



Hillside Avenue Primary School, Thorpe

Inspection Report

Unique Reference Number 120858
LEA NORFOLK LEA
Inspection number 280905
Inspection dates 14 December 2005 to 15 December 2005
Reporting inspector Mr. George Falconer LI

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

Type of school	Primary	School address	Hillside Avenue
School category	Community		NR7 0QW
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01603433453
Number on roll	583	Fax number	01603701836
Appropriate authority	The governing body	Chair of governors	Mr. Rob Powell
Date of previous inspection	20 September 1999	Headteacher	Mr. Andrew Clark

Age group 4 to 11	Inspection dates 14 December 2005 - 15 December 2005	Inspection number 280905
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hillside Avenue Primary School is much bigger than average with 583 pupils. It is situated in a residential area. Children start the nursery class in the year they reach four years of age. Most pupils come from White British backgrounds and the percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special education needs is also below that found nationally, as is the percentage of pupils from minority ethnic groups. The overall attainment on entry is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection team agrees with the school's judgement that overall effectiveness is satisfactory. The headteacher works closely with the deputy headteacher to develop more effective strategies for school improvement. However, there is not yet sufficient use of the analysis of data to improve pupil performance. Subject and key stage leaders are well informed, enthusiastic about their roles and generally have a good understanding of the schools' strengths and areas to develop further, including the need to raise standards in information and communication technology (ICT). However, there are some weaknesses in the leadership and management of the Foundation Stage where there is a lack of strategic direction. The quality and standards in education are satisfactory overall. Personal development and well being is good overall. Provision for spiritual, social moral and cultural development is satisfactory with some good elements in moral and social development. The quality of curriculum provision and other activities is good and meets the range of learners' needs. The quality of teaching and learning is satisfactory with some good teaching observed during the inspection. The school rightly prides itself on the good level of care, guidance and support offered to pupils. Hillside Avenue Primary School provides satisfactory value for money.

What the school should do to improve further

-To make more efficient use of the analysis of data to improve pupil performance throughout the school. - To raise standards in ICT and to extend and develop the good practice that already exists in parts of the school so that all pupils achieve their full potential. - To improve the quality of leadership and management of the Foundation Stage.

Achievement and standards

Grade: 3

Pupils in the reception classes make satisfactory progress and by the end of the reception year most children are likely to reach the standards expected for their age. However, the unsatisfactory leadership and management of the Foundation Stage prevents children from making even better progress. Most pupils make steady progress in Years 1 and 2 where standards are broadly in line with the national average, but with reading and mathematics showing more pupils reaching the higher levels than the national average. Standards achieved in reading and mathematics are better than those achieved in writing where they show a decline on the previous year's figures. The performance of girls is better than that of boys overall at this stage. This is being addressed well in the school development plan. By the end of Year 6 in 2005, standards in English and mathematics were above average. In science the standards were broadly average and in ICT they were below average. Results in English and mathematics exceeded the school's targets and show a marked improvement on those gained in the two previous years. There are no significant differences between the performances

of boys and girls. Pupils who are learning English as an additional language make similar progress to their peers. Pupils with special educational needs achieve well.

Personal development and well-being

Grade: 2

Personal development and well being are good. Pupils have positive attitudes, enjoy their lessons and participate well in extra-curricular activities. Pupils are polite and readily greet visitors with a smile. They have a good understanding of healthy eating. This is partly due to the establishment of a healthy tuck shop initiated by the school council and run by Year 6 pupils. Behaviour is good and no anti-social behaviour was seen during the inspection. Social development is good. Pupils have a sense of self discipline and co-operate well with each other. Moral development is good. Pupils have a well developed sense of right and wrong. Spiritual development is satisfactory with some opportunities for personal reflection and the development of a sense of wonder about the world around them. Cultural development is satisfactory. Pupils have a well developed sense of their local culture. Attendance has improved and is broadly satisfactory and there are robust procedures for monitoring attendance. Pupils know that they need to keep safe and participate readily in deciding classroom and school rules. They have a well developed sense of community and know they make a difference through the school council. Recent campaigns have included a request to improve outdoor toilet provision and fund raising for a local charity. There are a large number of Year 6 pupils wishing to train as peer friendship mentors, following a good lesson by a teaching assistant. By Year 6, pupils develop good early levels of workplace skills such as team and partnership working.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Good lessons contain good practical activities and feature thoughtful planning, enthusiasm and a creative approach to linking subjects, enabling a good response from pupils. In one lesson, French was being taught enthusiastically by the teacher and this had a positive effect on pupils' learning, but in other classes, teaching is mundane and does not always sufficiently stimulate the interest of the pupils. Good use is made of ICT in some classrooms. This made the lessons stimulating and interesting and fired the enthusiasm of the pupils. The tracking of pupil progress is satisfactory but at a developmental stage. It is beginning to work for the school in the core subjects of English and mathematics. It now needs to be developed further in order to help pupils and teachers understand better what pupils need to do to improve. Marking offers pupils feedback on the quality of work but needs to offer them more advice on how to improve. The use of intervention programmes, such as Booster classes and setting arrangements has a significant impact on the good progress pupils make. Teachers' relationships with the pupils are good. As a result pupils behave well in classrooms.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and gives good coverage to all subjects. Provision for information and communication technology has improved and is helping pupils to make better progress. The curriculum is adapted well to enable pupils with special educational needs and those with disabilities to receive the additional attention they need. The personal, social and health education programme helps pupils to learn how to stay safe and healthy. Visits and visitors to the school promote curriculum enrichment well. For example, the year five residential trip the pupils spoke enthusiastically about and the timetabled special events such as African dance and music makes a good contribution to pupils' cultural development. Funds raised by the parents are used well to supplement resources. Activities outside lessons include opportunities in the arts, sports, music and computers. Pupils enjoy these and parents appreciate the wide range offered and these activities make a very positive impact on their personal development.

Care, guidance and support

Grade: 2

Levels of care, guidance and support for pupils are good. Parents appreciate this aspect of school and talk about the care and kindness that has been extended to their families. Child protection and health and safety procedures meet statutory requirements. Systems and guidance to ensure pupil safety enable them to stay safe and happy. Risk assessment is satisfactory. Staff encourage pupils to care for each other at playtimes and they have lots to occupy them at these times. Pupils have recently been helped to understand what they need to do to improve in the core subjects and are now beginning to be actively involved in the setting of learning targets. The school staff work well with parents in supporting pupils' academic and social development. For example, many parents with pupils who have learning difficulties, are directly involved in the review of their pupil's progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory and the headteacher and deputy are contributing satisfactorily to the school's capacity to improve, which is satisfactory. However, the deputy headteacher has too many responsibilities and is insufficiently involved in some important strategic areas. New methods of monitoring teaching and learning have been established and are starting to improve the quality of teaching and learning, but this now needs to involve more staff. The governing body fulfils its statutory duties and provides a satisfactory level of support for the headteacher and the senior management team. Governors are gaining a better understanding of teaching and learning, achievement and attainment and are now more able to hold the school to account. The leadership and management of the foundation stage are unsatisfactory but the senior management team are already working with the local authority to

improve this situation. Improvement since the last inspection is satisfactory and big efforts have been made to increase the quality of school self evaluation, which is now satisfactory, and is beginning to improve the achievement of pupils and to raise levels of attainment. Parents and pupils are suitably involved in this process. The school is also particularly effective in providing an inclusive environment that fosters the development of all pupils. The school makes appropriate use of its budget and provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you for the help you gave to us during our visit to your school. We really liked your friendly and polite manner and the way you helped to look after us. We thought you were very well behaved and took care of each other well. What you told us about your school was very helpful. We would now like to tell you what we think about it. We were very pleased to see lots of interesting things going on including Christmas pudding making, your captivating performances and the trip to the church. We also saw some other very interesting lessons, including maths, English and French. In some classes the really good use of computers and white boards were making lessons really exciting. We think there should be more of this going on all through the school. We know from what you told us that you enjoy coming to school and that you find most lessons interesting. Children in the two school councils are working well to help make more improvements for you. Your teachers take good care of you and you told us that you feel safe and have someone to turn to if you have any problems. They now want to help you more in your work by looking more carefully at what you can do in class. We think you have a very good range of clubs to go to after school and you really enjoy these. The teachers and other adults all work very hard to make your time at school happy and enjoyable as well as meaningful. Your headteacher and the staff have some good ideas of how to make your school even better than it is, particularly for younger children. We know they have the right ideas to make this happen and they are already working hard on their plans. Best wishes for the future