

Trowse Primary School

Dell Loke, Trowse, Norwich, NR14 8TH

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress during their time at the school. Attainment in all subjects at both Key Stages 1 and 2 has been significantly above national averages for the last five years.
- Standards in writing and mathematics were significantly above average at the end of Year 6 in 2013. Standards in reading were slightly weaker but well above average.
- The quality of teaching is outstanding overall. Teachers have a deep knowledge of the individuals in their care and are relentless in challenging them to do better.
- Pupils have extremely positive attitudes to learning. They know that they are in school to learn and that the school works effectively to improve their skills.
- Pupils' behaviour and respect for others is outstanding. Pupils respond quickly and positively to the school's high expectations.
- Pupils feel extremely safe. The entire school community watch out for each other. Parents agree that their children are very safe.
- The headteacher provides highly effective leadership which is driving the school forward.
- Senior leaders, staff and governors work effectively together to ensure that achievement and the quality of teaching and learning remain consistently high.
- Subject leaders have well-defined roles and are successful in ensuring high standards through their monitoring.
- Governors provide outstanding levels of support and challenge. They work with great determination to make sure that the school continues to improve.
- Pupils' spiritual, moral, social and cultural development is extremely well promoted.
- The range of subjects on offer and the stimulating ways in which they are taught ensure that pupils are fully stretched.
- The school has maintained its high standards since its previous inspection showing it has outstanding capacity for sustained improvement.

Information about this inspection

- The inspector observed eight lessons taught by four staff. Two joint observations were carried out with the headteacher. The inspector also observed a range of activities carried out by the school to support individuals and small groups of pupils.
- The inspector held meetings with the headteacher, members of the governing body, subject and other leaders, a representative of the local authority and a group of pupils.
- The inspector took account of the 38 responses to the online questionnaire (Parent View) and the school's own surveys of parents, staff and pupils. The inspector also spoke to parents in the playground to obtain their views of the school.
- The inspector looked at the school's improvement plan, data on pupils' attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures, and the school's arrangements for safeguarding pupils.
- In addition to looking at pupils' work in lessons, the inspector carried out a scrutiny of pupils' work jointly with the headteacher and teaching staff.
- The inspector listened to pupils reading.
- The inspector visited the school's breakfast club.

Inspection team

Michael Sutherland-Harper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of the pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for pupils, in this school, known to be eligible for free school meals and those in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post since January, 2009. He is chair of the local Framlingham Earl cluster of schools and provides support for a local primary school through cluster links. He is currently undertaking further training via Norfolk System Leader Training run by the local authority.
- The school offers a breakfast club and a range of after-school clubs.

What does the school need to do to improve further?

- Ensure that pupils reach the same very high levels in reading as they do in writing and mathematics by reinforcing these skills through continuing to work on the links between sounds and letters (phonics).

Inspection judgements

The achievement of pupils is outstanding

- Achievement is outstanding because attainment has been significantly above average in all subjects at Key Stages 1 and 2 for the past five years. Pupils make outstanding progress during their time at the school and high standards are being maintained and improved.
- Children enter the Early Years Foundation Stage with skills and understanding in line with, and sometimes slightly below, levels expected for their age. The trend in attainment on entry is decreasing. Skills in speech, language and personal and social development are weaker than other areas. By focusing continually on improving these skills, the school ensures that children make rapid improvements by the end of the Reception year.
- Children make an excellent beginning in the Reception class because they are encouraged to explore their environment through the variety of experiences on offer indoors and out. Their individual development is closely monitored. As a result, children enter Year 1 with a good, and frequently better, level of development in all areas of learning.
- Pupils reach standards in all subjects in Key Stage 1 which are significantly above those expected nationally and have done so for the last five years. Mathematics is the strongest aspect but standards in reading and writing are also above those expected nationally.
- Pupils achieved above the expected levels in the Year 1 screening check on the links between sounds and letters (phonics) last year. When results dipped below the national average in 2012, the school reviewed its provision promptly and provided additional teaching and support time in class and for individuals. As a result, their achievement in reading is rising again.
- Pupils continue to make excellent progress as they move through Key Stage 2. In 2013, attainment was significantly above average in all areas except reading but even there it was above the national average. Attainment overall and in mathematics has been significantly above average for five years and for English for much of that time. Attainment and progress rates are rising across the school.
- The school has linked reading materials to the topics being considered in writing to ensure that pupils reach consistently high standards in reading, including through their understanding of the sounds that letters make (phonics). Pupils read regularly at home and in school. The amount in their reading diaries is impressive. Pupils are keen to discuss what they have read. Many have read all the books in a series.
- The most-able pupils make excellent progress because the topics on offer engage them and encourage very positive attitudes to learning. In a Year 5 and 6 class, for example, pupils were excited about creating their own animal adapted to living on an alien planet. In common with all pupils, they were clear that their time in the classroom was about continually making their work better. In 2013, the most-able pupils achieved well above average in mathematics, writing, grammar, punctuation and spelling at the very highest levels.
- Disabled pupils and those who have special educational needs make similar progress to others. They are very well supported because of the school's continual focus on individuals. Support is reviewed regularly in the light of the progress that pupils are making and concentrates on social as well as academic skills.
- Pupils eligible for the pupil premium benefit from initiatives such as after-school tutoring and in-class support to ensure they make similar progress to their peers in English, mathematics and

other subjects. Current data indicate that the large majority are working beyond the standards expected for their age group. Pupil premium funding is regularly reviewed against the progress pupils make.

The quality of teaching is outstanding

- Teaching is strong across the school because of the whole school emphasis on understanding, and responding quickly to, the needs of each pupil. Staff work effectively to make sure that all pupils enjoy equal opportunities, are excited by what they learn and are never left behind.
- Teachers work very well with teaching assistants to respond to pupils' needs in all key stages. The close, trusting, working relationships between all staff and pupils are apparent in every classroom. High expectations in all lessons result in success because of the balance of support for, and belief in, the individual pupil.
- Teaching links subjects to everyday experiences whenever possible. In a Year 1 and 2 French session culminating in a French breakfast, for example, vocabulary was skilfully used and presented, modelled by the teacher and practised several times by the pupils to ensure it was retained. Pupils then had a variety of treats, including *croissants*, *pain au chocolat* and *baguettes*. They were served by staff who used the same vocabulary to ask questions. Pupils had to respond in French. Pupils accomplished these tasks successfully because of the careful planning beforehand.
- Pupils, including the more-able and disabled pupils and those who have special educational needs, are enthusiastic learners because the teaching encourages them to explore ideas. Teachers' regular questions about the direction of pupils' thinking encourage them to review their work continually so that it reaches a very high standard, especially for the most-able pupils. A Year 5 and 6 English class, for instance, was punctuated by regular reminders from the teacher to 'make your work the best it can be'. Pupils were oblivious to the presence of the inspector, such was their total concentration on carrying out that improvement.
- Numeracy and literacy are well taught because skills are reinforced by work in other subjects or related areas. For example, spelling books have tests based on the sounds currently being reviewed in phonics classes. Outdoor learning on numbers in the Early Years Foundation Stage involved children in discussion about patterns they had made and rules for a game using the patterns. Reading, writing, communication skills and mathematics are taught well.
- Reading is taught well because of the increased emphasis on the sounds that letters make (phonics) and on re-reading the work that pupils have done to make it better. The school is working to improve its work in reading and phonics and the books currently available to ensure reading skills equal the very high standards reached in other subjects.
- Marking is regular, detailed and always helpful in guiding pupils' achievements forward. Pupils have frequent opportunities to assess their own work and that of their peers. Targets are set carefully by relation to individual areas for development and progress towards those targets is recorded meticulously. Pupils almost always respond to the guidance offered. Presentation is of a very high quality.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. From the Early Years Foundation Stage onwards, pupils are clear about the high standards they expect from themselves and each other, in and out of

the classroom. They are eager to learn and do not want to be distracted from that purpose because, as a number said, 'learning is fun', engages them fully and leads to outstanding achievement.

- The school has high expectations of behaviour, shared by all adults and by pupils, and reinforced in assemblies and by school policies. Parents, staff and pupils agree that behaviour is of a very high standard. Pupils know that excellent behaviour will be recognised and bring rewards as 'Star of the Week' or in the celebration assemblies at the end of term. In these assemblies, pupils may be nominated by any member of staff and the detailed citations show how carefully the school monitors the actions of its pupils.
- Pupils are supportive of each other in lessons, work well in groups and give others a chance to speak. In a Year 3 and 4 debate, for example, they were reminded that 'you have one mouth to speak and two ears to listen' to indicate the respect others deserve and receive at the school.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe and their parents agree that they are very safe. Pupils are clear about what they should and should not do in order to stay safe. They also know how to stay fit and healthy and appreciate the importance of exercise and healthy eating.
- Pupils say there is very little, if any, bullying, because expectations of good behaviour are so high. Pupils know the different forms bullying can take, such as pushing, shoving, name-calling and cyber-bullying. They are taught how to stay safe on the internet. The close relationships between everyone at the school mean that there is always an adult who knows the children and can support them at any time of difficulty.
- Safeguarding arrangements meet all current requirements.
- Attendance has risen and is now well above average. Persistent absence is very low. There have been no exclusions of any sort this year because of the early support afforded to individuals and pupils' understanding of what the school expects.

The leadership and management are outstanding

- The headteacher provides strong and determined leadership. He has worked very effectively with staff and governors to embed the message that Trowse Primary School is a school which constantly, and successfully, seeks to develop and improve teaching and learning from the moment children enter the Early Years Foundation Stage. As a result, achievement is high, teaching and behaviour are outstanding and the school has an excellent capacity for sustained improvement.
- Subject leaders' roles have been well developed to ensure that the school improves continuously. They are expected to monitor and evaluate pupils' progress, as reflected in pupils' work and in discussion with staff and pupils. Subject leaders report back to the headteacher and to governors on the results of their monitoring and the future development they plan.
- The range of subjects on offer is broad, balanced and incorporates pupils' interests. The excellent curriculum is enriched by extra-curricular clubs, including a well-attended breakfast club, and a variety of activities, from work on the school allotment by the 'grub club' through to learning a new musical instrument like the ukulele. The variety and challenge of approaches to learning in all subjects ensure that pupils are fully stretched by what is taught.

- Sports premium funding is used well to provide additional sports opportunities, such as rugby coaching by professional staff and golf tuition by school staff. It is also used to enhance sports links across the local cluster of schools and to ensure that all pupils have good opportunities to participate in sport and competitions. Staff have recently had additional training in gymnastics work at their own request and to enhance their skills.
- Spiritual, moral, social and cultural understanding is extremely well promoted. Links with the local church, whose vicar is a school governor, are strong. Pupils have many opportunities to use and apply their imagination. The core values –‘be safe, be happy, learn’ – are constantly reinforced. The school is a very harmonious community which supports all its members. Pupils decide on a range of charity work. ‘Special’ weeks enhance their cultural perspectives and include a ‘giving back’ week to reinforce local links.
- The local authority has an appropriately ‘light touch’ link with the school and uses the headteacher’s skills to help develop learning for the authority.
- **The governance of the school:**
 - Governors have an excellent understanding of the school. They visit regularly to support the headteacher, staff and pupils and bring a range of relevant experience to their role, including in personnel work and primary headship. They have offered challenge to the school by questions about results, a possible new school build and how to develop staff skills. They check on use of the pupil premium to ensure all pupils have equal opportunities to thrive and that rapid academic progress can be maintained. Governors are knowledgeable about the quality of teaching through discussions with the headteacher and staff and rigorous management of staff performance, which is used to reward good teaching. Governors have a detailed understanding of information about pupils’ achievement and what it is telling them about the school’s performance. They use that understanding to ensure that standards remain high, all pupils have equal opportunities and that there is no discrimination of any kind. Governors are well trained in safeguarding and safer recruitment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120862
Local authority	Norfolk
Inspection number	444349

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The local authority
Chair	Angela Stephenson
Headteacher	Stuart Odell
Date of previous school inspection	24 September 2007
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