



# Arden Grove First and Nursery School, Hellesdon

## Inspection Report

**Unique Reference Number** 120927  
**LEA** NORFOLK LEA  
**Inspection number** 280917  
**Inspection dates** 20 March 2006 to 21 March 2006  
**Reporting inspector** Mrs. Joy Richardson LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Arden Grove
<b>School category</b>	Non-maintained special		NR6 6QA
<b>Age range of pupils</b>	3 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01603 404553
<b>Number on roll</b>	223	<b>Fax number</b>	01603 416355
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Deborah Brown
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Daniel Thrower

<b>Age group</b> 3 to 8	<b>Inspection dates</b> 20 March 2006 - 21 March 2006	<b>Inspection number</b> 280917
----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors

## Description of the school

Arden Grove is a first school of average size on the edge of Norwich. It has a nursery, attended part time by children aged three and four, and seven classes for children aged from four to eight. The percentage of pupils eligible for free school meals is below average. Almost all the pupils are of White British heritage, and none is learning English as an additional language. The percentage of pupils with special educational needs is around average. A new headteacher joined the school in January 2006. The school is to be reorganised as an infant and nursery school in 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school gives children a good education, and this judgement reflects the school's own evaluation of its effectiveness. Through a long period of uncertainty in the school's leadership, many people have worked well together to maintain the quality of provision for pupils. Despite the difficulties it has faced, the school has improved well since the last inspection. The new permanent headteacher, strongly supported by staff, governors and parents, has a clear vision for the future. The school is well led and managed and it now has a good capacity to improve further. The school gives good value for money. Children make a good start in the Nursery and Reception because of high quality provision. Pupils achieve well across the school as a whole and standards are above average. However, pupils do not always consistently apply their skills in spelling and punctuation, and their knowledge of number facts, in their work. Teaching and learning are good, although the monitoring of teaching and learning is not fully used to share and extend good practice. Teachers manage classes very well, and create a good atmosphere for learning. However systems for tracking pupils' progress and the marking of their work to set sights high for all pupils are not yet fully developed. The curriculum is interesting and exciting and pupils gain a wide range of knowledge and skills. They develop well as people because of the school's care for them. Concern to put children at the centre permeates the whole of school life.

### **What the school should do to improve further**

- Develop the tracking of pupils' progress through the school, and the marking of their work, to set sights high for all pupils. - Use the monitoring of teaching and learning to share and extend good practice. - Ensure that pupils consistently apply their skills in spelling and punctuation, and their knowledge of number facts, in their work.

## **Achievement and standards**

### **Grade: 2**

Children start in the Nursery with skills which are above average for their age. They achieve well in Nursery and Reception, reaching good standards by the end of the Foundation Stage. As pupils move through Years 1, 2 and 3 they continue to achieve well. This has been reflected in the high standards Year 2 pupils have reached over the years. Although standards dipped in 2005, they remained significantly above the national average overall. Pupils currently in Year 2 are making good progress in relation to their attainment on entry. Pupils make good progress not only in literacy and numeracy, but also in a wide range of other subjects because the curriculum is interesting and imaginative. Although good attention is paid to developing basic skills in literacy and numeracy, pupils are not always challenged to apply what they know when working on their own. This means that learning, for example about spelling, punctuation and number facts, is not consistently reinforced through use. The school is now developing systems for charting the progress made by each pupil each year, to make sure that pupils achieve all they can. It is also developing ways of measuring

pupils' progress more accurately in working towards challenging targets. The school makes good provision for children who are falling behind or who have learning difficulties. These pupils make good progress in building on their learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good from the Foundation Stage on. Pupils enjoy school and their attendance is above the national average. They develop well spiritually, morally, socially and culturally. Assemblies, lessons and other activities all contribute to this. Pupils of all backgrounds and abilities get along together very well. The school is very good at helping new pupils to settle in successfully. Pupils' behaviour is good. They are very attentive in lessons, and contribute with confidence. Pupils are very aware of the school's 'Golden Rules' for their conduct and apply these rules consistently. Pupils take responsibility willingly and enjoy doing jobs around the school. They are good at taking care of each other. At break times the 'Playground Friends' help to ensure that everyone is safe and happy. Pupils are knowledgeable about the need to eat healthily and to take regular exercise. They are very well-versed in how to care for the environment and many participate eagerly in the school's Eco Council and Eco Club. The school is also successful at helping pupils to gain insights into communities that are different from their own. For example, pupils have written a book about their school for the orphans in Bobili, India. Pupils have both a strong sense of community and a keen interest in the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall and at times outstanding. Pupils make good progress as a result. Teaching is good in the Foundation Stage. Children extend their learning through well-organised and imaginative activities which foster interest and independence. Across the school, staff know children well and relationships are very strong. Teaching assistants make a good contribution to pupils' learning. Teaching is generally lively and imaginative and encourages practical and creative learning. Displays of high quality add to the learning environment and stimulate interest. Teachers ask questions well and encourage pupils to think and explain their ideas, for example when tackling problems in numeracy. In the best lessons, teachers make clear what pupils are intended to learn, and they structure activities skilfully to achieve this learning. The pace is fast and information from previous lessons is used well to respond to pupils' needs. On occasion, lessons, though satisfactory, are more mundane because pupils do not do enough by themselves. Teachers assess pupils' progress regularly. Work is in hand to make these assessments more robust and useful in pinpointing strengths and weaknesses. The school rightly recognises that marking does not consistently serve to identify errors and to guide children in improving their work.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich and broad curriculum. Special curriculum events, such as geography and problem-solving days are much enjoyed and involve pupils across the school in practical activities to extend learning. A wide range of subjects, including information and communication technology, history, geography, art and design technology are explored in some depth. Well-made links between subjects help to bring learning to life. The curriculum has been carefully tailored to meet pupils' varying needs. For example, 'Comic Book Heroes' are being used effectively in literacy to capture the interest of boys in Year 2. Visits and visitors enrich the curriculum to good effect. The residential experience at How Hill is well used, especially as inspiration for art work. There is a very strong environmental approach to the school's work, reflecting its status as an Eco School. Pupils participate in a good range of clubs.

## **Care, guidance and support**

### **Grade: 2**

The school provides a high quality of care, guidance and support. The arrangements to ensure child protection and pupils' health and safety are exemplary. Issues of health and safety are managed very effectively by the caretaker, who works in partnership with the headteacher. Pupils are very positive about coming to school and appreciative of the support they receive. They feel safe, secure and confident in turning to adults in the school if they have a problem. Teachers and other staff are good at ensuring that pupils' academic, emotional and social needs are met. Provision for pupils who have special learning needs, including those with social, emotional and behavioural difficulties, is a strength of the school. Records of progress for these pupils are accurate and are used effectively to provide a basis for their subsequent learning. The school council, class councils and regular questionnaires for pupils ensure that their views are heard and acted upon. For example, pupils were involved fully in the recent appointment of the new headteacher. Schoolwide approaches to marking and target setting are now being developed in order to guide pupils' progress more closely from year to year.

## **Leadership and management**

### **Grade: 2**

The new headteacher is providing good leadership, reinforcing the school's ethos and sense of community. He is taking stock effectively of what needs to be done to accelerate the school's development as it looks positively to the future. The headteacher is supported in this by a strong senior management team including two assistant heads who have played a key role in keeping the school on a steady course in recent years. Teamwork within the school is excellent and leadership is broadly based. Governors are well informed about the school and monitor its activities effectively. The chair of governors provides excellent support. Many people, including the school's administrator and the caretaker, are dedicated to the school and contribute strongly to the quality

of its life. The school runs smoothly. Communication with parents and carers is exemplary, and this contributes to pupils' learning and well-being. Parents are overwhelmingly supportive of the school and feel that it is very good. They make a significant contribution to the school community through their social and fundraising activities. Over the previous two terms, an interim headteacher effectively developed the school's self-evaluation procedures. This provided a good foundation which is now being built upon well. The school has satisfactory systems for tracking pupils' progress and for monitoring the quality of teaching and learning. It is now refining its procedures in order to sharpen its view of what could be better and how to make it so.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We enjoyed seeing your work and talking with you about things that make your school special. We are pleased that you have a new headteacher, and it was interesting to hear how you helped to choose him. We think that he and all the staff work hard to make the school a good place for everyone. We were impressed by how well you behave. In lessons, you listen and join in well, and you get on with your work. You are good at using computers and making things, and very interested in finding out about the world. We are glad that you take such good care of the environment. We enjoyed looking at all the interesting displays around the school and in your classrooms. We think that your teachers make learning exciting and fun. You are learning well, but we want your teachers to share good ideas about helping you to learn even better. They are planning new ways of marking your work, and checking on your progress, to help you improve. We want you to make your writing better by using what you know about spelling and punctuation when you are writing on your own. In numeracy, we would like you to work hard at remembering number facts as that will help you with solving problems. Thank you for being friendly and helpful during our visit. Best wishes