



# North Walsham Junior School

## Inspection Report

**Unique Reference Number** 121009  
**LEA** NORFOLK LEA  
**Inspection number** 285546  
**Inspection dates** 3 July 2006 to 4 July 2006  
**Reporting inspector** Mrs. Rosemary Eaton AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Manor Road
<b>School category</b>	Community		NR28 9HG
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01692 405697
<b>Number on roll</b>	318	<b>Fax number</b>	01692 501011
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Phillip Smith
<b>Date of previous inspection</b>	24 September 2001	<b>Headteacher</b>	Ms. Ruth Brumby

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 3 July 2006 - 4 July 2006	<b>Inspection number</b> 285546
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a larger than average school. Far fewer than average pupils are from minority ethnic groups or have English as an additional language. When they join the school, pupils' attainment is broadly average. The proportion with learning difficulties and/or disabilities is well above average. In 2001, inspectors judged that the school required special measures. The inspection of 2004 concluded that these were no longer necessary. At the time of the current inspection Year 6 pupils were attending induction days at a local secondary school.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school with good features, and this judgement reflects the school's own view of its effectiveness. It provides satisfactory value for money. The steady improvement described in the previous report has been maintained and there has been particular success in improving pupils' behaviour and attitudes. They are now ready and willing to learn. As this aspect of the school has gathered pace, academic standards have risen year on year and are now average overall. Pupils make satisfactory progress and achieve broadly average standards. Progress is faster in some subjects, notably English, and slower in science. This is in line with where the school has been making the strongest efforts. Again, not every pupil moves on at the same pace. It mainly depends on how effectively their particular teacher uses assessment information so as to meet the needs of all pupils, particularly the more able, and enable them to make good progress. Pupils respond enthusiastically to opportunities to take on responsibility, and participation in a wide range of clubs and visits makes a further contribution to their good personal development. The leadership and management of the school are satisfactory. Strong partnerships with parents, other schools, and a variety of agencies enhance what the school offers, for example, the good quality care and support provided for all pupils. Comprehensive systems provide accurate information about the school's strengths and weaknesses, enabling its leaders to identify what needs to be done to continue to drive up standards and help pupils to achieve well. There is a clear capacity for continued improvement, but no written plan to guide the school's development beyond the current year.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science by ensuring that teachers make full use of assessment information in order to provide work that meets the needs of all pupils and enables them to make good or better progress. - Establish a long term plan to show how the school is to develop over the next few years.

## **Achievement and standards**

### **Grade: 3**

In 2005, the Year 6 national test results were a little above average in English and mathematics, though below average in science. Results have risen steadily since 2003, and in 2005 more pupils than average reached the expected Level 4 in English and mathematics, but there were fewer than average at the higher Level 5. Nevertheless, the challenging English and mathematics targets for Year 6 in 2005 were nearly all met or exceeded. In science, the percentage reaching Level 5 was much lower than average. Overall however, standards are broadly average. Pupils make satisfactory progress and their achievement is satisfactory. Year on year, pupils are increasingly achieving more, although rates of progress are not consistent throughout the school. Progress is best in English, but the slower rate in science limits pupils' overall achievement. Pupils with learning difficulties and/or disabilities generally make

satisfactory progress, but those with the most significant needs often make faster progress than others. Last year, boys tended to achieve better than girls. The school's records show clearly that in many teachers' classes most pupils made good progress during the current year. However, in a few other classes, progress was overall not always as fast as the school expects.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Most pupils attend regularly, are keen to learn, and behave well, although a few need extra help in order for them to control their behaviour. Pupils have good attitudes to school, enjoying sport, clubs and leisure time activities especially well. They learn to identify and minimise risk, for example, on the roads, and are confident to talk to adults if they have a problem or to write about their hopes and fears for the future. They consider that any bullying is dealt with quickly and effectively. Pupils make a strong contribution to the school community through class and school councils, and know that their opinions are valued. They understand the importance of healthy food and exercise, and they readily follow the school's guidance during hot weather, appreciating why too much sun is not a good idea. They learn to cooperate well with adults and other pupils, and they carry out duties and responsibilities sensibly. This, with their satisfactory literacy, numeracy and ICT skills, provides a sound preparation for their future lives. Pupils show that they are enterprising, by raising funds, for example, to support the school council initiative of planting trees to increase the amount of shade in the playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. Teachers almost invariably manage pupils' behaviour well. They set out their expectations clearly and step in quickly to halt any tendency to shout out, for instance. As a result, lessons run smoothly. Teachers are also alert to ensuring that boys do not dominate discussions and questions during lessons. Teaching assistants play an important role in supporting pupils with learning difficulties and/or disabilities. For example, they work with particular groups or individuals, making sure they focus on their tasks and providing opportunities for them to work towards their individual targets. Teachers' use of assessment information is too variable. During a good Year 3 literacy lesson, for instance, lower attaining pupils were helped to read and write plural nouns such as 'dogs', whilst the highest attainers were challenged to think of and record irregular plurals, 'sheep' or 'women', independently. However, on too many other occasions, teachers do not modify tasks in order to ensure that every pupil is required to think and work equally hard and build securely on what they have learned already. In particular, it is not always clear how the more able pupils are being stretched and

enabled to reach higher levels. Marking of pupils' work is also inconsistent and doesn't necessarily show them what they need to do in order to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. All the necessary subjects are taught, with a very relevant focus on English, mathematics and information and communication technology. Pupils are offered well planned opportunities to practise and develop their literacy, numeracy and computer skills during lessons throughout the day. However, there are far fewer occasions when they are helped to make links between different subjects, for instance, listening to Tudor music to reinforce learning in history. Activities and resources are chosen to appeal equally well to boys and girls. The personal, social and health education programme makes a good contribution to pupils' knowledge of topics such as citizenship and helps to prepare them for their future lives. Pupils take part in plenty of enjoyable and worthwhile visits, and a range of visitors, for example, an illustrator, further extends their experiences. A parent described the 'wonderful variety' of lunchtime activities and after-school clubs, which offer something for everyone and enhance pupils' learning and personal development well.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Well organised arrangements are in place for child protection and for ensuring the health and safety of pupils, including checks on the suitability of adults who work with them. Finely tuned systems enable staff to monitor pupils' academic progress accurately, but the information collected is not always put to good effect to help improve standards and achievement. Parents and pupils are regularly involved in reviewing care policies, for example, to prevent bullying. Good links with external agencies help the school to support and care for pupils, for example, those with the most significant learning difficulties and/or disabilities. The care and attention given to raising the self-esteem of particularly vulnerable pupils is especially good. For example, those who find it hard to cope at lunchtime have a 'fun club' to help them develop their social skills. The arrangements for helping pupils to join Year 3 work well and the transfer to secondary school is carefully planned to inform pupils and parents about new learning routines.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has built an effective staff team which shares a commitment to continuous improvement. A productive climate for learning has been established. Key subject leaders are effective in improving provision in their subjects, although some have not yet had time to have a strong impact on raising standards. The issues raised in the previous inspection report have been tackled successfully. Through a consistent focus and the high expectations of

the headteacher and senior staff, the school has been successful in steadily raising standards and significantly improving pupils' behaviour. Self-evaluation is thorough and accurate, involving the views of parents and pupils, for example, through a parents' forum and the school council. Scrutiny of assessment information and lesson observations contribute to the clear picture of what works well and where more improvement is needed. As a result, the headteacher is aware that there are still teachers who do not meet pupils' learning needs as well as others and improving these teachers' skills is current work-in-progress. The chair of governors also has a good grasp of the school's strengths and weaknesses and governors give their wholehearted support. They contribute to the detailed annual improvement plan, in which the determination to raise standards is very evident. However, there is no indication of how the school is intended to develop over the longer term. The overwhelming majority of parents who returned questionnaires are pleased with the education provided for their children. Excellent weekly newsletters keep them informed about what is happening in school and how they can support their children's learning. The school is suitably placed to make further improvements.

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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	2	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	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	3	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	2	NA
The attendance of learners	2	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

<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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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**

Thank you for being so friendly and helpful when we visited your school. We enjoyed our short time with you and were especially pleased to see how well you play together and make the most of the lovely school grounds and the activities available. We were impressed with how the school council is helping to make things even better for everyone, by planting trees, for example. We found that most of you are learning quite well, but we have asked your teachers to make sure that you always get work that helps you to make faster progress. This will help you to reach higher levels in English, maths and science, which will be very important when you move on to secondary school. Your headteacher, the staff and governors see to it that you are cared for well and have lots of interesting clubs and visits, which we know you enjoy. The school has got better since the last visit by inspectors. We want the headteacher and governors to make a plan to show how it will develop in the next few years, so it continues to improve. We wish you all well for the future. Yours sincerely