

King's Park Infant School, Dereham

Kings Park, Dereham, NR19 2AG

Inspection dates 24–25 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed by the headteacher. Together with other leaders she has ensured improvements to pupils' achievement and the quality of teaching.
- Pupils in Key Stage 1 find learning fun and exciting. Teachers make sure that the learning is practical and use equipment well to support all groups of pupils.
- By the end of Key Stage 1, most pupils have achieved the skills they need to move to Key Stage 2 in reading, writing and mathematics.
- Learning activities in the Reception class are varied and give children confidence to learn new skills. This enables them to make good progress from their starting points.
- Absence has reduced as a result of leadership, including governors, raising the importance of attendance with parents and pupils.
- Pupils' behaviour and attitudes to learning are good. They are proud of their school and say they feel safe and well cared for.
- Pupil' spiritual, moral, social and cultural understanding is developed effectively through a wide range of activities and visits.
- Governors visit the school regularly to see for themselves what is working well and what needs improving. They ask leaders challenging questions which hold them accountable for continued improvement.
- The federation with Grove House Infant school is proving highly effective in improving the performance of staff in both schools.
- Parents are very supportive of the school and agree that their children are happy and well supported.

It is not yet an outstanding school because

- Pupils with special educational needs make good progress in reading and mathematics but their progress is not as good in writing.
- Pupils do not attain as highly in reading as they do in writing and mathematics.
- The proportion of pupils reaching the higher levels of attainment in mathematics is not consistently above average.

Information about this inspection

- The inspector observed teaching across all year groups in the school. In total, eight teaching sessions were observed. These included lessons, the teaching of phonics (letters and the sounds they make) and intervention sessions, where pupils were receiving special support. Several lessons were joint observations with the headteacher, deputy head or early years' leader. A school assembly and breakfast club were also attended.
- The inspector spoke to senior leaders, teachers, three members of the governing body and a representative from the local authority. A number of parents were spoken to at the start of the school day.
- The inspector heard some pupils read and talked to them about their reading habits. In addition, formal and informal discussions were held with pupils.
- The inspector scrutinised a range of the school's documents related to improvement planning, self-evaluation, performance management, professional development, the curriculum and extra-curricular activities, records of pupils' progress, attendance, safeguarding and the work of the governing body. Pupils' exercise books and work displayed around the school were also looked at.
- Account was taken of the 23 responses to the on-line questionnaire (Parent view), 21 comments from the new on-line survey and the view of a parent who contacted the inspection provider during the inspection. The staff questionnaires completed by 12 staff were also considered.

Inspection team

Catherine Kiff, Lead inspector

Additional Inspector

Full report

Information about this school

- King's Park is a much smaller than average-sized primary school and most pupils are White British.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals, or who are looked after by the local authority, is below average.
- The proportion of pupils from minority ethnic groups is below average. The proportion of pupils who speak English as an additional language is also below average.
- There is a below average proportion of disabled pupils and those who have special educational needs who are supported at school action plus. No pupils are currently supported with a statement of special educational needs or an education, health and care plan.
- Since the last inspection, the school has federated with Grove House Infant School. They share an executive headteacher, senior leadership team and a governing body, but are inspected separately.
- The school works closely with their local cluster of 16 schools including infant schools, junior schools, primary schools, secondary schools and a special school.
- The school has achieved enhanced status for Norfolk healthy schools.

What does the school need to do to improve further?

- Move good teaching to outstanding by:
 - focusing on improving the writing skills of pupils with special educational needs to accelerate their progress and close gaps in attainment with other pupils
 - providing greater opportunity for pupils to practise their reading and to develop skills of comprehension and inference from the text
 - increasing the opportunity for pupils to apply their mathematical skills across subjects so that more reach the higher levels of attainment by the end of Key Stage 1.

Inspection judgements

The leadership and management are good

- The school is well led by the headteacher and senior leaders who regularly review how they work to maintain a good level of education and help the school to continue to improve. Pupils' progress is rigorously checked to make sure that all groups of pupils achieve well.
- Staff with additional responsibilities, such as those for various subjects and the co-ordination of support for disabled pupils and those who have special educational needs, fulfil their duties well. They have a good overview of practice in the school and have detailed plans of how to improve.
- School action planning is closely linked to leaders' detailed and accurate understanding of the school's work and result in appropriate objectives for future improvement being set.
- The school is working together with other local schools to develop their understanding of expectations for assessment with the removal of the National Curriculum levels.
- The curriculum successfully promotes pupils' spiritual, moral, social and cultural development. Pupils are prepared for life in modern Britain through the work they do in school, visitors to school and visits out. They celebrate all the main Christian festivals and festivals from other cultures. Pupils listen to and value the views of others. Adults in school treat everybody with respect and pupils respond well by showing respect to each other.
- The subjects pupils learn are interesting and exciting. Teachers plan learning experiences which are interesting to the pupils. For example, Year 1 pupils were very excited about their dinosaur topic and looking forward to their trip to the Dinosaur Adventure Park. Year 2 pupils were using their literacy, history and geography skills to learn about pirates.
- The school has formed strong partnerships with other local schools. This means that teachers share expertise and are able to check that their assessments of pupils' achievements are accurate. It has also enabled the school to have effective transition arrangements for pupils when they move to their next stage of education.
- The federation with Grove House Infant school has enabled leadership to provide greater opportunities for staff development. This has had a positive effect on improving teaching. Staff questionnaires support the federation and identify this as a strength of their school.
- The school promotes equality of opportunity well and makes sure that any gaps between groups of pupils' learning are addressed.
- The primary school sport funding provides more sporting opportunities for pupils through better-trained teachers, the use of professional sports coaches and more resources. These are ensuring that pupils are taught skills more effectively. As a consequence, pupils are developing healthy lifestyles.
- The local authority has accurately judged the school as not requiring substantial support in most areas. However, the local authority has provided a range of professional development which is well attended by staff.
- **The governance of the school:**
 - Governors have a clear understanding of the strengths of the school and how it can improve. They ask leaders challenging questions to make sure that the school is continuing to improve. They visit school regularly to talk to pupils and see for themselves how well it is doing. They make sure that teachers encourage tolerance and respect among pupils to help prepare them for life in modern Britain.
 - Governors check that the pupil premium is helping eligible pupils do as well as their classmates. They understand that the primary sports funding is providing more opportunities for pupils to take part in physical activities and that teachers are developing their skills through working alongside sports

specialists. Governors also appreciate how the appraisal system has contributed to the good teaching. They make sure that teachers' pay rises are linked to the progress that pupils make and that teachers have high quality training.

- Governors carry out their statutory duties well, for example, they make sure that national requirements for safeguarding and child protection are met.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They enjoy coming to this warm, welcoming and friendly school. They have positive attitudes to learning which helps them make good progress in lessons. Pupils arrive on time and settle quickly in lessons.
- Pupils are keen to learn, listen attentively in class and willingly answer questions and contribute to class and group discussions. Pupils enjoy challenging work and are confident to try out new skills as they feel well supported by teachers and teaching assistants.
- Around the school pupils conduct themselves well and are polite to staff and visitors. Pupils play together sociably at playtimes and lunchtimes. The 'Playground Angels' are proud of their roles and responsibilities to make sure that no-one is left without playmates.
- Attendance is average and improving. Pupils say they know the importance of attending regularly and punctuality is good. One pupil said he could not wait to get up in the morning 'because school is such fun and you learn lots'.
- The school's work to keep pupils safe and secure is good. Leaders ensure that clear procedures are in place and staff are appropriately checked prior to appointment.
- Pupils say they feel safe and the teachers take good care of them.
- All procedures for ensuring pupils' health, safety and well being, which are at the heart of the school's work, are secure. Behaviour incidents are rare and the minority of unacceptable behaviour is dealt with quickly and effectively. Records indicate that there are no repeated incidents over time. There are no recorded racial incidents or exclusions.
- Pupils say they feel safe and have an understanding of what bullying is. The older children are beginning to develop a wider understanding of the different types of bullying and how to keep themselves safe when using computers.
- Parental responses from Parent View and survey comments, along with the views of parents spoken to by the inspector at the beginning of the day, are very positive about behaviour and safety in school. An example of this is expressed by a parent: 'Everything in this school is totally for the children with their utmost safety, happiness and ability to achieve being top priority'.

The quality of teaching is good

- Teaching is typically good across the school. There is a strong focus on extending pupils' speaking skills. Pupils are frequently asked to share ideas and work in pairs which effectively supports their social skills of listening to others and respecting others' views.
- Teachers and teaching assistants work well together and ask pupils searching questions to see how much they have understood. They pick up on misconceptions and address these during the lesson which supports pupils' learning and helps them in the progress they make.
- Practical resources are used well to enable pupils to experience things for themselves. Year 2 pupils made good progress in their understanding of three-dimensional shapes by having the opportunity to handle the

shapes. This allowed them to experience the mathematical language and explore what a 'face' or an 'edge' is. Year 1 enjoyed the challenge of building a dwelling out of small blocks to hold their dinosaur. They had model dinosaurs so they could test out the size of their dwelling and see if it would fit. They also made good use of these to help them with their descriptive language in their writing.

- Classrooms and areas around school are attractive and tidy with vibrant displays of pupils' work. Writing is given a high profile which has a positive impact on the work most pupils produce and the standards they achieve. Mathematics is less visible, particularly challenges for the more able mathematicians. The school is having a focus on using mathematical language across subjects. It is increasingly making links between pupils' learning in mathematics and other subjects, so that pupils can apply their skills and knowledge across a range of situations.
- Teachers' marking helps pupils to understand what they need to do to improve their work. They are given the opportunity to act upon the comments made by teachers, which results in them making good progress over time.
- Disabled pupils and those who have special educational needs are supported well through additional use of adults and activities that appropriately support their next steps in learning. There is good communication between the different members of staff working with pupils who need extra support. This means that pupils are not given confusing messages and they are clear about what is expected of them in class and when they work in small groups or on a one-to-one basis.
- Although pupils with special educational needs are making good progress, it is not as good in writing as it is in reading and mathematics. To address this, an additional teacher has recently been appointed to work with small groups and individuals. This is beginning to have an impact on developing their writing skills.
- The teaching of phonics is well established across the school. Pupils are confident to sound out letters and blend them together to read and write words. However, pupils are not so accomplished in their wider reading skills. For example, they sometimes lack fluency when reading, or have difficulty in understanding the content of what they have read or to begin to make inferences from the text they are reading. To address this, reading is taking a higher profile within the school and parents are being encouraged to read more with their children at home. The school is further supporting this by holding reading 'cafes' for parent and children to work together and reading workshops for parents. The school has increased opportunities for reading. This was also requested by pupils when they were asked about what they thought would help them learn better.

The achievement of pupils is good

- Pupils start in Key Stage 1 with skills broadly typical for their age and make good progress by the end of Key Stage 1. In 2013 standards at the end of Key Stage 1 in reading, writing and mathematics were above average. The 2014 school assessment information indicates that attainment in writing and mathematics are above average and reading is broadly average.
- In 2013 standards were above average for the higher attaining pupils in reading, writing and mathematics. School information identifies that in 2014 this has been maintained in writing and dipped slightly in reading and mathematics. Leaders have identified this as an area for improvement and put in place opportunities to use mathematics across the curriculum so that pupils can apply their skills and knowledge to a range of situations. Pupils are now having greater opportunity to develop their reading skills.
- The results of the national screening check at the end of Year 1 on pupils' knowledge of phonics were above average. During the inspection, pupils used their phonic knowledge well to sound out words and blend the sounds together to read and spell words.
- Scrutiny of pupils' work shows that most pupils are attaining at the expected levels or above in writing and mathematics and expected levels in reading.

- More able pupils are challenged well in writing but less so in mathematics and reading. As a result, fewer pupils reach the higher levels at the end of Year 2 in reading and mathematics than in writing.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points, especially in reading and mathematics. This is because they receive precisely tailored support and teaching that helps them to learn well.
- Until this year there was a large gap between the attainment of pupils supported through the pupil premium and their classmates. In 2013 the gap was approximately two terms behind in reading, two-and-a half in writing and one-and-a half in mathematics. 2014 data indicate that this has narrowed to one term behind in reading and writing and less than half a term behind in mathematics.

The early years provision

is good

- Children start in the Reception class with knowledge and skills below those typical for their age particularly in communication, language and mathematics. In 2014 the proportion of children achieving a good level of development significantly improved on 2013 outcomes as a result of good teaching. Children, including disabled children and those who have special educational needs and children supported by the pupil premium, make good progress in all areas of learning.
- Behaviour is good. Staff work successfully to promote children's good personal, social and emotional development. Consequently, although having only been in school a few days, children are happy, settle down well to routines, are eager to learn and enjoy school life.
- The quality of teaching is good; this provides a secure base for future learning throughout the school. Staff work well as a team and ask open-ended questions to encourage children to work things out for themselves and use their imagination. Children have good opportunities to work and play both inside and in the outdoor area. They are encouraged to combine their skills and knowledge in activities. An example of this was seen during the inspection when children had to work as a team in the 'car wash'. This gave them the opportunity to develop their physical skills by washing the play vehicles. It also gave them the opportunity to develop their personal social and emotional skills by taking turns at washing and driving the vehicles. Assessments are used well to plan future learning experiences.
- The leadership and management of the early years are good. Joint work across the two infant schools in the federation has strengthened opportunities for staff development and broadened experiences for the children who enjoy joint outings and visiting each other's settings. The early years' leader, along with the Reception teacher, has identified appropriate priorities to continue to improve the provision for the youngest children.
- The school establishes supportive links with parents from the time that children first enter school. This has a positive impact on their learning and their personal, social and emotional development. All safeguarding policies and procedures are implemented consistently.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120983
Local authority	Norfolk
Inspection number	448168

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Tracey Bowman
Headteacher	Helen Parker
Date of previous school inspection	4 February 2010
Telephone number	01362 694077
Email address	office@kingspark-inf.norfolk.sch.uk

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