

Norton Juxta Kempsey CofE Primary School

Address: Wadborough Road, Littleworth, Norton, Worcester, Worcestershire, WR5 2QJ

Unique reference number (URN): 144586

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend school regularly and understand why attendance matters. Leaders' deep knowledge of pupils and the barriers they may face has led to sustained improvement in attendance. Pupils at risk of persistent absence attend more regularly due to effective support. For example, adapted start times help some pupils overcome difficulties entering school. Leaders track attendance carefully and are vigilant to challenges pupils may experience. They intervene quickly and provide appropriate help. High expectations are respected by pupils, who want to attend. Parents and carers understand the importance of their children attending school each day.

Behaviour across the school is impressive. Pupils are self-motivated and keen to learn. Leaders address rare incidents of bullying swiftly and with sensitivity. They support pupils to make positive choices. Leaders understand behaviour as communication, which helps pupils feel safe and supported. Clear expectations of respect, responsibility and safety contribute to a calm and caring culture. Pupils are ready to learn, motivated to attend and well prepared for their next stage of education.

Personal development and wellbeing

Strong standard ●

The personal development and wellbeing support pupils receive is highly effective. A clear values-based approach runs through all aspects of school life. Leaders ensure that everyone is included and supported to thrive. Staff model the school's values consistently and provide opportunities for pupils to contribute to the school and wider community. These experiences prepare pupils well for future learning and life beyond school.

Leaders provide a highly inclusive enrichment programme. Clubs, trips and residential visits develop pupils' resilience, independence and social skills. Pupils describe these opportunities as highlights of school life. Leaders ensure that disadvantaged pupils take part fully. Activities are chosen carefully so that pupils can excel. For example, a recent poetry competition encouraged pupils to reflect on their experiences and challenges. They spoke proudly about such achievements.

Wellbeing support is inclusive and targeted effectively. Leaders have well-established systems for identifying and removing barriers to wellbeing. These help pupils to feel safe, develop confidence and manage their emotions. Strong relationships with families contribute to pupil wellbeing, especially for the most vulnerable.

The personal development programme is ambitious and purposeful. Lessons are supported with meaningful experiences, such as enterprise projects. Pupils are taught leadership skills and how to take care of the local community. Relationships with families support improved wellbeing, engagement and attendance, particularly for vulnerable pupils. Pupils spoke confidently about fundamental British values. They understand democracy, the rule of law, individual liberty and mutual respect, and how these help people contribute positively to the community.

Pupils learn how to stay safe online and understand what positive relationships look like.

They feel safe, listened to and valued, and can explain how adults support their wellbeing. Pupils leave the school as confident, respectful and socially responsible individuals who are well prepared for future challenges.

Expected standard

Achievement

Expected standard 

Overall, pupils progress securely through the curriculum. Learning begins from day one and is supported by the calm, purposeful learning culture. The curriculum is taught in a logical sequence, helping pupils to know more and remember more. The work pupils produce, including those with special educational needs and/or disabilities, builds secure foundational knowledge. Leaders recognise that further work is needed to strengthen handwriting and transcription so that more pupils write accurately across subjects.

Generally, pupils achieve well in national tests and assessments. Leaders ensure that disadvantaged pupils receive appropriate support so that they achieve from their starting points. Leaders also give careful attention to pupils' social, emotional and mental health needs, providing timely support. They know that pupils who feel happy and supported attend well and learn successfully.

Curriculum and teaching

Expected standard 

Pupils across the school benefit from an exciting and ambitious curriculum. Their positive attitudes to learning help them to achieve well. Leaders accurately understand the quality of the curriculum and teaching in all classes. They have clearly identified priorities for further improvement, such as the development of handwriting skills. Leaders support staff proactively through relevant professional development so that teaching continues to improve.

Leaders ensure that pupils study a broad range of subjects and are prepared for the next stage of education. Subjects are carefully sequenced to build knowledge and understanding over time. Leaders have identified the concepts pupils need to know and remember. Staff typically adapt the curriculum well so that pupils with special educational needs and/or disabilities, as well as those facing other challenges, can access learning and achieve.

Teachers provide regular feedback during lessons so that pupils understand their learning. However, in writing, teachers do not consistently identify errors in transcription with enough precision. As a result, pupils do not always correct mistakes and sometimes repeat them.

Early years

Expected standard 

Early years provision is a priority for the school. The well-sequenced curriculum supports children's progress across all areas of learning. Children remember what they learn and apply it in their play. Staff develop children's communication and vocabulary through songs, rhymes and stories. Positive and affirmative adult interactions are well planned to support

this learning. Leaders recognise that these interactions are not yet consistently impacting the development of all pupils and continue to develop this aspect.

Staff work closely with families and build positive relationships with children. Children are well cared for and have their needs met. Staff identify barriers to learning quickly and provide appropriate support. Reading is prioritised in the early years. Staff teach phonics knowledge clearly and consistently. A love of reading is evident and continues as children move through the school.

Staff support children's personal, social and emotional development well. Children feel safe, secure and happy. As a result of the secure attachments that children make, they achieve well in the early years. Leaders ensure staff work together to close gaps in learning. Transition to Year 1 is carefully planned and, as a result, children are well prepared to take their next steps in learning.

Inclusion

Expected standard 

The school's approach to inclusion is responsive and reflective. Pupils experience school as a place where they belong. Leaders recognise the importance of consistency and developing pupils' independence. They also identify pupils' needs early. Leaders have high expectations for all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders continue to embed these expectations so that support is consistently a strength across subjects.

Pupils with SEND access the full curriculum. Teachers make small but important adaptations to lessons and learning environments. Pupils feel included and successful. They complete tasks independently where possible and learn alongside their peers.

Leaders monitor pupils' progress regularly and provide targeted support where needed. They work effectively with external agencies, including the local authority, to strengthen support. Parents and carers speak positively about the support their children receive.

Leaders use additional funding thoughtfully to support the small number of disadvantaged pupils. The impact of this funding is effective, with many pupils benefiting from leaders' actions to support them. They adapt this support carefully so that these pupils achieve well.

Leadership and governance

Expected standard 

Leaders are knowledgeable and understand the school's pupils and their needs well. They are role models to staff, pupils and families. Leaders model the school's values and set high expectations. Pupils respond positively because they respect and trust staff. This includes pupils with special educational needs and/or disabilities (SEND) and those who face barriers to learning. There is a purposeful culture in which staff feel supported and proud of their work. Early career teachers value the professional learning they receive, including training related to SEND and inclusion. Leaders consider staff workload and wellbeing when introducing changes.

Leaders have a clear and ambitious vision rooted in their belief that every child can meet

their unique potential. They accurately identify strengths and areas for further development. For example, leaders recognise the need for teachers to check pupils' work more consistently across subjects. Leaders engage positively with parents and carers, who appreciate their open communication.

Governors and trustees understand their roles and lines of accountability. They meet statutory duties and work closely with leaders. They ensure resources are used effectively and provide both challenge and support. External reviews confirm the school's strengths and identify priorities for further improvement.

What it's like to be a pupil at this school

Pupils arrive at school happy and ready to learn. Classrooms are positive places, with focused, hard-working pupils. Pupils benefit from effective support that removes barriers to learning and helps them to achieve well. They are proud to attend their school. As a result, their behaviour is excellent. Pupils contribute willingly to school life. They take on important roles such as eco-representatives, anti-bullying ambassadors and members of the worship crew.

Compassionate staff build warm relationships with pupils, who feel safe to talk about any worries. Older pupils are confident and act as positive role models for others. Typically, pupils learn the curriculum well. They achieve in line with national expectations or make suitable progress from their starting points. This includes pupils who face barriers to learning, who benefit from the school's work to address these. As a result, pupils are typically well prepared for secondary school.

Pupils experience a community where positive relationships underpin their learning and where everyone feels valued. They are well understood by staff, who support them effectively when barriers arise. When bullying does occur, pupils receive swift and effective support so that it does not continue. Pupils' emotional wellbeing is prioritised. They feel happy and safe at school. Pupils rarely miss time at school because they are motivated to learn.

Pupils have many opportunities to thrive during their time at the school. They benefit from activities that prepare them for later life. For example, a poetry competition provided a platform for pupils to showcase their talents while helping them to reflect on wellbeing and mental health.

Pupils have a secure understanding of fundamental British values, including tolerance and respect. They understand that it is acceptable to have different opinions and to disagree respectfully. This prepares them well for life in modern Britain.

Next steps

- Leaders should ensure pupils develop secure handwriting and transcription skills so they can apply them accurately across the curriculum.
 - Leaders should ensure teachers consistently check pupils' understanding and provide precise guidance on how to improve their work, so that knowledge is secure and detailed and mistakes are not repeated.
 - Leaders should further strengthen planned adult–child interactions in the early years to develop children's communication and language skills.
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About this inspection

This school is part of Avonreach Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phil Hanson, and overseen by a board of trustees, chaired by Andrew Longdon.

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

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders during the inspection. Inspectors met with members of Avonreach Academy Trust. They held meetings with the headteacher, governors, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils, parents and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, 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 considered responses to the online survey, Ofsted Parent View and free-text comments.

Inspectors confirmed the following about the school:

The school does not make use of any alternative provision.

Headteacher: Julia Dean

Lead inspector:

Tess Sharman, His Majesty's Inspector

Team inspectors:

Karen O'Keefe, Ofsted Inspector

Antony Bradshaw, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context**Total pupils**

193

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

4.15%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.55%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.13%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (revised)	78%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (revised)	89%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	78%	-44 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.2%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	13.3%	Below
2023/24 (3 term)	8.7%	14.6%	Below
2022/23 (3 term)	9.0%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



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