

# Suffield Park Infant and Nursery School, Cromer

Mill Road, Cromer, NR27 0AD

**Inspection dates** 29–30 January 2015

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| 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 strong and highly effective leadership of the headteacher, with the support of governors and staff, has raised pupils' achievement and maintained high standards over several years.
- School leaders and teachers regularly and rigorously check pupils' progress so no-one falls behind.
- Staff form a highly effective team because each individual's skills are recognised, honed and used effectively.
- Pupils' spiritual, moral, social and cultural development is promoted well. Personal development is strong and pupils work together well.
- Pupils behave well and feel safe, nurtured and valued in this caring community.
- Teaching is good. Positive relationships between pupils and staff mean that lessons are a buzz of excitement and learning.
- Children in the early years make good progress from their very varied starting points and are well prepared to move into Year 1.
- Progress in Years 1 and 2 is equally good, including for those who are disadvantaged, have special educational needs or are taught in the resource base. By the end of Year 2, pupils reach standards in reading, writing and mathematics that are well above average.

### It is not yet an outstanding school because

- Work is sometimes not hard enough for the most-able pupils, or they are left waiting too long for the next piece of work.
- Not enough opportunity is taken to strengthen the links between the school and day care, particularly to share staff expertise and resources.

## Information about this inspection

- Inspectors visited 16 lessons. They were accompanied by the headteacher on four of the observations, and by the Early Years Foundation Stage leader on one.
- Inspectors met the headteacher; senior leaders; other members of staff, including subject leaders; teachers; members of the governing body; and pupils.
- Inspectors looked at pupils' work and considered documents relating to the school's self-evaluation, its plans for improvement, and arrangements to ensure that pupils are safe.
- Inspectors took account of the views expressed by parents in discussions, letters to the inspectors, and the 17 responses to Ofsted's online survey, Parent View. Opinions shared through the 31 questionnaires returned by staff members were also considered.

## Inspection team

Bob Greatrex, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to the average infant school.
- Since September 2014, the nursery class has no children registered. Children in the early years provision (Reception) attend full-time.
- Most pupils are White British.
- Slightly more than one quarter of pupils are eligible for the pupil premium. This is a similar proportion to the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after.
- One in five pupils is disabled or has special educational needs. This proportion is slightly more than the national average.
- The school has a specially resourced provision for disabled pupils and those with special educational needs, for those with speech and language difficulties. This resource caters for pupils throughout North Norfolk. It accommodates a maximum of ten pupils, of the same age as other pupils in the school. This is open from Monday to Thursday each week.
- The governing body manages day care for children from eight weeks to four years of age in purpose-built separate accommodation on the same site. A part-time children's centre run by the health authority also operates from the Day Care building. These are both subject to separate inspection.
- The governing body runs before- and after-school provision from the Day Care building.
- The headteacher is a local authority moderator, trained to check the accuracy of assessments of pupils' work.

### What does the school need to do to improve further?

- Ensure that the learning needs of the most-able pupils are fully met by:
  - checking to make certain that the work set for them is consistently demanding
  - providing extra activities once they have finished their work.
- Fully exploit the opportunities for better links between the school and day care so that children and staff benefit from the more regular sharing of expertise and resources.

## Inspection judgements

### The leadership and management are good

- The ambition, drive and teamwork of the headteacher, staff and governing body are maintaining the high standards achieved over the last few years. Despite the school's continued success, there is no complacency at Suffield Park.
- Respect, tolerance and equality for all are taught and practised in everything staff do, so pupils develop these values.
- Arrangements to check the quality of teaching are effective. Very good use is made of external support, particularly to ensure the accuracy of judgements about teaching and standards.
- Skilled subject leaders provide good guidance and support. In areas such as phonics (linking letters to the sounds they make), their expertise is used effectively to guide and support other staff so standards are rising quickly. Provision for the disabled, those who have special educational needs and those in the resource base, is equally effective.
- The school knows itself well. Self-evaluation is accurate and analytical so it forms a strong basis for improvement.
- Staff morale is high. Each individual's skills are recognised and used to best effect. Staff performance is managed very effectively and training carefully chosen to develop staff to their full potential.
- Parents are very positive about the school and all it offers their children. They are increasingly involved and kept well informed about their children's progress.
- Pupils' learning needs are met through many interesting opportunities and extra activities. Good links are made between subjects, and between what is taught in school and how it applies to the real world.
- Pupils' spiritual, moral, social and cultural development is catered for well. Activities, such as a visit to the parish council, enable pupils to begin to understand democracy and the part it plays in modern British society.
- After-school activities enhance and extend the curriculum, and good-quality before- and after-school provision offers fun and interesting tasks that also contribute to learning.
- Extra sports funding is used well. New activities, such as tap-dancing, contribute to pupils' physical development and well-being. Participation rates are high and pupils are energetic. Staff benefit from working alongside a coach.
- Pupil premium funding is used effectively and makes a positive difference to the learning of eligible pupils so that they make good progress.
- Because the school is successful, the local authority has little direct involvement. The headteacher, however, knows how to access support and guidance when needed.
- Staff and governors work closely with nearby schools to share and develop new approaches; for example, on how best to check pupils' progress. However, the links with the day care are not as well developed so staff do not have sufficient opportunities to work together regularly so that children benefit from the best that both have to offer.
- **The governance of the school:**
  - Governors have an accurate understanding of the schools' many strengths and few areas for improvement because they analyse and interpret data accurately.
  - Governors value the contribution made by staff and play their part in ensuring that everyone constantly

strives to improve. They are open and transparent in all they do.

- Governors contribute well to planning school improvement and see that performance management arrangements are used effectively. The recent focus they placed on improving phonics is already bringing significant improvement.
- Governors have a good understanding of the quality of teaching and make sure that staff pay reflects pupils' progress. They have clear procedures should underperformance occur. The use made of additional funds, including the pupil premium, is carefully measured to see it is effective, and to change it if not.
- Governors hold the safety of pupils as paramount and are vigilant that pupils are safe. They ensure that procedures to safeguard pupils fully meet statutory requirements.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils are eager to learn, and they apply themselves enthusiastically to the many interesting activities staff provide.
- Pupils like to take on responsibilities; whether running errands or participating in the school council. They are eager and willing to help one another, and quickly spot a classmate needing help. Pupils in the resource base are equally co-operative and supportive of one another.
- Attendance is now above the level seen in most infant schools. It has improved over the last year because the school strikes a good balance between helping families and ensuring they meet their responsibilities. Pupils are punctual to school.
- Traditional British values are part of the everyday life of the school and pupils are encouraged to demonstrate values such as respect and responsibility. Pupils have an age-appropriate understanding of backgrounds that are different from their own, and the cultures and traditions of others.
- The few pupils who struggle to manage their own behaviour are given excellent guidance so they improve over time. There have been no exclusions.

### **Safety**

- The school's work to keep pupils safe and secure is good. All adults are suitably checked and the school premises are secure. As a result, pupils say they feel safe and secure, and parents agree the school is a safe place to be.
- Staff provide excellent care so pupils thrive. Self-confidence grows and pupils feel they can express themselves and 'have a go' without fearing failure.
- Pupils say bullying and name-calling are rare and that staff quickly help them resolve any worries. Parents confirm their children feel safe in school.
- Pupils have a good awareness of how to stay safe, including when using the internet.

## **The quality of teaching** is good

- Classrooms are a place of joy; enthusiastic adults help motivate pupils to learn and the positive relationship between both ensures that no learning time is lost.
- Basic skills are taught well, reflected in pupils' above-average achievement. In mathematics, teachers ensure that pupils learn key skills, and understand their importance. Pupils know, for example, that it is easier to add the smaller number to the larger one, but that it makes no difference to the final answer. In phonics, teachers have good subject knowledge and teach key skills well, such as how to break down unfamiliar words. These and other reading skills are taught well.

- Teachers and teaching assistants adapt the learning to make sure that it engages pupils. For example, during the inspection, a group of boys practised addition and subtraction on a number line, jumping between numbers. They were engrossed and engaged, enjoying their learning. In another class, drama was used to provoke pupils to think about their feelings prior to writing.
- Activities in the resource base are tailored to the particular learning needs of each individual pupil so they thrive and grow in confidence. As a result, they blossom and make progress.
- Pupils' progress is tracked very carefully so that anyone falling behind is quickly identified and extra help given so that they catch up. Pupils' acquisition of phonics' knowledge and understanding is now equally carefully checked.
- Pupils enjoy their homework because they are set challenges but then given the freedom to decide for themselves how to respond. As a result, responses are impressively imaginative. Pupils demonstrate growing pleasure in being responsible for their own learning. The most able particularly enjoy finding new ways to present their work.
- In a few lessons, staff engage pupils in useful dialogue to discuss their learning; recognise what has been achieved, where improvement lies and possibly provoke further thought through probing questioning. This is not done in most classes, however.
- Pupils' work is regularly and conscientiously marked. However, pupils rarely change their work as a result and sometimes do not understand what has been written. Some staff do not check that pupils have read or understood what they have written, so the value of the marking is lost.
- The most-able pupils do well when they are given the harder work they need. However, they are sometimes given the same work as other pupils, or kept waiting while other pupils catch up. This slows their progress.

### The achievement of pupils

is good

- Pupils' progress is good and standards are above average so they leave very well prepared for the next stage of their education. In 2014, standards at the end of Year 2 in reading, writing and mathematics were all in the top fifth of schools nationally. An analysis of pupils' workbooks and the school's predictions show that standards are on track to be similar in 2015. Over the last few years, mathematics results have been particularly high because pupils are given a good range and variety of opportunities to practise and consolidate their skills.
- Leaders recognised that, though standards are above average, there were relative weaknesses in aspects of reading and writing. Improvements were put in place. For example, the way writing is approached has been changed to cater for pupils' different interests. These changes are proving effective.
- Results of the annual phonics screening check during Year 1 have been well below those found nationally. The school has now implemented improvements in teaching methods and is involving parents more. As a result, the school's predictions and inspection evidence suggest that pupils will achieve much better results in 2015.
- Disabled pupils and those who have special educational needs make good progress from their varied starting points. A wealth of experience and expertise is used to give these pupils the extra help they need. The progress of pupils in the resource base is carefully checked so that activities match their precise needs. They themselves see the steady progress they make, so their self-esteem grows.
- Disadvantaged pupils eligible for the pupil premium achieve well because of the good support they receive. In 2014, eligible pupils generally made similar progress to their peers in school. They were a term behind their classmates in mathematics, a term and a half behind in writing, and two terms behind

them in reading. However, disadvantaged pupils reached higher standards than pupils nationally in writing and mathematics; they were just a little behind pupils nationally in reading.

- While the proportion of pupils reaching above-average standards is a little above the national average, the proportion is limited because the most-able pupils do not all make the rapid progress of which they are capable.

### The early years provision

is good

- Attainment on entry to the Reception classes varies from year to year, but is improving. As a result, this year, it is close to the levels expected, although some skills that lie at the basis of reading and writing are lower. Children's number skills, on the other hand, are relatively strong.
- All children, including those who are disabled or who have special educational needs, make good progress through all areas of learning because they are given a good range of interesting and stimulating tasks. Children in the special resource base benefit, too from activities that arouse their curiosity. The outdoor environment is used effectively to practise learning and deepen children's understanding.
- The proportion of all children currently on track to join Year 1 with a good level of development for their age is similar to that expected nationally. This represents particularly good progress in literacy. In all areas of learning, disadvantaged children begin to catch up with their peers.
- The early years is led with a clear sense of purpose and direction. Planning is thorough so all areas of learning receive sufficient emphasis. Children's progress is checked regularly to ensure all do well. However, staff have few opportunities to work with those from day care; for example to share expertise so children could progress faster.
- Links with parents are good. Parents are increasingly involved helping their children to learn at home. They are kept well informed about aspects of their children's progress.
- Teaching is good. Activities are carefully planned to meet children's varying learning needs. Children respond positively, showing persistence and perseverance to complete tasks given by adults or chosen by themselves. They make friends rapidly, and quickly learn to share and 'give and take'. The children's personal development is good.

## 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

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 120908  |
| <b>Local authority</b>         | Norfolk |
| <b>Inspection number</b>       | 449281  |

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

|  |                                    |
|--|------------------------------------|
| <b>Type of school</b>                      | Infant                             |
| <b>School category</b>                     | Community                          |
| <b>Age range of pupils</b>                 | 4–7                                |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 214                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Vivienne Lennox                    |
| <b>Headteacher</b>                         | Jacqueline Bradford                |
| <b>Date of previous school inspection</b>  | 16 September 2010                  |
| <b>Telephone number</b>                    | 01263 513296                       |
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