

John of Gaunt Infant and Nursery School

Inspection report

Unique Reference Number	120988
Local Authority	Norfolk
Inspection number	358895
Inspection dates	23–24 November 2010
Reporting inspector	Karen Heath

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mike Downes
Headteacher	Fiona Chant
Date of previous school inspection	6 March 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed the school's work and looked at a wide range of documentation, including teachers' planning, pupils' books, the school's own monitoring and evaluation assessment data, as well as school policies and minutes of the governing body's meetings. All six of the school's teachers were observed in twelve teaching sessions. The inspectors met with governors and staff, spoke to pupils and looked at 57 parent questionnaires as well as questionnaires from the staff. The inspectors also looked at documentation with reference to the safeguarding of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The achievement of the more able pupils to determine whether teaching is challenging and consistent.
- The school's strategies in sustaining the improvement in pupils' attendance.
- The effectiveness of the school's self evaluation in determining and identifying areas for development.

Information about the school

John of Gaunt Infant and Nursery is a small school with a stable pupil population. The pupils on roll are predominantly White British. The number of pupils identified as having special educational needs and or disabilities, is significantly lower than the national average. The number of pupils with a statement of special educational needs for physical disabilities is higher than other schools nationally. The percentage of pupils eligible for free school meals is equivalent to the national average. Some pupils are taught in mixed age classes, children in the Early Years Foundation Stage are taught in the school's nursery and one reception class.

The school holds the Healthy Schools standard, and has attained the silver Eco Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

John of Gaunt provides a good education for its pupils. It is a welcoming and inclusive school with a vibrant and stimulating learning environment both inside and out. The school engages exceptionally well with parents who are overwhelmingly positive about the school and impressed with the way it 'nurtures and cares' for their children. This is supported by the views of pupils who have an excellent understanding of how to keep themselves and others safe and are confident in the school's ability to deal with their concerns. The school's safeguarding procedures are exemplary. The needs of all pupils are clearly understood and met because the care and guidance provided by the school is outstanding. Parents with pupils who have special educational needs and/or disabilities speak highly of the school and say how it has supported both them and their children. The school has worked hard to increase pupils' attendance which is satisfactory and it is keen to continue this improvement

The quality of teaching is good, lessons effectively link subjects across the curriculum to engage and interest the pupils in their own learning. The pupils' enjoyment in lessons is evident which aids their good progress. Overall pupils achieve significantly higher than the national average in reading writing and mathematics and this has been consistent for three years.

The achievement of pupils with special educational needs and or disabilities is also better than pupils nationally. Attainment for the more able pupils in mathematics, reading and writing is above the national average though not significantly. This is because lesson planning and delivery do not always clearly identify the next learning steps to challenge these able pupils or to give them sufficient guidance on what they need to do to improve.

The strong collaborative partnership of the local cluster is at the heart of the school's work. Many extra curricular activities for the pupils are provided through the schools' network; this means that pupils have opportunities they would otherwise not get and this has resulted in good and sometimes outstanding personal development for pupils. The school is actively involved with a range of local community support agencies. Consequently it provides exceptional support to parents with children already at the school as well as future parents. This ensures a smooth transition for an excellent start to school which is further enhanced by the school's outstanding provision for the Early Years Foundation Stage.

The pupils' involvement in attaining the Eco Schools award means they have developed an exceptional understanding of maintaining a healthy lifestyle. Pupils grow their own vegetables and know how to eat healthily. The school provides a stimulating outdoor environment for both work and play this means the pupils not only understand the importance of exercise but also thoroughly enjoy it. Equally, for their age, the pupils make an exceptional contribution to the school and wider community. The school council is

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instrumental in school improvement such as helping to develop the play facilities and improve the toilets. Pupils attend the partnerships' Eco Parliament and 'Eco Warriors' play an active role in ensuring the school plays its part in protecting the environment.

The headteacher demonstrates clear vision and provides strong leadership. The senior leadership team and governors have a good understanding of the school's strengths but have not always been sufficiently analytical to accurately identify areas for development. The quality of the school's work is regularly monitored and there is a comprehensive system for tracking pupils' progress. However, subject leaders do not use this wealth of information to analyse the school's data and gain a strategic view of how pupils across the whole school are doing.

The leadership team has been effective in bringing about school improvement which has resulted in good and sometimes outstanding outcomes. Attainment in reading, an improvement point in the school's last inspection report, has been sustained over a period of time. The good quality of teaching, pupils' attainment which is consistently above the national average and good pupils' progress ensures the school has a good capacity to improve.

What does the school need to do to improve further?

- Accelerate the progress of higher ability pupils by :
 - using teacher assessment to identify pupils' next steps in learning and plan lessons to meet those needs
 - ensuring teachers' marking tells pupils how they can improve their work
 - reviewing pupils' learning targets so they provide sufficient challenge.
- Build the school's capacity to improve, and support the headteacher by:
 - developing the leadership expertise across the school so that subject leaders understand their roles and responsibilities
 - ensuring that leaders at all levels have a strategic view of attainment and progress by analysing data.
- Continue to improve the overall attendance of pupils by:
 - working with parents so that their children attend school regularly
 - celebrating good attendance

Outcomes for individuals and groups of pupils

2

Pupils of all abilities achieve well, they happily work on their own and cooperate well in groups. Their high levels of enjoyment in lessons and their consistently good attainment in reading writing and mathematics means pupils are effectively developing essential skills for their future.

The quality of teaching observed in lessons and scrutiny of work books show that all pupils make good progress. Pupils with special educational needs and/or disabilities achieve better than their peers nationally, this is due to the well targeted support provided by the school and the well trained support staff who understand the individual needs of the pupils.

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John of Gaunt is a cohesive school community and pupils are supportive of each other. Members of the local community frequently come into school to help, for instance, sharing a book with the children. Pupils are active in a range of community events including charity fundraising and this has a positive effect on pupils' outstanding contribution to the local and wider community.

As a result of the moral and social guidance they receive pupils show a good understanding of right and wrong and how to treat others. Behaviour in lessons and on the playground is good. Pupils report that there is no bullying and they know the strategies to use if they have issues over friendships.

Their awareness of other people's countries and cultures has been broadened by the many visitors to the school. People from different communities come into school to talk about their customs and beliefs and this gives the pupils a good understanding of ethnic and cultural diversity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils respond enthusiastically to their lessons and the opportunities the school offers. A good percentage of pupils participate in a range of extra-curricular activities which are provided by the school's partnership with outside providers. Classrooms provide a bright

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and stimulating learning environment. The curriculum is imaginative and includes a wide range of experiences which contribute well to pupils' learning.

Teaching is good and the content of lessons is modified well, especially to cater for pupils with special educational needs and/or disabilities. The school has ensured that support staff receive a high level of training so that pupils with special educational needs and or disabilities are well supported and consequently make good and sometimes outstanding progress. Tasks are generally well matched to extend the learning of most pupils. While the lessons integrate basic literacy and numeracy skills in an exciting way the development of these skills, particularly to a higher level, are not always planned in sufficient detail to accelerate the learning of more able pupils. There are good systems in place for assessment and tracking pupils' progress. However, teachers' marking and feedback in lessons does not always give pupils a clear idea of how they could improve their work.

The school provides outstanding guidance and support particularly for the more vulnerable pupils. It effectively works in collaboration with community services to support families; such as running parenting classes and informal drop ins so that the school is more accessible within the community.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The staff at John of Gaunt work very effectively together and morale is high. The school has established a trend of raising pupils' attainment. Members of the leadership team are committed to continuing this improvement. The school has a broadly accurate view of itself. The Headteacher has a good understanding of how pupils are doing across the school. However, while senior staff are familiar with individual cases their strategic vision is less secure.

Governors have a good working knowledge of the school and regularly monitor its work. The Governing Body has been particularly vigilant in ensuring it carries out its statutory responsibilities for safeguarding. All statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and appropriate risk assessments have been undertaken for activities. The school has used its funding and resources creatively to provide good value for money.

The school's partnership working is a real strength and helps the pupils' transition into school as well as between schools, something parents really value. A range of extended activities including staff development, pupil activities, parental support and guidance provide opportunities which otherwise pupils and families might not have.

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The school has carried out an audit of its social, ethnic and religious context and understands that well. As a result, it has devised and implemented an action plan to improve the way it promotes community cohesion although the school has yet to evaluate the impact of its work in this area.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The excellent leadership of the Early Years Foundation Stage has been instrumental in ensuring outstanding provision for this age group, in particular in the development of the outside area to provide stimulating learning experiences to improve outcomes for children. Adults work well together and there is a strong commitment to reflect on practice and improve. The induction procedures help children to settle quickly, there is good communication between school and parents who are actively encouraged to participate with their children when they come in each day.

Staff plan a good range of practical and purposeful tasks that engage children's interests well. They use assessment effectively to record the children's achievements and inform session planning. Staff are skilled at letting children do things for themselves so that they learn from experience and quickly become independent. There is a good balance between activities that children explore for themselves and those that adults lead. The range of activities which promotes learning across the early years' curriculum is excellent. Adults' interaction with children is strength and this effectively develops children's speaking, listening and thinking skills.

Children show a strong sense of enjoyment and enthusiasm for learning. For example, there was great interest when they made biscuits, exploring the texture and feel of shortbread dough or blowing bubbles outside. The youngest pupils in the nursery show exceptional abilities to sustain concentration and this is because the activities provided

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meet their learning needs so effectively. Staff have high expectations that children will cooperate with one another, share, and take turns, as a result, children are confident and get on well with each other.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly positive about the school and all those who responded to the questionnaire agreed that their child enjoyed coming to John of Gaunt. Parents who spoke to inspectors supported this view. A very small number of parents felt that the school did not take account of their suggestion or concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John of Gaunt Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	82	10	18	0	0	0	0
The school keeps my child safe	47	82	10	18	0	0	0	0
My school informs me about my child's progress	34	60	21	37	1	2	0	0
My child is making enough progress at this school	39	68	17	30	1	2	0	0
The teaching is good at this school	37	65	20	35	0	0	0	0
The school helps me to support my child's learning	43	75	12	21	1	2	0	0
The school helps my child to have a healthy lifestyle	41	72	14	25	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	60	20	35	0	0	0	0
The school meets my child's particular needs	38	67	17	30	1	2	0	0
The school deals effectively with unacceptable behaviour	29	51	25	44	2	4	0	0
The school takes account of my suggestions and concerns	32	56	20	35	3	5	0	0
The school is led and managed effectively	43	75	12	21	1	2	0	0
Overall, I am happy with my child's experience at this school	45	79	11	19	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2010

Dear Children

Inspection of John of Gaunt Infant and Nursery School, Norwich, NR11 6JZ

Thank you very much for making my inspection team so welcome. We did enjoy seeing how hard you work in lessons. You achieve well by the time you leave John of Gaunt; that's because it is a good school.

We think Mrs Chant and all her staff care about you and help you to do well. We are pleased that you feel so safe and are happy to talk to the adults in school who help you if you are worried.

We thought your behaviour was good especially as the weather was so wet and you couldn't get out each day. However, when you did, we could see that you really enjoy working and playing in your super grounds with such imaginative things to explore and do.

We think some of you could do even better and have asked the teachers and governors to help you:

- by giving you even more challenging work so more of you can achieve level 3 at the end of year 2
- improve your work by telling you what you need to do next.

We would also like everybody to help Mrs Chant by making sure that all staff know what you do well and what you need to do to improve

You all can also help the school to improve by making sure you come to school regularly and not take time off for holidays during term time.

After such a good start at John of Gaunt, I am sure you will continue to do your best.

Yours sincerely

Karen Heath

Lead inspector

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