

Aldborough Primary School

Inspection report

Unique Reference Number	120777
Local Authority	NORFOLK
Inspection number	301777
Inspection dates	1–2 May 2007
Reporting inspector	Godfrey Bancroft

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	126
School	
Appropriate authority	The governing body
Chair	Mrs Sara Holroyd
Headteacher	Mrs Tina Casburn
Date of previous school inspection	14 February 2000
School address	Alby Hill Aldborough Norwich Norfolk NR11 7PH
Telephone number	01263761264
Fax number	01263761264

Age group	5–11
Inspection dates	1–2 May 2007
Inspection number	301777

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector

Description of the school

This is a smaller than average rural primary school. The socio-economic profile of the community is favourable. Attainment on entry is broadly in line with that expected for children's ages. The percentage of pupils from minority ethnic groups is very low and there are no pupils who speak English as an additional language. The percentage of pupils with additional learning needs or disabilities is lower than usually found. The school has gained the Healthy Norfolk Schools Mark, Eco School Silver Award and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection agrees fully with the school's evaluation of its own performance that it is a good school, providing good value for money. The school's mission statement is met because pupils say that Aldborough school is, 'a great place to work and learn'. Pupils' enjoyment of school is evident in that many are reluctant to leave at the end of each day. Provision for children in the Foundation Stage is good with many exceeding the standards expected for their age. Pupils achieve well and make good progress, to the extent that by the time they leave the school standards are above average.

Pupils' personal development and well-being are outstanding, as a result of the effective care, guidance and support they receive. Behaviour is exemplary. Pupils work hard and apply themselves well in lessons. They are particularly knowledgeable about how to keep safe and to stay healthy. They are well prepared for the next stages of their education. The curriculum is good, providing pupils with a broad and balanced education and excellent use is made of the school grounds to enhance their learning.

Teaching and learning are good. Lessons are planned with care to ensure they meet the needs of the full range of ages and abilities in each class. However, the questions teachers pose do not always extend pupils' thinking enough or challenge them to provide detailed answers. Whilst teachers assess pupils' attainment accurately not all pupils are sufficiently aware of their own learning targets or what they need to do to make their work even better.

Leadership and management are good, providing the school with a clear educational direction. The headteacher ensures that pupils' achievement and well-being are at the heart of the school's work. However, not enough use is made of the available data to compare the school's results with that of others and to ensure that the school's performance always keeps up with or is better than national trends. Governors do an outstanding job and support the work of the school exceptionally well. The views of many parents are typified by the comments of one who said, 'This is a first rate school, especially in view of its rounded approach to all aspects of children's education'. Improvement since the school was last inspected has been good, as is its capacity for continued improvement.

What the school should do to improve further

- Make sure all pupils are fully aware of their targets and what they need to do to improve their work.
- Make better use of questioning to extend pupils' understanding and help to make their speaking skills even better.
- Make full use of the available data to ensure the performance of the school keeps up with or exceeds that of others.

Achievement and standards

Grade: 2

Children start with standards that are close to those expected for their age. However, standards sometimes vary significantly from year to year. Children's personal, social and emotional development exceeds that usually found and lays a firm foundation for good progress made by children in all aspects of their learning. In Years 1 and 2 pupils are currently making good progress. Even so, standards in reading and mathematics are below average and standards in

writing are broadly average. This is because these pupils had a much lower starting point when they entered school than the children currently in the Reception class. Pupils' continue to progress well in Years 3 to 6 and standards in English, mathematics and science are above average by the time they leave. Pupils who have learning difficulties and disabilities achieve well. The school consistently meets the challenging, but realistic, annual targets that are set for pupils' attainment. Good achievement is also evident in art and design, and physical education.

Personal development and well-being

Grade: 1

Pupils' behaviour is exceptional. They are caring and supportive of each other and very sensitive to the beliefs and feelings of others. Attendance is broadly average, but improving. Pupils' understanding of the importance of caring for the environment and contributing to their community is typified by their commitment to the 'Eco Status' of the school, of which they are justifiably very proud. Pupils' spiritual, moral, social and cultural development is good. This is evident in their achievement and the enthusiasm they show in art and design, drama and music. All this serves to exemplify pupils' enjoyment of their education. Pupils are equipped effectively with the basic skills that will serve them well in their future education and in later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Some outstanding teaching was seen, especially in dance, drama and English throughout the school. Teachers have good knowledge of the subjects and of the age groups that they teach. They plan their lessons carefully in order to meet the needs of the full range of abilities and ages in each class successfully. Relationships are excellent and teachers help pupils to become increasingly confident learners. However, teachers are sometimes too willing to accept the first answers that pupils give to questions. Consequently, pupils' understanding and their speaking skills are not always extended as far as they might otherwise be.

Teaching assistants make a very effective contribution to the learning of all pupils, but especially to those who have additional learning needs and disabilities. Pupils also benefit greatly from the provision of specialist teaching for music and for religious education. Teachers assess pupils' progress accurately. They also use the information they gain from making assessments effectively to plan subsequent stages of pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum for the youngest children is good. The curriculum in Years 1 to 6 is also good and gives pupils a broad and balanced education. However, a number of parents indicated their wish for their children to be taught a modern foreign language. Particular attention is given to the successful promotion of pupils' personal and social development. The school also adapts its curriculum effectively for the benefit of all pupils. For example, gifted and talented pupils are able to work with older age groups in subjects such as mathematics. Visits, including residential visits, and visitors to the school make a significant contribution, along with parent helpers, to the quality of education. Many parents and members of the community come to

school each week to listen to pupils reading. During the inspection a member of the community visited to support pupils' project work about pirates. A good range of additional activities is offered. These activities include art, choir, cookery, football, gymnastics, keyboard and netball. This year the school's football team has reached the final stages of a national competition.

Care, guidance and support

Grade: 2

The school describes itself as having a 'caring and supportive ethos' and this is very true. Many pupils comment on feeling safe and well cared for and arrangements to ensure this is the case meet current requirements fully. The provision for children who find learning hard and for those who have disabilities is good. Teachers track pupils' personal development and academic progress accurately and regularly. Consequently, in the event of any pupil falling behind, teachers are quick to intervene and put in place appropriate support. Older pupils are involved in the self-assessment of their work. Even so, some pupils are not sufficiently knowledgeable about the targets set for their progress or about what they need to do to improve their work. Arrangements to gain and respond to pupils', parents' and carers' views of the school are good. For example, pupils were involved in the interview process when the current headteacher was appointed. The school also ensures that parents and carers are fully informed of their children's progress.

Leadership and management

Grade: 2

Leadership and management are good and provide the school with a clear educational direction. The headteacher and staff work effectively to make pupils' achievement and well-being central to everything they do.

Governance is outstanding. The school's self-evaluation correctly describes governors as 'strong and pro-active'. Their role in checking on the quality of education is very effective and provides them with a clear picture of how well the school is operating. Consequently, they are well informed about the work of the school and have rigorous systems to hold it to account. The school improvement plan sets out clearly what needs to be done to bring about improvements. There are also good procedures to evaluate the effectiveness of the school's work. However, not enough use is made of the available data to compare the outcomes of the school's work with that of others. This limits the school in its ability to ensure that its performance is in line with or better than that of similar schools.

The school has an excellent track record of involvement in local and national initiatives to improve the quality of education. Links with partner schools, external agencies and the community are outstanding, benefiting the work of the school greatly. Parents are immensely supportive of their children's education. For example, they organise the 'Eco Club' and set up 'Bike Week' in which as many pupils as possible cycle to school and enjoy a 'biker's healthy breakfast'.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

2 May 2007

Dear Pupils

Inspection of Aldborough Primary School, Norwich, NR11 7PH

You may recall my recent visit to inspect your school and I would like to thank you all for your kindness and help. You will be pleased to know that I agree with you and many of your parents that Aldborough Primary is a good school. I was delighted to hear and see how much you enjoy school. It was especially good to hear about the work of your 'Eco Club' and about the days when you all cycle to school. Your teachers and teaching assistants are good at giving you the help you need and your behaviour in lessons and around the school is outstanding. The school is also good at taking care of you and making sure that you feel happy and safe. Mrs Casburn and your teachers are good at making sure you have all you need to learn successfully and they have excellent help from the governors. I have asked Mrs Casburn, the teachers and the governors to consider making the following few improvements which I hope will help your school to become even better.

- Make sure you are fully aware of your targets and what you need to do to improve your work.
- Make better use of questions in lessons to improve your understanding and help to make your speaking skills even better.
- Make full use of the information they have to check how well your school is doing in comparison with others.

May I wish you every success in the future and later in the year when you compete in the national schools football tournament.

Yours sincerely

Godfrey Bancroft

Lead Inspector