

# South Greenhoe V C C of E Middle School

## Inspection report

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<b>Unique Reference Number</b>	121089
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	292002
<b>Inspection dates</b>	1–2 March 2007
<b>Reporting inspector</b>	Lynne Blakelock

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

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<b>Type of school</b>	Middle deemed primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	8–12
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Morgan
<b>Headteacher</b>	Mr N Austin
<b>Date of previous school inspection</b>	29 October 2001
<b>School address</b>	Brandon Road Swaffham Norfolk PE37 7EA
<b>Telephone number</b>	01760 721831
<b>Fax number</b>	01760 722747

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<b>Age group</b>	8–12
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school which will become a junior school from September 2007 as a result of a reorganisation of primary education by the local authority. Pupils start here with standards which are in line with those expected nationally. The proportion entitled to free school meals and the proportion with learning difficulties or disabilities, including those with statements of special educational need, are above average. Most pupils are White British and their first language is English. This is a 'Norfolk Healthy' school and it has achieved the 'Activemark' for physical education. It is working with the local authority as part of the Intensive Support Programme in its efforts to raise standards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements.

The school's own view is that it provides a satisfactory standard of education; inspectors judge it to be inadequate. The school provides unsatisfactory value for money. Significant improvement is required in relation to the progress that pupils make through the school, which was inadequate in 2006, the standards that they attain and the quality and impact of leadership and management.

Standards at Key Stage 2 in 2006 were exceptionally low in English, mathematics and science, having fallen further below average in recent years. This means that this group of pupils made inadequate progress in their learning from their starting points, substantially as a result of the school's failure to take prompt action when standards first began to fall. Monitoring by the headteacher and management team of the performance of the school, and of the progress of different groups of pupils, has also not been completed with sufficient rigour and regularity to gain the information needed to move forward. This has been aggravated by poor planning, which has not always focused on the right priorities. Despite his commitment, the headteacher has not given a clear direction or lead to the school's work and the work of middle managers is insufficiently well developed. This has resulted in inadequate leadership and management.

Most teaching is sound, although its quality overall is inadequate because there is not enough that is of a good standard. This has prevented the school reversing the long established pattern of underachievement and low standards. Pupils are generally keen to learn and particularly enjoy lessons where they are involved in their learning. However, progress in lessons is hampered because some teachers fail to provide work which matches closely enough the needs of all pupils, offers sufficient challenge or has appropriately high expectations of what pupils can achieve. Pupils respond very well, however, when teaching encourages a fast pace to learning and includes activities which make them concentrate hard. On these occasions they show their enjoyment of school and learning and make satisfactory progress. They are motivated by learning across subjects which improve their basic skills in literacy and numeracy, and remain very focused when teachers use computers to help them learn. The curriculum is satisfactory and provides for all learners. It is strengthened by visits which offer opportunities for pupils to develop the broader skills that they will need when they are older.

Pupils are settled and feel safe here because the school cares satisfactorily for them all and has appropriate procedures in place to help and support those with particular problems or worries. Overall, however, the care, guidance and support in place for pupils are inadequate. This is because the academic guidance that they are given is not good enough. Many pupils do not understand clearly what their targets mean. Neither does marking of their work give pupils enough information about what they have done well and how to make their work of a higher standard.

Pupils' personal development is satisfactory. Spiritual, moral and cultural development is satisfactory and the school's teaching about the need for healthy lifestyles is resulting in pupils thinking more carefully about eating options and the importance of exercise. They respond well to responsibility, showing consideration towards the needs and situations of others but

this isn't always reflected in good behaviour. Whilst it was satisfactory during the inspection, parents and pupils have expressed concern about the occasions when a minority of pupils disrupt learning.

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

- Improve the quality of teaching and learning in order to accelerate progress and raise standards in English, mathematics and science.
- Raise the expectations that teachers have of the standards that pupils can attain.
- Develop and apply effective systems for planning, monitoring and evaluating improvements in the school.
- Ensure that behaviour is consistently and effectively managed so that no lessons are disrupted.

## **Achievement and standards**

### **Grade: 4**

Inspectors confirm the school's evaluation that achievement and standards are inadequate. The pupils enter with standards which all available evidence shows are in line with the national average. Given these starting points, the progress made by all pupils, including those with learning difficulties or disabilities, was inadequate in 2006. Results have fallen since 2004. A sharp fall in the 2006 national tests at Key Stage 2 demonstrated exceptionally low performance in English, mathematics and science. Pupils did not meet their targets in either English or mathematics. More able pupils did not make the progress achieved by similar pupils nationally. The school believes that the support programme provided by the local authority is beginning to show some improvement in standards. However, there are gaps in learning from previous years and the quality of teaching is not consistently good enough to raise standards to the levels required.

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

### **Grade: 3**

Most pupils enjoy coming to school and make firm friendships. Many are keen to succeed. They have good attitudes to work and many can recall their targets in literacy and numeracy. However, many are not sure what is required to meet them. Behaviour is generally satisfactory in lessons and around the school, but parents and pupils report that there are instances of disruptive behaviour. Spiritual, moral, social and cultural development is satisfactory because pupils learn about different cultures and beliefs and are gaining a sound understanding of the complexity of our multi-cultural society. The school council takes its responsibility for improving the school seriously and has just raised 300 pounds for new playground equipment. However, opportunities for pupils to work independently of adult support are too infrequent. Consequently they do not develop the ability to use their initiative and become independent learners. Pupils understand the need for regular exercise and a balanced diet. They know how to look after themselves and stay safe. Attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate. Although most teaching is satisfactory and there is some good teaching, this is not enough to enable pupils to make adequate progress. Teachers know

their subjects well which leads to a purposeful atmosphere for learning in most lessons. Behaviour of most pupils in lessons is good although a small minority disrupts learning on occasions. There is not enough challenge in some lessons, particularly for the more able, and teachers' expectations are not consistently high enough to encourage pupils to achieve their best. Pupils make better progress when tasks match closely the levels at which they are working. Planning of lessons is sometimes good although the school has no established common procedures to ensure that it is consistently meeting the needs of all pupils. Marking is used to encourage pupils but does not inform them regularly enough how to improve their work. Teachers and classroom assistants work well together to support pupils with learning difficulties.

## **Curriculum and other activities**

### **Grade: 3**

The school has started to make the curriculum more exciting by linking subjects together in order to make learning more stimulating. This is beginning to work well in Year 4 where work on the Saxons has fired pupils' imaginations and helped them to take a keener interest in writing. Educational visits also make a sound contribution to effective learning. The school has made a start on developing a programme to cater for the needs of gifted and talented pupils. Resources are good and pupils benefit from computer-based learning, but too little imaginative use is made of information and communication technology (ICT) to support teaching and learning; for example, the full potential of interactive white boards has not been realised. Physical education features strongly in the curriculum and there is a good range of after-school and lunchtime clubs that encourage pupils to participate in sport. The personal, social and health education programme is well managed and promotes a sound understanding of how to stay safe and healthy.

## **Care, guidance and support**

### **Grade: 4**

Care, guidance and support are inadequate. This is because the quality of guidance pupils are given in their work is not good enough to enable them to make the progress that they should. The school is developing procedures to measure pupils' progress but this information is not used consistently in all classes to support learning. Many pupils do not have a clear understanding of their targets. Not enough is done to provide them with guidance on what they have done well and how to improve. The staff know pupils well and provide good pastoral care on a day to day basis. Pupils feel safe in school and are confident that adults will help them should problems arise. There are satisfactory procedures in place to ensure pupils' safety and well-being. The school works closely with outside support agencies which help them to identify pupils' individual needs. Those with learning difficulties and the more able receive helpful support in classrooms.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate. Although the headteacher is totally committed to the school and understands the issues that it faces, he has not displayed strong enough leadership to enable it to improve. He has an overly-optimistic view of its performance. There has been a lack of direction to its work, and planning shows insufficient focus on the most pressing needs of the school and too low expectations of the work of the staff. Standards have

fallen because the systems in place to monitor and evaluate the work of the school are not thorough, regular or rigorous enough. This applies particularly to the monitoring of teachers' work. There is also insufficient information about the levels at which pupils join the school and the progress they make, although the school is now improving their monitoring in this regard. The headteacher has empowered middle managers to oversee subjects, but this is still at the developmental stage. Capacity to improve is therefore inadequate. Governors show commitment but they do not ask enough questions about the progress that the school is making to enable them to oversee its direction adequately. Improvement since the last inspection has been inadequate because the standards that pupils attain have fallen. This decline in the school's effectiveness means that it provides unsatisfactory value for money.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	4

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

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>4</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 March 2007

Dear Pupils

South Greenhoe Voluntary Controlled Church of England Middle School, Brandon Road,  
Swaffham, Norfolk, PE37 7EA

I am writing on behalf of the inspection team to thank you for making us welcome when we visited your school recently. We enjoyed watching you learn and hearing from you about the opportunities you are given. This letter will tell you the outcome of the inspection.

We know that most of you enjoy school. You are pleased with the opportunities that the school gives you to develop skills that will help you when you are older. Those of you who are members of the school council are proud of the chances to make improvements to your school and to fundraise for others. You and your parents agree that your school looks after you. You enjoy the really good range of visits that the school organises for you. We were also pleased that you like learning. We were disappointed to hear from some of you and from parents that behaviour in school is not always as good as it should be. We hope that those of you who are stopping other pupils from learning by not behaving well will begin to act sensibly and thoughtfully all of the time.

There are other important ways in which your school needs to improve. You are not making the progress that you should be making in English, mathematics and science and the standards that you are reaching are too low. We have asked Mr Austin and the teachers to make teaching as good as possible so that you will make better progress and reach higher standards. We also want your teachers to expect you to do your very best work all of the time and to accept nothing less from you.

Lastly we are asking Mr Austin and his senior team to check all of the work that goes on in the school very carefully so that they are sure that everything is done as well as it could be. This will help your school to improve. You can help by working as hard as you can. Your teachers will be given help and support to carry out these improvements. Inspectors will visit the school regularly to check the progress that your school and you are making.

We send you our best wishes for the future

Lynne Blakelock (Lead Inspector)