

Taverham Junior School

Inspection report

Unique Reference Number	121062
Local Authority	Norfolk
Inspection number	358918
Inspection dates	2–3 December 2010
Reporting inspector	Geof Timms

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Claire Elkins
Headteacher	Paul Stanley
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 20 lessons and 17 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at assessment data and tracking systems, minutes of the governing body meetings, a range of policies and samples of pupils' work. In addition, 212 parental questionnaires were analysed.

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

- The school's work to help boys and higher attaining pupils achieve better standards.
- The impact of changes to the way classes are organised and lessons are planned.
- Improvements in the teaching since the last inspection.
- The effectiveness of new tracking systems and their impact.
- The impact of recent changes of headteacher and deputy headteacher.

Information about the school

This is a much larger than average school of its type. Very few pupils are known to be eligible for free school meals. Pupils are very largely White British although there is a very small proportion who come from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average although an above average proportion have statements of special educational needs entitling them to extra provision.

The school has an Activemark and Healthy Schools award.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school has seen significant changes to the senior leadership team since the last inspection. The successful implementation of a range of initiatives has had a positive impact on pupils' progress and improved the provision for their learning. The school is now providing a good and rapidly improving quality of education. Self-evaluation is very accurate, detailed and honest and improvements already made clearly show a good capacity to improve further.

Standards have been consistently above average over time but the progress pupils have made from their starting points has been more inconsistent. This aspect of the school's performance has been a major focus for the senior leaders. A major innovation has been the use of a new tracking system and more regular collection of data. The impact of this is evident when teachers have meetings about their pupils' progress with senior leaders and any underachievement can be swiftly identified and addressed. The latest data shows that many of the pupils are now making good progress and achieving well, especially in reading. In writing, the implementation of a good action plan is beginning to help raise standards further. However, the data shows that standards in mathematics are not improving as rapidly and are not high enough. Boys' attainment was poor last year but this was largely an issue for that particular year group and boys throughout the school are achieving as well as the girls.

The school takes rigorous steps to ensure that pupils are safe and extremely well cared for. This is also the view of parents and carers. Pupils talk about how safe they feel. All child protection requirements are met and the school has some excellent communication systems in place for contact with parents and carers. The exceptional levels of care offered by the school are evident in the exemplary way vulnerable pupils are looked after. This, together with the effective provision for those with special educational needs and/or disabilities, supports the picture of outstanding care, guidance and support. Pupils respond to this with exemplary behaviour and this has a positive impact on their learning.

Another major change for the school has been the move to mixed ability teaching in English and mathematics. This is very new but it is already evident that boys are taking a much more active and positive part in lessons than in the past. The teaching is consistently good throughout the school. Teachers have worked hard to make the new organisation a success. There are inconsistencies remaining and not all lessons provide activities that are well matched to pupils' previous learning. In a small number of lessons, the higher attaining pupils are insufficiently challenged or have to complete work unnecessarily before attempting more appropriate tasks.

The overall picture of leadership and management is good. The headteacher and deputy headteacher are providing some outstanding leadership that is improving the school and raising standards rapidly. The governing body has had a significant number of new

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members but they have not yet had time to train or become familiar with all expectations. Their work in monitoring the success of the school is at an early stage. The school has not identified any strengths or areas for development in its work to promote community cohesion and because of this there are missed opportunities in the curriculum to teach pupils about how others live. However, a major strength of the leadership has been the way the ambition to improve the school further has been communicated to all members of the school community. All staff are very enthusiastic about making the changes a success.

What does the school need to do to improve further?

- Raise standards in mathematics, by:
 - embedding recently introduced new ideas and methods
 - providing sufficient opportunities for pupils to use mathematical skills in other subjects.
- Reinforce the move to mixed ability groupings in literacy and numeracy, by:
 - ensuring tasks match pupils' prior learning and are sufficiently challenging for the most able
 - developing the governing body's monitoring role to check on the success of this work.
- Improve the school's work on promoting pupils' understanding of how others live, locally, nationally and globally, by assessing the strengths and weaknesses of the current provision and developing a clear action plan to ensure this has a higher profile throughout the curriculum.

Outcomes for individuals and groups of pupils

2

All groups of pupils make equally good progress. Attainment on entry is broadly in line with that expected at the start of Year 3. The school is working closely on moderation of standards with the infant schools and the local authority. There are no significant differences in the progress made by boys or girls, or by the small proportion of pupils from minority ethnic backgrounds. The boys' attainment in many of the lessons observed was equal to if not better than the girls. For example, they confidently stood and read to the class in a Year 4 lesson. There are times in a minority of lessons when the most able pupils are insufficiently challenged or when tasks do not match all pupils' prior learning. Even so, progress is good and attainment is above average by the time pupils leave the school. In one lesson, for example, pupils demonstrated a good knowledge of different poetic forms and could use rhyme and syllables accurately and imaginatively. Attainment in mathematics is weaker than in English. Good attainment is evident in information and communication technology and there are high standards in music and physical education.

Pupils' excellent behaviour has a positive impact on the ethos of the school. Attendance is above average. Pupils feel safe and the school is good at helping them understand how to stay healthy. Many make a good contribution to their community through the school council, as play leaders or by being librarians. They take their responsibilities very seriously. Social and moral development is very strong but there are occasionally missed opportunities to improve pupils' spiritual and cultural understanding.

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

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	2
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	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The good quality of teaching and learning is the result of the very positive and enthusiastic response staff have made to the new initiatives. Very good subject knowledge ensures that lessons are well planned and incorporate stimulating activities which engage pupils well in their learning. For example, in one excellent poetry lesson pupils worked hard in small groups to develop choral speaking skills. Where the teaching was less strong the tasks were not always well matched to pupils' prior learning and did not sufficiently challenge the most able. Assessment and its use to plan lessons are usually of good quality. Individual target setting and the marking of pupils' work is useful in helping them understand how they can improve. The curriculum has improved since the last inspection and now provides a good basis for teachers' planning. Cross-curricular links are developing and pupils are beginning to use their skills in different subjects. A successful example of this is the Year 4 theme of the 'Rise of the Robots' which enthused pupils and helped their learning in a wide range of subjects. The school offers a good range of enrichment and extra-curricular activities, especially in sport and music. Excellent care, guidance and support reflect the very positive ethos evident throughout the school. This is also reflected in pupils' and parents' positive views.

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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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The strong leadership shown by the senior staff is reflected in their accurate knowledge of the strengths and weaknesses of the school's provision and the quality of teaching. This knowledge is quickly turned into action for improvement. The introduction of an effective and informative tracking system has supported improvement work by giving senior leaders accurate information about how well pupils are doing in all year groups and on a termly basis. This is shared with parents and carers and also forms the basis for discussions with teachers about the success of their teaching. Excellent communication with parents and carers also supports the outstanding safeguarding arrangements and all staff are very aware of what is required. Excellent staff awareness and meticulous record keeping supports the school's most vulnerable pupils extremely well.

The governing body is very supportive but has yet to develop fully its monitoring role. However, the evaluation of the school's work by year group leaders and senior subject leaders is detailed and used for improvement. For example, the recognition of weaknesses in writing led to the creation of a positive action plan which has already had an impact. Training to support improvement in mathematics and the spread of good ideas from external experts have helped enthuse staff and develop their expertise, but is yet to be reflected fully in every teacher's day-to-day practice. The school is effective in promoting equal opportunities. Its work in helping pupils understand how other people live is less well developed but there is exemplary practice in ensuring their safety. The school provides good value for money.

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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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers have very positive views about their children's learning and progress. All of the parents and carers agree that the school keeps their children safe and the vast majority say that the teaching is good and that the school is well led and managed. Almost all say their children enjoy attending school. The inspection findings support these positive views. One or two parents felt behaviour or bullying issues were not well dealt with but behaviour was exemplary during the inspection and pupils told inspectors that they do not see bullying as an issue. Systems in place to address any bullying that did occur are robust. A very small minority of parents and carers felt the school could do more to help them support their child's learning. The school has plans in place for a meeting to explain methods used in mathematics in the near future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Taverham Junior School 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 212 completed questionnaires by the end of the on-site inspection. In total, there are 453 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	53	96	45	3	1	1	0
The school keeps my child safe	116	55	96	45	0	0	0	0
My school informs me about my child's progress	69	33	135	64	7	3	1	0
My child is making enough progress at this school	58	27	134	63	16	8	2	1
The teaching is good at this school	78	37	128	60	1	0	0	0
The school helps me to support my child's learning	64	30	122	58	22	10	0	0
The school helps my child to have a healthy lifestyle	83	39	127	60	2	1	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)	65	31	130	62	3	1	0	0
The school meets my child's particular needs	64	30	137	65	7	3	1	0
The school deals effectively with unacceptable behaviour	62	29	124	59	15	7	2	1
The school takes account of my suggestions and concerns	64	30	116	55	13	6	0	0
The school is led and managed effectively	84	40	117	55	1	0	0	0
Overall, I am happy with my child's experience at this school	85	40	123	58	2	1	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.



6 December 2010

Dear Pupils

Inspection of Taverham Junior School, Norwich, NR8 6SX

I am writing to thank you for the way you made us so welcome when we visited your school recently. You were very enthusiastic, happy to show us your work and invite us into your classrooms.

Like you, we think Taverham is a good school. The staff work exceedingly hard to keep you safe and to look after you so well. They give you excellent care, guidance and support and this is helping you learn and make good progress. You also help by being so well-behaved that teachers are able to give you interesting and stimulating activities to help you learn.

To help make the school even better, we have asked the headteacher, staff and governing body to do three things.

Help you get better at mathematics, especially by using your mathematical skills in other subjects.

Make sure you have activities that match what you already know and can do and extend your learning further, especially for those of you who find learning easier.

Help you learn more about how other people live, locally, nationally and globally.

Thank you again for your help. Enjoy your time at Taverham and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

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