up quickly, providing support with phonics where necessary. Pupils read books that match the sounds they have learned, and this helps them to become confident, fluent readers. Pupils remember vividly the key themes from the books they have read. For instance, pupils enjoyed a debate about medicine and the use of animals when treating humans.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly. Leaders work closely with other agencies to ensure that they meet the needs of pupils with SEND. Teachers adapt the delivery of the curriculum well so that pupils with SEND can access the curriculum alongside their peers.

Pupils enjoy learning new knowledge. Their lessons are rarely interrupted by the behaviour of other pupils. Pupils spoke confidently and enthusiastically about their learning. They listen carefully to each other and to their teachers.

Leaders expect pupils to leave the school fully prepared for life in the modern world. They provide pupils with experiences that make a strong contribution to their wider development. For example, pupils learn how to care for their physical and mental health by eating well and by being active. They develop their cultural understanding through learning about different faiths. Pupils also learn about positive relationships and the importance of respecting the views and wishes of others.

Staff value the care and support they receive from leaders. They are proud to work at the school. Governors know the school well. They hold leaders to account fully for the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding at the school. Governors regularly check the school's safeguarding policies and procedures.

Leaders ensure that staff and governors receive up-to-date training to support them to keep pupils safe. Staff are alert to any changes in pupils' behaviour that may indicate they are at risk of harm. Leaders respond quickly to any concerns. They ensure that pupils and their families get access to timely and appropriate support. Staff work closely with other agencies when necessary.

Leaders ensure that pupils know how to keep themselves safe, including online. Pupils know how to report concerns and say that they can approach any member of staff if they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, refinements to the curriculum are new. As a result, some pupils have not learned the curriculum in enough depth. In these subjects, leaders should ensure that teachers are fully equipped to deliver the curriculum well so that these pupils learn as well as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in November 2012.

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](#)' 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

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| Unique reference number | 112211 |
| Local authority | Cumbria |
| Inspection number | 10240474 |
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 194 |
| Appropriate authority | The governing body |
| Chair of governing body | Les Hall |
| Headteacher | Zena Lines |
| Website | www.swalneyj.cumbria.sch.uk |
| Date of previous inspection | 15 October 2020, under section 8 of the Education Act 2005 |

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and history. He met with subject leaders, visited lessons, reviewed samples of pupils' work and spoke with staff and pupils. The inspector observed pupils reading to a familiar adult.
- The inspector met with the headteacher and other leaders throughout the inspection. The inspector met with members of the governing body, including the chair of governors. The inspector spoke to representatives of the local authority.

- The inspector met with leaders to discuss SEND, curriculum and assessment, behaviour and the provision for pupils' wider development.
- The inspector considered responses to Ofsted's online questionnaire for parents, Parent View, including the free-text comments. He took account of the responses from staff and pupils to Ofsted's online surveys and gathered the views of staff and pupils throughout the inspection.
- To inspect safeguarding, the inspector met with leaders, staff and pupils. The inspector checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

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Piccadilly Gate
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