

# Inspection of Sprowston Infant School

Recreation Ground Road, Sprowston, Norwich, Norfolk NR7 8EW

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Inspection dates: 12–13 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Sprowston Infant School is a happy and friendly place to be. Pupils love coming to the school. Adults care deeply about all pupils and want the very best for each one of them. This is a school where pupils say that it is 'ok to be different', and everyone is included.

Pupils of all ages get on well together and enjoy each other's company, especially at lunchtime. The playground is a hive of activity. Mid-day supervisors play a big part in helping pupils be physically active and develop their social skills.

Pupils have lots of opportunity to develop their self confidence in the school. Pupils enjoy reading to the school dog Dusty. For some, it develops their confidence and inspires them to write their own stories to read.

Pupils' behaviour is mostly good. However, not all staff say they have the skills to manage the more challenging behaviour. Pupils say that bullying does not really happen in the school. They sometimes fall out with friends, but they know that adults will help them.

Parents and carers speak positively about the school, especially of the Reception classes. They say the children 'thrive' in the school. Staff have very high expectations of all pupils. They are determined that all pupils will succeed during their time at Sprowston.

## **What does the school do well and what does it need to do better?**

Leaders have thought hard about the best way to deliver the whole curriculum. They have clear plans in place to make sure the curriculum in all subjects helps pupils know more and remember more during their time in the school. In subjects such as physical education (PE), art and history, curriculum plans set out the knowledge, skills and vocabulary pupils need to know and remember by the end of each year. This is ensuring that pupils are receiving a good quality of education.

There is a strong culture of reading in the school. Pupils love the Reading Café and the Secret Reader sessions. This is where parents visit the school to read a favourite story to the class. This causes great excitement and promotes a real 'buzz' around reading.

Pupils learn to read from the very start of their time in the school. There is an expectation from leaders that every pupil will learn to read quickly. Leaders have clear plans in place so that teachers know precisely what sounds pupils should know and by when. Teachers are highly skilled at teaching reading. Most pupils catch up quickly. However, for a very few pupils, the books they take home to read do not always help them practise the sounds they learn in class. They are sometimes too hard.

Pupils develop knowledge and confidence in mathematics. This is because the curriculum is designed to make sure pupils' new learning is built on what they already know. For example, pupils in Year 1 have a secure understanding of the concepts of length and measuring. They can use what they know to help them move on to using a ruler correctly to measure accurately in centimetres.

In some subjects, leaders' plans are not as well sequenced as in others. Plans do not always show the specific knowledge, skills and vocabulary leaders want pupils to learn or when these should be taught. This means that, in some subjects, for some year groups, pupils are unable to make secure connections and do not remember as much as they should.

Pupils with special educational need and/or disabilities (SEND) confidently access the wide and rich curriculum. Teachers adapt the curriculum to meet their individual needs, so they achieve as well as they can. This includes pupils in the specialist resource base.

Pupils' personal development is supported well by the wide range of enrichment activities that the school provides. The school's core values include confidence, communication and collaboration. These are important at Sprowston. Poetry recital events give pupils the chance to practise and develop their confidence and communication skills. Trips to religious institutions enhance pupils' learning about different faiths, beliefs and cultures.

Children in the Reception classes get off to a flying start in the school. These classes are happy places to be for both children and adults. The curriculum is planned to meet the interests of each child. They develop into confident and curious learners and are well prepared for key stage 1.

Leaders consider staff workload and their well-being when making changes to improve standards. Most staff feel well supported by leaders and speak highly of the training they receive to help them do their jobs well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. Leaders ensure that staff are well trained. Staff are clear what to do if they have any concerns about the welfare of a pupil. The checks leaders carry out on anyone working or volunteering in the school are rigorous. When leaders need to refer concerns to other agencies, they follow these up swiftly to ensure that they get the right support for individual pupils.

Leaders are aware of the biggest risks facing their pupils and plan the curriculum to take these into account. For example, recently pupils spent time learning about how to keep safe when playing games online.

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

### (Information for the school and appropriate authority)

- Leaders have not provided sufficient training and support to help all staff manage challenging behaviour. Consequently, some staff do not have the necessary skills to support pupils with all levels of poor behaviour. Leaders must ensure that all staff receive appropriate training and guidance to provide the best support for these pupils.
- In some subjects, leaders' plans do not set out clearly enough what they want pupils to learn and by when. Leaders need to ensure that, for all subjects, curriculum plans are sequenced logically and build on pupils' prior knowledge and skills year on year.
- The books that some of the lowest attaining pupils take home to read do not match the sounds they are learning in class. This means they do not get enough opportunities to apply their new learning when reading. Leaders must ensure that the books pupils, particularly the lowest attaining pupils, read match the sounds they learn in class.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120853
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10121394
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andy Bunter
<b>Headteacher</b>	Robert Edwards
<b>Website</b>	<a href="http://www.spowstoninfant.norfolk.sch.uk/">www.spowstoninfant.norfolk.sch.uk/</a>
<b>Date of previous inspection</b>	31 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has a specialist resource base for pupils with SEND. This provision is for pupils who are on the autistic spectrum. It currently has space for 12 pupils. This will increase to space for 18 pupils from September 2020.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection we met with the headteacher, senior leaders, three members of the governing body and a group of teachers. We also met mid-day supervisors and a group of teaching assistants and held a telephone conversation with a representative from the local authority.
- We met several groups of pupils to talk about their learning and behaviour and about bullying.
- We did deep dives in the following subjects: reading, mathematics, PE and art. In these deep dives, we spoke to curriculum leaders, visited lessons, looked at pupils' work and spoke with pupils and staff.

- We spoke to staff about their workload and well-being.
- We scrutinised the single central record of pre-employment checks and met with two of the designated safeguarding leaders. We looked at documents relating to safeguarding and spoke to pupils and staff about safeguarding in the school.
- We considered 18 responses to Ofsted’s staff survey.
- We considered 30 response to Parent View, Ofsted’s online questionnaire, including 20 free-text responses.

### **Inspection team**

Nathan Lowe, lead inspector

Ofsted Inspector

Sue Cox

Ofsted Inspector

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