

Suffield Park Infant and Nursery School, Cromer

Inspection report

Unique Reference Number	120908
Local Authority	Norfolk
Inspection number	358876
Inspection dates	16–17 September 2010
Reporting inspector	Nick Butt

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Vivienne Lennox
Headteacher	Jacqueline Bradford
Date of previous school inspection	13 November 2007
School address	Mill Road Cromer NR27 0AD
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Age group	3–7
Inspection dates	16–17 September 2010
Inspection number	358876

Registered childcare provision	Suffield Park Children's Centre
Number of children on roll in the registered childcare provision	100
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 113 parents and carers, and by staff and pupils.

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

- What the school is doing to raise standards in reading and writing, especially for boys
- How effectively the new marking policy is being implemented
- The impact of the new headteacher's changes on provision and outcomes for pupils.

Information about the school

This is an average sized infant school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is above average. The school has a specialist resource base for pupils with language and communication difficulties. The governing body manages a children's centre on the site, which includes day care for children aged from 0-3. This is integrated with the school's Nursery provision.

The headteacher took up her post in September 2009.

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

Suffield Park Infant and Nursery is a good school. Since her appointment the headteacher has built on the school's many strengths and provided clear direction and inspirational leadership to unite staff, governors, parents and carers in working together for rapid improvement. As a result of the many changes she has introduced, pupils' progress is good and attainment has risen rapidly; in the 2010 national assessment pupils reached above average levels in reading, writing and mathematics. In particular, the gap in attainment between boys and girls has narrowed, with boys catching up in reading and writing. This is because of a clear focus on how well individual pupils are doing, with early intervention to support them if they show signs of falling behind.

Parents and carers speak of a 'very happy school' where they know their children receive outstanding pastoral care, with individual's needs catered for extremely well. This is particularly the case in the specialist resource base, where pupils often make rapid gains in their communication and acquisition of basic skills due to the outstanding teaching and learning. This, in turn, enables them to integrate into the mainstream classes very well for part of each day. The quality of teaching is typically good. The school has introduced a new approach to marking, which is at an early stage of development but is beginning to iron out inconsistencies in the ways pupils understand how to improve their work. However, pupils do not have enough opportunities to assess their own or others' work on a regular basis. Pupils sometimes exceed their individual targets because these are not always challenging enough.

Pupils are well behaved and friendly, polite to visitors and keen to apply themselves to their work. Improvements to the curriculum mean lessons actively involve pupils in their learning and are planned in response to their interests and aspirations. Pupils go on many visits and take part in a wide range of clubs. Their appreciation of living healthily is outstanding, as they take plenty of exercise, grow their own food and know all about how to keep well. Pupils enjoy school and the vast majority attend well, having a good understanding of how to stay safe.

The outstanding governing body provides excellent support for the school, with a high level of expertise and full involvement in giving a strategic lead. The governing body has been particularly key in establishing the children's centre as a successful and sustainable operation, with good quality day care and a wide range of extended services. The school's self-evaluation is good, with rigorous monitoring ensuring that strengths and areas to develop are well known by all staff. Subject leaders have a clear understanding of their areas of responsibility because of their thorough and consistent approach to monitoring. With a strong leadership team in place, rapidly rising attainment and improving provision, the school is well placed to continue to improve.

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What does the school need to do to improve further?

- Build on work to involve pupils in their own learning by:
 - ensuring marking consistently shows pupils how to improve
 - encouraging pupils to assess their own work and that of others.
- Ensure targets for all pupils are sufficiently challenging to reflect their full potential.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and achieve well as they work through the school. In the 2010 unvalidated national assessments, pupils did particularly well in attaining the higher levels in reading, writing and mathematics, and boys came close to matching girls, narrowing the gap considerably from previous years. While almost all pupils reach or exceed their individual targets over the year, at times targets are not challenging enough. Pupils with special educational needs and/or disabilities achieve well because of a good match of support to their requirements, and high expectations of what they can do.

Pupils settle happily into the specialist resource base and relate well to each other and to their teachers. They hugely enjoyed predicting words in a well known story, eagerly contributing. Elsewhere, Year 1 pupils enjoyed writing sentences linked to a story and coming up with their own ideas. Pupils in Year 2 were able to work independently, playing word games and cooperating well. Pupils said they liked to 'let your imagination go wild' and relish the opportunities to be active in their learning.

Older pupils take seriously their role as buddies to the younger children, and make a good contribution to life in school as councillors and running errands. Pupils take responsibility, for example changing their own reading books, and submitting a request for a grant from the town council to fund gardening equipment. With good basic skills and an enthusiasm for learning, pupils are well equipped for the move to junior school. Their spiritual, moral, social and cultural development is good. They gain an extensive understanding of other cultures through special events such as 'India Week' and meeting parents who talk to them about their heritage and traditions.

These are the grades for pupils' outcomes

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

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

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Very positive relationships with adults ensure pupils are motivated to learn in class. Effective joint planning between teachers of parallel classes provides similar experiences for pupils of the same age, which are tailored carefully to meet their differing levels of ability. Good use is made of technology to interest and engage pupils, as when Year 2 played an interactive game to consolidate their understanding of place value. While most teaching is good, at times the pace can slacken when pupils have to spend too long listening to the introduction of a lesson, or when they do not fully grasp what they have to do when working independently. Good assessment is based on a clear analysis of pupils' progress, which is measured at half-termly intervals, with support put in place as required for those who may show signs of struggling. Marking has improved, although it is not fully consistent across the school as the implementation of the new policy is at an early stage.

Pupils benefit from a good curriculum that helps them to acquire skills in an incremental manner and offers a wide range of memorable experiences that promote their learning and enjoyment of school. The curriculum is enriched by many visits and a variety of visitors, including an archaeologist who brought in dinosaur bones for the pupils to examine. There are some good examples of links across subjects, such as the project based on Cromer lighthouse that used points of the compass and model-making. This aspect of the curriculum is still developing.

The needs of pupils with special educational needs and/or disabilities are met well through good provision of resources, individual and small group support and a well-adapted curriculum to support learning. The progress of pupils in the specialist

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resource base is often exceptional due to the highly skilled and knowledgeable support available with speech, signing and symbols employed to meet very individual needs. Excellent pastoral support ensures all pupils feel included and are able to grow in confidence both personally and academically. This is reflected in the day care and extended services provided in the children's centre.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	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?

A member of staff commented, 'The new headteacher has worked so hard to create a whole school vision and effectively lead our school.' The headteacher's clear expectations have equipped staff with a focused sense of direction, and all are working together to accelerate progress and drive improvement forward. The school has really taken off in the past year, with subject leaders very confident about their areas as a result of intensive monitoring. Strategic plans set out what still needs to improve and explain how this will be achieved. Regular monitoring of teaching has ensured that good practice is maintained and developed, and areas for improvement tackled swiftly. The school promotes equality of opportunity well, successfully narrowing the gap in attainment between boys and girls. Safeguarding procedures are well established, with all staff kept up to date with training and careful records kept. The school has completed an extensive audit of its local context and community, and put in place a detailed action plan to promote cohesion. It works very well with its local community and has started to make links further afield to help pupils understand the diversity of the national and global communities. Excellent links with a range of partners enhance pupils' experiences, including counselling services, sports providers, the other schools on the campus and outreach through the children's centre. The governing body is highly effective in discharging its duties and is fully involved in evaluating the work of the school and holding leaders to account.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	2

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
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	2
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

Children settle quickly into the Nursery and Reception classes because of the stimulating and caring environment, which makes them feel at home straight away. Good teaching provides children with a wide range of interesting learning opportunities, with excellent use of the extensive outdoor areas. Children enjoyed delving in corn flour to count stars, while others made models of spiders with clay and straws. Adults work well together as a team and promote children's language skills. Children make good progress because of the high expectations of staff and careful assessments of how they are doing. 'Learning stories' provide an attractive pictorial record of children's achievements, but there is some variation in how evaluative they are. Good provision of day care, which is integrated with the Nursery, and care of babies helps all children to thrive, whatever their age or stage of development. Occasionally babies are not given sufficient opportunity to explore their safe environment independently. All requirements of registration are met. The Early Years Foundation Stage, including the 0-3 day care, is led and managed well, with a good shared understanding of how young children learn.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The vast majority of parents and carers support the work of the school and say their

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children enjoy coming. A large number of questionnaires were returned, and they were overwhelmingly positive. A typical comment was, 'I find all staff friendly and approachable and my child is making good progress.' A few parents and carers were unsure about behaviour but inspectors found this to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Suffield Park Infant and Nursery School, Cromer 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	64	40	35	1	1	0	0
The school keeps my child safe	67	59	45	40	1	1	0	0
The school informs me about my child's progress	59	52	49	43	2	2	1	1
My child is making enough progress at this school	55	49	50	44	2	2	1	1
The teaching is good at this school	57	50	52	46	2	2	0	0
The school helps me to support my child's learning	60	53	49	43	3	3	0	0
The school helps my child to have a healthy lifestyle	58	51	53	47	1	1	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)	50	44	51	45	1	1	0	0
The school meets my child's particular needs	53	47	54	48	3	3	0	0
The school deals effectively with unacceptable behaviour	44	39	59	52	3	3	0	0
The school takes account of my suggestions and concerns	43	38	60	53	4	4	0	0
The school is led and managed effectively	52	46	54	48	6	5	0	0
Overall, I am happy with my child's experience at this school	61	54	50	44	1	1	1	1

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 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 pupil's 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.



20 September 2010

Dear Pupils

Inspection of Suffield Park Infant and Nursery School, Cromer, NR27 0AD

Thank you for making us so welcome when we visited your good school, and helping by telling us your views. Here are some of the things that are special about it.

You have an excellent understanding about how to be healthy.

You make good progress in your work.

The school cares for you extremely well.

You enjoy your lessons and your good attendance supports this.

There are lots of trips for you to go on.

The new headteacher has got off to a flying start.

The governing body is very good at checking things are going well.

We have asked your teachers to encourage you to say how you think you are doing in your work, and to look at one another's work. We have asked them to make sure you all understand what you need to do to improve, and to set targets that are not too easy to reach.

You all can help by doing your best and telling your teachers what you most enjoy about your learning.

With best wishes for the future,

Yours sincerely

Nick Butt

Lead inspector

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