

Inspection of a good school: Taverham VC CE Junior School

Taverham Road, Taverham, Norwich, Norfolk NR8 6SX

Inspection dates:

21 and 22 November 2023

Outcome

Taverham VC CE Junior School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend this welcoming school. They follow the school rules of being 'ready, respectful and safe'. Pupils receive a warm, friendly welcome from the moment they arrive. Pupils develop high levels of independence and skills through a wide range of extra-curricular activities. The school has particular strengths in the areas of music and sport.

Pupils behave well in class and around the school. Pupils are respectful of one another. For example, one pupil commented, 'The best part of our school is that no one gets left out.' Relationships with adults, and with their peers, are warm and positive. This means that pupils are confident that adults will listen to any worries they have, and that these will be dealt with effectively.

Pupils respond well to staff's high expectations. They engage enthusiastically and work hard. Staff make sure that pupils, including pupils with special educational needs and/or disabilities (SEND), progress well through the curriculum.

Pupils say that bullying happens very rarely. When it does, the adults in school always sort it out quickly and fairly. Pupils feel happy and safe at Taverham.

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

The school has an exciting curriculum that engages pupils. The curriculum covers the key knowledge that pupils need to learn across all subjects. In many subjects, the delivery of this curriculum is effective. It helps pupils to know and remember more. However, in a small number of subjects, teachers are not always clear about how to help pupils remember the key knowledge. This can prevent pupils from progressing as well as they might.

Teachers make effective adaptations for pupils who have gaps in their knowledge or for pupils with SEND. Staff are skilled in supporting pupils with SEND to access the curriculum

alongside their peers. They work closely with parents to understand pupils' needs and how to meet them effectively. This helps pupils with SEND to achieve well.

The school prioritises reading. Staff promote a love of reading at every opportunity. The school has developed a well-used and extensive library. In lessons, pupils have access to carefully chosen, high-quality books. The range of books reflects the school's commitment to diversity and inclusion. There are a small number of pupils who require additional phonics support. Staff accurately identify these pupils. They put appropriate plans in place from the start of Year 3. Some staff do not have the expertise needed to teach phonics effectively. In a small number of cases, this can slow the pace of learning for these pupils.

Teachers have strong subject knowledge. They watch closely how well pupils learn the curriculum. This is so they can readily address pupils' misconceptions. They help pupils to navigate more difficult ideas and concepts. Staff use this information to plan the next steps in learning. For example, in a Year 4 mathematics lesson with a focus on fractions, the teacher introduced new concepts. These were based on previous learning and successfully explained the ways in which fractions can sometimes be misunderstood.

Pupils are attentive in class. They work hard and try their best. They move around the school in a calm and orderly way. Pupils are polite and welcoming. They show respect to one another.

The wider personal development programme is sharply focused on enrichment and broadening pupils' horizons. For example, pupils learn music theory, how to play a musical instrument and how to perform. The choir and orchestra provide pupils with regular opportunities to show off their abilities. They do so with pride and enthusiasm. In sports, pupils take part in a wide range of fun activities. The school has several competitive teams who represent the school in district competitions.

Parents, staff and pupils are very positive about their school. Staff feel valued. They appreciate the support they get from school leaders as well as recent changes to make workload more manageable. The governing body members hold the school to account well. They are knowledgeable, have a clear vision and regularly visit the school to check on what is happening for themselves.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of the curriculum, teachers are not sufficiently clear about how to help pupils remember the key knowledge required. This means that pupils sometimes have gaps in their learning. The school should ensure that staff emphasise the most important knowledge that pupils need to learn so that pupils achieve highly across the curriculum.

- Not all staff deliver the school's phonics programme well enough. This hinders how well some pupils learn to read. Leaders should ensure that all staff deliver the programme effectively so that pupils learn to read fluently and confidently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121062
Local authority	Norfolk
Inspection number	10295000
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair of governing body	Matthew Lambert
Headteacher	Paul Henman
Website	www.taverhamjunior.co.uk
Date of previous inspection	19 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian religious character. It was last inspected under section 48 of the Education Act 2005 in October 2023. The next section 48 inspection will be in eight years' time.
- The school uses one registered alternative provider.

Information about this inspection

- The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- During this inspection, the inspector met with members of the local governing body, the headteacher and various staff.
- The inspector spoke with representatives from the local authority and the diocese.

- The inspector spoke with pupils about their work, behaviour and wider school life.
- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspector considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Duncan Ramsey, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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