

# Taverham Junior School

## Inspection report

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<b>Unique Reference Number</b>	121062
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313859
<b>Inspection dates</b>	11–12 March 2008
<b>Reporting inspector</b>	Roderick Passant

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	504
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Julian Bryant
<b>Headteacher</b>	Mr Mark Pickering
<b>Date of previous school inspection</b>	17 March 2003
<b>School address</b>	Taverham Road Taverham Norfolk NR8 6SX
<b>Telephone number</b>	01603 867740
<b>Fax number</b>	01603 262452

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

There has been a reorganisation of education in the local area. From September 2007, the school changed from being a middle school (for pupils aged 8 to 12) to a junior school (7 to 11). The school admitted Year 3 pupils for the first time last September and no longer has Year 7 pupils. A new headteacher was appointed in April 2007. There have been significant changes to the school's senior leadership team and a new chair of governors. In the last two years, the school has had to manage many staff changes often involving temporary appointments.

The school is over double the size of the national average. The percentage of pupils eligible for free school meals is below average. Pupils are very largely White British although there are a small number of pupils from minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities is about average. The percentage of pupils with statements of special educational need is above average. Current attainment on entry is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Outstanding leadership by the headteacher and strong school management has steered the school very effectively through a period of rapid change. Most parents were entirely positive about the school and expressed their confidence in it and specifically the headteacher. The school currently provides a satisfactory education but this is clearly a snapshot of a school in the process of rapid transition and improvement. It has already established some good features and pupils' personal development is outstanding. Pupils' progress across the school is currently satisfactory; it has not yet caught up with other good improvements in the school because learning and teaching, although much improved, are not yet consistently good. Year 6 pupils are on track to attain broadly average standards in English, mathematics and science representing satisfactory achievement from their average starting points. They are impressive ambassadors for the school – articulate and confident.

There has been rapid improvement in pupils' personal development. High quality, motivating relationships between staff and pupils are an exemplary feature of the school's work and underpin pupils' excellent attitudes to learning. Pupils get on very well with each other and report no bullying or racism. The care, guidance and support that pupils receive are good. A careful structured policy of positive rewards has ensured that pupils' behaviour is now excellent. Because the curriculum is good, pupils enjoy school a very great deal and have very positive attitudes and a zest and enthusiasm for learning. The school's investment in high quality enrichment opportunities fosters pupils' confidence, creating an ethos of achievement, which breaks down traditional stereotypes. This ethos, raising pupils' aspirations, contributes very significantly to the school's ongoing academic improvement. Because of its success in developing pupils' maturity, social skills and excellent attitudes to learning, the school provides a good foundation for their future school career. Pupils have an extremely clear understanding of how to keep themselves safe and the importance of healthy lifestyle choices, and they contribute well to the school community.

Learning and teaching are satisfactory. School data shows significant improvement in the quality of teaching over the past two terms. This has been achieved by making very clear the expectation that pupils will make good progress over the year, and that each teacher has responsibility for building on pupils' academic achievement term-by-term and year-on-year. There is also a programme of professional support to develop classroom skills. However, the effectiveness of this in ensuring consistency in learning and teaching and the embedding of improvements has been hampered by the need to manage many significant periods of temporary staff absence. The headteacher has raised professional expectations and teachers have worked hard to respond. As a result, whilst a significant amount of learning is good, this is not yet consistent across the school and consequently pupils' progress varies too much. The school has a tracking system to monitor pupils' progress, but intervals between assessments are too long to identify quickly those pupils who are not making progress and to judge the impact of teaching on learning over time. Marking usually identifies aspects for improvement but does not consistently tell pupils how to improve their work next time.

Given the fact that the school is improving rapidly and pupils' personal development is outstanding, the school provides good value for money and has good capacity for improvement.

## What the school should do to improve further

- Ensure that pupils make good progress in their learning by developing consistency and continuity in teaching.
- Collect and use assessment data more regularly to track pupils' progress.
- Extend the marking policy so that assessment criteria are shared with pupils and they know what to do to make their work better.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Improvements in provision are accelerating pupils' progress. Currently pupils are making at least satisfactory progress across the school and are steadily gaining knowledge, understanding and skills. Year 6 pupils made good progress in the lessons seen and are on track to attain average standards in English, mathematics and science indicating satisfactory progress over their time in school. Standards in speaking are above average; pupils are confident and articulate. Written presentation is generally good. Good quality support for pupils who need extra help means that they are making good progress against their individual targets. Higher attaining pupils in Year 6 are being challenged so that the percentage of these pupils who are on track to attain Level 5 is a little above that seen nationally. Girls and boys are equally actively engaged in lessons and make similar progress. Music is a school strength. Pupils have a very mature understanding of the concept of achieving a 'personal best' derived from the work in physical education. The result is that pupils are capable of mature self and peer assessment.

## Personal development and well-being

### Grade: 1

Pupils consistently report feeling valued and listened to, with one commenting, 'Teachers take our views and our concerns very seriously.' Older pupils act as good role models, establishing caring relationships with each other and with younger children. Pupils feel safe in school, because they are very well cared for. They are very confident, highly motivated and extremely well-behaved. Enjoyment of school life is excellent. Through the school council, pupils genuinely appreciate the opportunity to share their thoughts on current issues and the future direction of the school. They are delighted that some of their ideas, such as the creation of the morning mini-break, have been acted upon. Pupils' spiritual, moral, social and cultural development is good and improving, with teachers conscious of the need to further develop cultural awareness. Attendance is above the national average.

## Quality of provision

### Teaching and learning

#### Grade: 3

Attractive displays and well-used interactive whiteboards stimulate learning. Enthusiastic teachers and teaching assistants work well together. In the best lessons, all pupils learn at a good rate because work is planned carefully to actively involve them. It is presented in a lively and enthusiastic manner, mistakes are used positively to reinforce learning and praise encourages

pupils to work hard. Most teachers use questions effectively to develop learning and sustain pupils' interest. In satisfactory lessons, opportunities are missed for pupils to share ideas and they take on a more passive role. Within each ability group for English and mathematics there is a range of different learning needs and some teachers do not plan work to cover all of these. There are some good examples of constructive marking but this is not always consistent or helpful enough in helping pupils to know how to improve their work. Data is not collected and used frequently enough to track pupils' progress effectively.

## **Curriculum and other activities**

### **Grade: 2**

Though yet to have a full impact on achievement, the curriculum is good and improving, providing a wide range of learning opportunities which make learning exciting. The school has reviewed its whole curriculum and is aware that it requires refinement in the light of experience. Teachers are committed to making good use of meaningful cross-curricular links to enhance learning and this too is evolving. Themed days and weeks are very much enjoyed; pupils report that activities such as the 'Arts Week' and 'Enterprise Days' help their learning 'come alive.' The school provides a wide range of extra-curricular activities which are very well attended. Music provision is a particular strength, with an impressive 'flagship' orchestra and many opportunities for pupils to learn a musical instrument. The extra-curricular programme provides many opportunities for personal success, which contribute to the high levels of enjoyment and pupils' outstanding personal development. Parents are very enthusiastic about the school's rich and varied curriculum. One comment was typical of their views: 'My children are given every opportunity to explore life and grow into well-rounded people.' The school modifies its curriculum effectively for pupils who require extra help.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel happy and safe because the school provides a very caring and supportive environment. This contributes to their outstanding personal development. Pastoral care and support are good. Adults know the pupils and their families well. The school quickly identifies pupils who find learning difficult and provides them with very good support. It consults other agencies when appropriate to provide additional support. Risk assessments are in place and procedures for safeguarding and child protection are firmly established.

Academic guidance is satisfactory. The 'target walls' in each classroom help pupils to understand their next steps in improving in English and mathematics.

## **Leadership and management**

### **Grade: 2**

The headteacher has an astute and precise understanding of the school. He has identified what needed to be built upon and what needed change to take the school forward. He has managed the internal pace of change effectively to take staff with him. He is ambitious for the school and the pupils. The headteacher and deputy work effectively together. Year group leaders lead their teams well. Curriculum leaders are developing a sharper and more evaluative understanding of their roles. The school has clarity of purpose, and strong teamwork. Staff are enthusiastic and committed. Governors are supportive and are adopting more systematic procedures to

evaluate the school. They receive good information and this is enhanced by governor visits. They are in now in a good position to challenge the school appropriately to take it forward.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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?	3
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

<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>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	3
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

13 March 2008

Dear Pupils

Inspection of Taverham Junior School, Taverham, NR8 6SX

Thank you for making us so welcome in your school. Taverham Junior School is a very special place and you are right to feel so proud of it. My particular thanks to the Year 6 pupils who gave up their lunchtime to talk to us. What you had to say was very thoughtful and helpful.

The school is clearly 'going places'. It has undergone a major change and is developing rapidly. Our visit was very much a snapshot given that the school has already established some good features. It is currently providing you with a secure education because you are making steady progress. Year 6 is on track to reach the standards seen in many other schools. In many lessons, you make good progress but one of the things I have asked your headteacher to do is to work with teachers to ensure that this happens even more often across the school.

One of the impressive things about the school is its pupils. The school is helping you to develop as young people extremely well. It is good to hear that you feel valued and listened to and that you feel safe in school because everyone gets on so well. Year 6 pupils are impressive ambassadors for the school and set a good example to the younger ones. Behaviour across the school is excellent. We agree with you that much of what you do is 'fun' and that as a result you enjoy school a very great deal. The school council is clearly an important feature of the school.

You get on well with your teachers and they care a great deal about you. I have asked the headteacher to keep an even closer eye on your progress. I have also asked him to work with teachers to make sure you really know what good work looks like so that you know how to improve your work and can aim high. All staff are working very hard to make the school really fantastic. With your continued help, they will be able to do this all the faster.

Sincere good wishes for your future school careers.

Roderick Passant

Lead inspector