



# Noremarsch Community Junior School

Inspection Report

**Unique Reference Number** 126250  
**LEA** Wiltshire  
**Inspection number** 282082  
**Inspection dates** 22 September 2005 to 23 September 2005  
**Reporting inspector** Stephen Lake RISP

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

<b>Type of school</b>	Junior	<b>School address</b>	Clarendon Drive
<b>School category</b>	Community		Wootton Bassett
<b>Age range of pupils</b>	7 to 11		Swindon, Wiltshire SN4 8BT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 852250
<b>Number on roll</b>	223	<b>Fax number</b>	01793 852250
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mrs Mary Backhouse

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 22 September 2005 - 23 September 2005	<b>Inspection number</b> 282082
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Noremarsh Junior School is an average size school for boys and girls aged 7 to 11. There are very few pupils from minority ethnic groups and all pupils are fluent in English. Attainment on entry to the school is average. The proportion of pupils with learning difficulties and disabilities is average. The proportion of pupils entitled to free school meals is below average. Three out of seven class teachers are new to the school this term. The school has achieved the Artsmark Silver award and is part of the Vinci project .

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school regards its overall effectiveness as satisfactory and inspectors agree. The school provides satisfactory value for money. The school has improved since the last inspection. There are no areas of the school that are now inadequate. The quality of the school's self-evaluation is satisfactory. Standards achieved in English and mathematics are satisfactory and improving. Standards in science are higher and pupils achieve well.

The school has good procedures for checking up on how well pupils are doing. However, it does not use the information to set sufficiently challenging targets for pupils. This is particularly evident in mathematics. Where information is used well, standards of achievement have risen, for example in writing.

The curriculum is satisfactory. It is particularly strong in the provision for pupils' personal development. At the moment there are not enough opportunities for pupils to use their information and communication technology (ICT) and numeracy skills across different subjects.

The care and guidance provided for pupils is good and a significant strength of the school. The behaviour of the pupils is outstanding. Pupils are polite, courteous and respectful of others.

Governors support the school well, but many are new to the role. They have a good understanding of what affects pupils' personal development. Governors recognise the need for effective procedures to judge the impact of their actions on pupils' achievement.

### What the school should do to improve further

- Use other subjects to promote the development of pupils' mathematics and ICT skills.
- Use the detailed assessment information to provide even more challenge to pupils, particularly in mathematics.
- The governors should develop more effective strategies for assessing the impact of their decisions on pupils' achievement.

## Achievement and standards

### Grade: 3

The standards reached by pupils are above average in science and average in English and mathematics. Standards have risen significantly in English since the last inspection mainly because the school successfully drove up the quality of pupils' writing. A key factor in this was ensuring that pupils' writing skills were developed across all subjects of the curriculum. The results of the work in writing are only just beginning to show in the provisional 2005 national assessments. The school's own data shows that the improvement is working up through the school. Suitably challenging targets are set for pupils and these are being met.

Pupils broadly make the expected progress. However, standards achieved in mathematics could be higher if children made more use of their mathematical skills in other lessons. All pupils could do better in ICT skills if they had more chance to use them in different lessons. The improvement in writing skills has shown clearly how this can be achieved.

Pupils with learning difficulties and disabilities receive good support and this enables them to learn well. These pupils achieve well in relation to their prior attainment.

Grade: 3

## **Personal development and well-being**

**Grade: 2**

Pupils' spiritual, moral, social and cultural development are good. Pupils respect and understand the feelings, beliefs and values of others, evident in the way pupils talked sensitively about a child the school supports in India.

A particularly good feature is the way in which pupils of different ages work and play cooperatively. They recognise the value of working as part of a team. They are confident about their own contributions to the team and respect the view of others. There is very clearly understood guidance about how to behave and this makes a substantial contribution to the outstanding behaviour. This was very evident in lessons and around the school. Pupils understand right from wrong, are polite to one another and courteous to visitors. Pupils have good attitudes towards work and attendance is above average. All pupils spoken to said that they enjoy school very much.

Health and safety procedures are good. The school encourages pupils to eat a healthy diet. Initiatives such as the new low level activity trail and the wide range of sports activities encourage pupils to keep fit and healthy. The good range of extra-curricular activities provided helps pupils to broaden their education and enriches the life of the school.

Pupils have many opportunities to help the school and wider community. The school council makes a positive contribution to school life and helps pupils develop an understanding of how to have a say in their communities and how to think of others.

Pupils reported that there were few incidents of bullying at the school and that any occurrences are dealt with rapidly and effectively.

Grade: 2

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

The quality of teaching is satisfactory with no inadequate teaching. The teaching of both science and the teaching for personal and social development is good and this results in pupils doing well in both these subjects. The teaching weaknesses identified

in the last inspection no longer exist. Teaching in English has improved significantly. Teaching in ICT has improved satisfactorily but does not yet make enough use of ICT in other subjects. The management of behaviour is a particular strength of the teaching. The teaching of mathematics is satisfactory but does not make enough use of other subjects to practise and develop numeracy skills. As a result pupils do not achieve as well as they could in mathematics.

Pupils are regularly assessed but the information gained is not used consistently to plan work that is closely matched to the needs of all the pupils, especially in mathematics. The school has recently started to tackle this but it is too early to evaluate the impact that the changes are making.

Lesson planning provides a suitable range of activities for pupils. Pupils with learning difficulties and disabilities are taught well. There are some good examples of how activities are adjusted in individual lessons to provide appropriately challenging work for pupils of different capabilities and this is one of the reasons why these pupils make good progress in their learning.

Grade: 3

## **Curriculum and other activities**

**Grade: 3**

The work the pupils do covers a wide range of activities and experiences and teachers are conscientious in making sure that lesson plans outline what is to be taught. However, the curriculum does not do enough to promote the development of numeracy and ICT skills in other subjects.

The school provides a significant number of extra-curricular activities. These enhance and extend pupils' learning, particularly in sport and creative activities. There are other very good opportunities for the development of personal, social and health education. For example, older pupils benefit from a residential visit to an outdoor pursuits centre and class lessons are characterised by regular opportunities for pupils to work cooperatively.

Grade: 3

## **Care, guidance and support**

**Grade: 2**

This is a strong area of the school's work. The school provides a safe and caring environment in which pupils feel secure and happy. Parents and pupils agree that this is a place where children feel safe and enjoy attending. Pupils with learning difficulties and disabilities are cared for well and the school has good arrangements for supporting looked-after children. Good attention is paid to health and safety. For example the very large, and well supervised, playground has designated areas where pupils can sit or play quietly away from ball games.

Marking lets pupils know how well they are doing and what they need to do to improve. Clear targets are set for most pupils. Pupils' personal development is monitored satisfactorily by class teachers and the senior management team.

Pupils with learning difficulties or disabilities are given good advice and guidance that helps them achieve well. Looked-after children are assessed regularly and their personal education plans are reviewed twice a year. Grade: 2

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory with some areas of strength. The senior management team know the strengths and weaknesses of the school well. For example, professional development to integrate mathematics and ICT more securely into other subjects is planned for this term. The very strong commitment to the welfare of the pupils is a key factor in the good provision for personal and social development. The strategies put in place to improve achievement in writing were appropriate and have proved effective. The systems for self-evaluation are satisfactory. They have identified mathematics as a key area for development. The school acknowledges that more attention could have been given to improving the standards in mathematics earlier.

The views of parents and pupils are sought on a regular basis and both groups say that their views are taken into account. Consultation is a strength of the leadership and management.

The school has improved since the last inspection and has capacity to improve further. The senior management team have a good understanding of what needs to be done. New teachers are being successfully introduced to the school without adverse effect on the quality of teaching.

Governors have a strong commitment to the school and share a strong sense of purpose with the senior management team. Budgets are managed satisfactorily and resources used appropriately. The improvements such as the activity trail show that money is spent carefully on items that are identified in the school improvement plan. However, because several of the governors are new not all of them are secure in evaluating the impact of strategic decisions. For example not enough is done to check on the effect of improvements upon the standards attained by the pupils. Grade: 3

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	NA	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 Pupils

Thank you for helping us find out about your school. You were all very polite and gave us a lot of information.

We have found that:

Your school looks after you very well

You are given good guidance on how to behave and learn and your behaviour is outstanding

You enjoy school very much

Your school provides a lot of interesting things for you to do both in lessons and after school

You do particularly well in science and you are getting better at English and mathematics

Your school has made a lot of improvements since the last time it was inspected.

We have asked your school to:-

Look at ways in which they can give you more opportunities to use mathematics and ICT in other lessons

Help you to get even better at mathematics

Find ways to help the governors know whether their work is helping you in your learning.

Yours sincerely,

Stephen Lake (Lead inspector)