

Harford Manor School, Norwich

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 121264 |
| Local Authority | Norfolk |
| Inspection number | 358969 |
| Inspection dates | 11–12 November 2010 |
| Reporting inspector | Declan McCarthy |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|---------------------------------------|
| Type of school | Special |
| School category | Community special |
| Age range of pupils | 3–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 75 |
| Of which, number on roll in the sixth form | 19 |
| Appropriate authority | The governing body |
| Chair | Paul Pryce |
| Headteacher | Paul Eteson |
| Date of previous school inspection | 6 March 2008 |
| School address | 43 Ipswich Road Norwich NR2 2LN |
| Telephone number | 01603 451809 |
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and nine teachers were seen. An annual review meeting for a student was also observed. Meetings were held with staff, representatives of the governing body, a group of parents, a group of pupils, and two outside professionals who support pupils' learning and well-being. Inspectors observed the school's work, and looked at a wide range of safeguarding documentation, the school improvement plan and assessment records. They also analysed questionnaires returned from staff, pupils and 36 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How effectively are specialist approaches in teaching and assessment used to ensure that different groups of pupils, including those with profound and multiple learning difficulties and those on the autistic spectrum, achieve equally well in different subjects?
- What impact is the school's promotion of community cohesion having on pupils' cultural development and their contribution to the community?
- How effectively are subject leaders embedding ambition and driving improvement in their subjects and what is their contribution to the monitoring of teaching and learning?

Information about the school

This is an average size school for pupils with complex special educational needs. All pupils have a statement of special educational needs, mainly for severe learning difficulties, although a few have profound and multiple learning difficulties. A large proportion of all pupils have additional special educational needs relating to autism. Most pupils are of White British heritage, with a few from minority ethnic backgrounds. Very few pupils speak English as an additional language. A very small minority of pupils are 'looked after' by the local authority. There are a few children under five years of age on roll and 19 students in the sixth form. Pupils are admitted from across the county of Norfolk and come from a variety of social and economic backgrounds, with an average proportion entitled to free school meals. The school has built on its numerous awards since the last inspection. It has achieved the Quality in Study Support Award at advanced level for its strategic work in supporting other schools in their extended provision. It has also gained the School's Enterprise award from the University of Warwick, the Bronze School Travel Plan award, the Artsmark Silver award, the Careers Excellence award and the International Eco School award. The school is part of an extended schools cluster with secondary and primary schools and has recently joined the 14-19 partnership with other schools and colleges. The deputy head was recently appointed as headteacher of the school following the retirement of his predecessor. A new chair of governors is also in post.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Harford Manor is an outstanding school. The recently appointed headteacher provides inspirational leadership and enjoys the full confidence of nearly all parents who describe the school as 'brilliant', the staff as 'wonderful' and the quality of care as 'superb'. All staff share the same clear vision for sustaining high quality provision. The headteacher and senior management share a strong drive for improvement and benefit from the support of a well informed governing body. Self evaluation is used well and based securely on effective performance management. The roles of middle managers have recently been reorganised to reflect the school's priorities for improvement. As a result, middle managers have established clear priorities for development within their subjects and areas of responsibility. However, it is too soon for them to measure the impact of their practice on pupils' learning and achievement across the school. The school has much outstanding practice. Staff use information from assessment effectively to set challenging individual targets, to check pupils' progress and to inform school improvement. Self-evaluation is good overall and the school demonstrates a good capacity for further improvement

Pupils' achievements are good and pupils are very happy in school. They make consistently good progress because teaching is at least good and sometimes outstanding. Children under five years old and students in the sixth form make outstanding progress. Teachers nearly always use information about pupils' prior learning to match tasks closely to their different needs. As a result, pupils with profound and multiple learning difficulties, those with additional needs relating to autism, those with moderate learning difficulties and those using English as an additional language, make equally good progress. Behaviour is outstanding throughout the school and pupils with challenging behaviours make rapid progress because the quality of care, guidance and support is excellent. All staff are thoroughly trained in safe handling and in highly effective strategies for behaviour management. This has led to highly successful de-escalation techniques and a significant reduction in the number of incidents of challenging behaviour.

The school has outstanding links with parents, who are very active in supporting the school through fund raising and attending courses laid on by the school, for example in signing. They meet weekly to support each other, exchange their ideas and put forward their own suggestions for training, for example in first aid and in safeguarding, which the school is providing. It has developed extremely good partnerships with other schools, colleges, local businesses and outside agencies. This is a significant feature of the outstanding curriculum which impacts most positively on pupils' enjoyment and personal development. Outstanding care, guidance and support result in pupils' excellent spiritual, moral, social and cultural development. Pupils make an outstanding contribution to the school and local community. Their work on eco projects has led to the Green Flag award and their efforts in establishing and running 'Close Links' charity shop in the city centre are greatly appreciated by parents and the community. This aspect together with outstanding

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opportunities for learning about the world of work, their increasing confidence and outstanding progress in personal development, prepares them extremely well for life after school.

What does the school need to do to improve further?

- In order to sustain high quality provision and raise achievement further, the school should develop the role of middle managers by ensuring they:
 - monitor the impact of teaching and the use of assessment on pupils' learning and progress
 - analyse and use the information from their observations to inform further improvements to learning within their subjects and developments within their other areas of responsibility.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is good throughout the school and by Year 11 pupils have made good progress in their learning and outstanding progress in their personal development. This was reflected in nearly all lessons seen and for all groups of pupils, including those with additional needs related to autistic spectrum disorder and those with profound and multiple learning difficulties, the few pupils from minority ethnic backgrounds and the very few who use English as an additional language. For example in a mathematics lesson, Years 7 and 8 pupils with severe autism and challenging behaviours, focused throughout on their tasks, which they completed accurately and their excellent behaviour contributed extremely well to their learning. In other lessons, pupils with severe learning difficulties and those with profound and multiple learning difficulties tried their best to develop communication skills, either answering questions in clear sentences, using switches effectively to answer questions, or making choices by pointing to signs and symbols.

All pupils acquire the basic skills of literacy, numeracy, and information and communication technology well as a result of consistently good and sometimes outstanding teaching. As they move through the school, most pupils develop confidence in expressing themselves and some are able to read simple texts. For instance, in a Years 10 and 11 lesson pupils discussed their visit to the theatre in Drury Lane to see the production of *Oliver*. They described accurately how *Oliver* must have felt when he was placed inside a coffin and some pupils wrote simple sentences on the white board about *Oliver*, reading them aloud to the class. Older pupils and students in the sixth form achieve a wide range of examination courses and in work related learning which prepares them exceptionally well for further education.

Pupils' thorough enjoyment of school is clearly evident not only in their thirst for learning, but in their high levels of involvement in out-of-school activities and their good attendance. Their outstanding behaviour makes a significant contribution to their own learning and that of others. Pupils say they feel very safe and will go to any adult in school if they feel upset by anything. Pupils stay very healthy through regular and vigorous exercise, through a rich variety of sporting events such as football, netball, rugby and dance. This was also seen in the playground and in the disco at lunchtime. Pupils make healthy choices from the well-balanced school meals, and those with more complex needs keep to their feeding programmes. Pupils' outstanding contribution to their community is

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also reflected in their eagerness and pride in assuming responsibilities in the school as buddies, and classroom and lunchtime helpers. Pupils' confidence and self-esteem, and their social, cultural and spiritual development are considerably enhanced through some outstanding opportunities to experience awe and wonder and appreciate the diversity of British culture. One such example was their visit to an inner London secondary school for lunch, where they appreciated and valued the differences in the schools and the diversity of cultures.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | * |
| Pupils' attainment ¹ | |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Strong teamwork with support assistants, good use of symbols and signing, and teachers use of skilful questioning develop pupils learning well throughout the school. The establishment of a clear structure for learning with predictable and dependable classroom routines and highly effective behaviour management results in pupils' excellent behaviour in all lessons. Where teaching is outstanding, lessons are extremely well planned with the highest expectations for learning and behaviour, which are both very skilfully managed. Teachers make good use of assessment to record pupils' progress and they nearly always provide pupils with accurate feedback on their learning at the end of lessons. Pupils' achievements are precisely annotated, and reports to parents clearly inform them how

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much progress their children are making. Information from assessment is used well to match activities to the variety of complex learning needs.

The outstanding curriculum is adapted extremely well to the wide range of individual needs. For example, objects of reference, symbols, signing and specialist methods such as the picture exchange communication system (PECS) are used consistently well to ensure that pupils with autistic spectrum disorders are fully engaged in activities and have equal access to learning as others. Signing and special hearing aids are used for those with severe hearing loss. Those with moderate learning difficulties have excellent opportunities to extend their learning, through attendance in mainstream schools or colleges. An excellent range of examination course is available to students, which builds progressively from the wide range of academic courses in Year 11 to highly relevant vocational courses, such as horticulture and Food Hygiene in Years 13 and 14. An excellent work related learning programme, with very well chosen work experience placements for all pupils, contributes most positively to independence skills. Excellent partnerships have led to the shared use of facilities with other schools, and presentations, to other schools and colleges, where pupils act as ambassadors for the school. Pupils' learning is greatly enriched by a wide range of visits and visitors to the school. These include visits to museums, such as the Norfolk Regimental Museum, the theatre, an inner London school, art galleries, places of worship and to a local radio station where pupils produced and recorded their own radio show. A variety of visitors to the school greatly enhance learning and enjoyment. For example, 'Rocket Man', showed pupils how to make and launch rockets and providing a range of presentations on space and the universe, which captivated pupils' imaginations, stimulating great enjoyment and a sense of wonder.

Outstanding care and guidance are reflected in the excellent support for pupils whose circumstances make them vulnerable. Excellent partnerships with a range of different agencies for devising and implementing highly individualised programmes ensure outstanding progress in personal development and good progress in social interaction skills. The school works extremely well with parents in making excellent arrangements to ensure a very smooth transition when pupils leave school. This was seen in an excellent annual review, where a highly individualised and carefully planned programme of support was provided, with full parental involvement, for a student about to leave the school.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The new headteacher, together with his senior staff and with the support of middle managers, is very effectively reshaping the vision for the school and driving improvements

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forward. For example, there is a much sharper emphasis on developing closer links with parents, refining the role of subject leaders and implementing sharper assessments systems to further promote pupils' learning and well-being. Senior leaders monitor teaching and learning effectively using the outcomes to set clear priorities for improvement and inform self evaluation. New middle managers are at an early stage of implementing and monitoring the impact of their action plans in lessons. Governors provide good support to managers and are closely involved in the school's development, through focused visits.

Systems for safeguarding the welfare and interests of pupils are outstanding. Staff are extremely well trained in child protection procedures and in safe handling. They rigorously assess potential risk and monitor all aspects of health and safety including the work of outside contractors. The school promotes equality of opportunity and tackles discrimination extremely well. All pupils are fully included in everything the school offers, they make equally good progress and there is no evidence of discrimination of any kind. The school's links within the local community are excellent and have led to highly effective working relationships with schools and colleges for the benefit of all pupils. Community cohesion is promoted extremely well because it impacts very positively on pupils' cultural development and their outstanding contribution to the community. Pupils benefit from first-hand experiences of other cultures through extremely well planned visits to London. Global and national links are continuously reviewed, evaluated and celebrated within the school. The friends association is most active and the school has excellent relationship with its parents and carers, reflected in the high response rate and overwhelmingly positive comments in their returned questionnaires. In discussion a group of parents said they were very well informed and have excellent opportunities to contribute to school development and to develop their skills, for instance by suggesting and attending courses.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

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Early Years Foundation Stage

The school continues to make outstanding provision for children in the Reception Year as a result of outstanding leadership and management and strong teamwork amongst staff. Teaching is outstanding and children have excellent opportunities to make choices, with support, as well as participating in activities led by adults. Children were seen to be thoroughly enjoying learning as they were totally absorbed in activities. Staff supported their learning extremely well, by using a wide range of techniques to develop language and communication skills. All staff are highly skilled in promoting children's personal, social and emotional development, particularly in ensuring that children settle quickly into their routines. As a result children's behaviour is excellent and makes an outstanding contribution to their learning. Learning opportunities are very thoroughly planned and highly individualised based on very accurate use of assessment. Children are rigorously assessed, through detailed recording of observations in every activity when they join the school. This enables the accurate identification of individual learning needs and the setting of very specific learning targets. The involvement of parents in ongoing assessment, and in supporting their child's learning at home, is excellent. Children are extremely well cared for, with very robust safeguarding and welfare arrangements in place.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Sixth form

Outstanding leadership has resulted in continuous improvement of the sixth form's outstanding provision, through for example, the establishment of a charity shop run by students, with the support of staff, in the city centre. This has made an excellent contribution to preparing students for life beyond school. Outstanding teaching with high levels of challenge to learning, ensures students make excellent progress in examination courses and in managing their independence. The curriculum is outstanding and continues to develop. The wide range of accredited vocational courses is being extended within the school to include painting and decorating and basic electrical maintenance. The excellent focus on careers education, work experience and in developing students' independence skills, has resulted in students' rapid gains in confidence in making very positive contributions within the local community. For example, a student with severe autism made a significant contribution to a local nursery by painting the exterior fence. Strong partnerships with Connexions ensure that all students transfer to further education establishments tailored precisely to their individual needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 1 |
| Taking into account: | |
| Outcomes for students in the sixth form | 1 |
| The quality of provision in the sixth form | 1 |
| Leadership and management of the sixth form | 1 |

Views of parents and carers

Almost half of parents and carers returned the questionnaire, which is a relatively high proportion for this type of school. Nearly all parents and carers were pleased with the school's work. Nearly all said that behaviour, the extent to which their children feel safe and stay healthy were good. They acknowledged good teaching, high quality care and good leadership within the school and they felt that their children made good progress. Almost all parents and carers said that their children greatly enjoy school and that the school takes account of their suggestions, although a very small number disagreed. Inspectors found that pupils' enthusiasm and enjoyment for school was seen in all lessons and reflected in pupils' high attendance and engagement in school activities. The inspection also found that the school works very successfully in taking account of parents' views, particularly through the weekly parents' meeting.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harford Manor School, Norwich to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 27 | 75 | 8 | 22 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 31 | 86 | 5 | 14 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 29 | 81 | 6 | 17 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 25 | 69 | 10 | 28 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 25 | 69 | 8 | 22 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 24 | 67 | 11 | 31 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 22 | 61 | 14 | 39 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 19 | 53 | 13 | 36 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 28 | 78 | 7 | 19 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 23 | 64 | 11 | 30 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 67 | 11 | 30 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 27 | 75 | 9 | 25 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 32 | 89 | 4 | 11 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 November 2010

Dear Pupils

Inspection of Harford Manor School, Norwich, NR2 2LN

Thank you for your warm welcome when we came to inspect your school. We found that you go to an outstanding school which takes excellent care of you. The school works very closely with specialists like the school nurse and speech therapists to help with your learning. We could see how very much you enjoy your school and try so hard in your lessons. You told us how happy you are and how really helpful and kind the staff are. Your parents and carers are also extremely pleased with your school and told us how brilliant the headteacher and staff are. We were very impressed with the enthusiasm you showed in attending all the lunchtime clubs and for the way you run your shop, 'Close Links', in Norwich and serve members of the public. We think this prepares you extremely well, for when you leave school. You are all making good progress and some of you, especially the youngest children and students in the sixth form, are making excellent progress. I was pleased to see you all working so hard in lessons and your excellent behaviour throughout the school. Your school makes sure you stay very safe and you told us that you do. We could see how you always try to help each other.

The headteacher, staff and governors are doing their very best to make your school even better. We have asked the school to make sure teachers with responsibilities, continually check how good the teaching is in their subjects and how much it helps you all to learn and make progress. You can help too, by continuing to do your very best.

Yours sincerely

Declan McCarthy

Lead inspector

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