

# King's Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	120983
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	291936
<b>Inspection dates</b>	23–24 May 2007
<b>Reporting inspector</b>	Sheelagh Barnes

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

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<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 on roll</b>	
School	73
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Boles
<b>Headteacher</b>	Ms R Kett
<b>Date of previous school inspection</b>	4 March 2002
<b>School address</b>	King's Road Dereham Norfolk NR19 2AG
<b>Telephone number</b>	01362 694077
<b>Fax number</b>	

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average school. Attainment on entry varies from year to year but is generally typical for children of this age. For the current Reception intake it was below this. The proportion of pupils with learning difficulties or disabilities is average. Two pupils are at an early stage of speaking English as an additional language. An average number of pupils are eligible for free school meals. There has been almost a complete change of teaching staff since the previous inspection and a significant amount of staff absence through illness, requiring supply cover. The headteacher was appointed in 2005. The school has the Healthy Schools Award and the Active Mark. It is part of the Emotional Health and Well-Being project, the local Well-Being for Staff initiative and the School Sports Partnership.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that provides sound value for money. This agrees with the school's own evaluation of its effectiveness. Teaching and learning are satisfactory overall and as a result pupils' achievement is satisfactory. Standards in past years have fluctuated, due partly to variations in capability between the small cohorts and partly to significant staff changes and absence. However, as the result of a concerted effort, led by the headteacher, to improve standards in writing and mathematics, pupils now make satisfactory progress overall and are appropriately prepared for the next stage in their education. Standards at the end of Year 2 are broadly average in reading, writing and mathematics. However, in writing and mathematics, fewer pupils than is the case nationally attained the higher Level 3.

Children have a sound start to their education in the Foundation Stage, where provision and standards are satisfactory. The Reception class children settle quickly and easily into school because of the well established routines. Children make good progress in their personal and social development and satisfactory progress in other areas of learning. As at the time of the previous inspection, some opportunities are missed to further develop children's initiative and physical development through focussed investigation and structured play both in and out of doors.

The curriculum is satisfactory throughout the school. It is supplemented by a good range of extra activities, such as Australia Day, which pupils enjoy and clubs such as football club. Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Behaviour is good and all staff work together consistently to support pupils in behaving well. Care and welfare systems are sound. Most pupils are keen to come to school. Attendance is good and improving. The opportunities pupils have to learn about safe practices and healthy lifestyles are good.

Assessment is satisfactory. Good systems have been put in place in English and mathematics to monitor pupils' attainment and these are starting to be used well to highlight those who have not yet attained the level expected for their ages. However, the school acknowledges that it does not track sufficiently the actual gains that pupils make in their learning, particularly those capable of doing harder work. It has highlighted this in its development planning as an area for improvement.

The school is in the process of establishing new leadership teams following the many staff changes, and leadership and management are satisfactory overall. Governors are strongly supportive of the school and visit regularly. Coordinators of subjects are committed to moving the school forward. However, they have not all had much opportunity or training to monitor standards or analyse data in their subject across the whole school. This is highlighted in the headteacher's new school development plan as an area for improvement. The leadership of the headteacher is good. She has a good understanding of what needs to be improved. She has put in place a number of improvements, including improved assessment procedures, although these have yet to impact fully on standards. The school has a satisfactory capacity to continue to improve further.

### What the school should do to improve further

- Raise standards further in writing and mathematics throughout the school and in particular for the most able.

- Delegate responsibility for subject leadership within a suitable timescale and provide training for all staff and governors to become more confident in the use of data to monitor standards and progress of different groups of pupils.
- Provide more opportunities for child-initiated and outdoor activities for children in the Reception class.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Attainment on entry varies year-on-year due to the small size of some year groups. It has been average in past years, but for the current Reception class, standards were below those expected for children's ages at the start of the year. Children settle well into the Reception class and achieve satisfactorily. By the time they move into Year 1, most have reached the goals children are expected to reach by the end of Reception. Progress and achievement are satisfactory overall in Years 1 and 2 and by the end of their time in Key Stage 1 standards are broadly average, although in recent years fewer pupils than is the case nationally attained the higher Level 3 in writing and mathematics. The school has highlighted this as an area for improvement. Pupils with learning difficulties and disabilities and those with English as an additional language achieve as well as their classmates.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Attendance is good, and is improving because of strong and increasingly effective measures that have been put in place to encourage good attendance. Pupils' behaviour is good. Most enjoy coming to school, take good care of their friends and play and work together well. They are suitably prepared for the next stage in their education. Pupils know how to lead healthy lives, and plan healthy menus. Pupils' spiritual, moral, social and cultural development is good, with assemblies, lunchtimes, visits and visitors contributing well to the learning in lessons. Many pupils regularly take responsibilities, such as being 'School Angels', official friends to others. School council members make a good contribution to school life and have been closely involved in organising fund raising activities and in the appointment of the new headteacher for the coming September. Links with the community are good and events such as parents joining their children for lunch, have a very positive impact on pupils' social development and happiness in school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Pupils with English as an additional language and those with learning difficulties make progress in line with their peers due to the sound teaching they receive. Improving the quality of teaching and learning has been a recent focus for the school following the many staff changes. A significant proportion of good features were observed during inspection, such as the consistent good management of pupils and the use of clear objectives for learning in each lesson. Assessment is satisfactory overall. The school has

good systems to monitor pupils' standards in English and mathematics but there are less well developed systems to track progress, particularly of higher attaining pupils. The school is aware of this and has highlighted this as an area of priority for the coming year. Marking is regular and accurate and pupils know their targets, but opportunities are sometimes missed to explain to pupils what they need to do next to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There is a suitable range of programmes to help those who need further support in literacy and to provide these pupils with the skills necessary for their future well-being. The Foundation Stage curriculum has been reviewed following the previous inspection but there are still missed opportunities for children to move spontaneously from classroom to outdoor area or to select their own activities. The use of information and communication technology to support learning has been a recent focus and this is starting to develop well. The curriculum is enriched by a good range of extra-curricular activities, both in the lunch break and after school. It is also supplemented by exciting special themed events, such as the healthy meal planning topic.

## **Care, guidance and support**

### **Grade: 3**

This aspect of the school's work is satisfactory. Pupils are cared for sensitively in a very welcoming and friendly environment. They have confidence in their teachers and are generally happy in school. Risk assessments are carried out thoroughly and all staff are made aware of their responsibility to ensure high levels of health and safety. There are good arrangements for child protection and all necessary checks have been made on adults coming into contact with children. Satisfactory procedures are in place to support pupils with learning difficulties. Careful testing and tracking of their progress helps ensure they make satisfactory progress. The school has a good system to check on the standards pupils attain in English and mathematics. Monitoring of pupils' progress is satisfactory and being further developed. Marking is regular and helpful, but while there is some good practice, the information given to pupils on exactly what they should do to reach the next stages in their learning is variable.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The good leadership of the headteacher is clear sighted and as a result the school's evaluation of its own performance is accurate. While the school has a clear picture of overall progress and attainment, the monitoring role of subject coordinators has not yet been developed fully. In many cases this is due to the relative newness of the coordinators to their posts. The school is aware of the need to develop this. Governance is satisfactory. Many governors are new to their roles, although others are more experienced. Training for governors has been started and more is planned to improve their skills in monitoring school performance. A good start has been made in developing procedures to define roles of governance and organise and minute meetings. As yet, however governors frequently rely on the headteacher to supply and interpret information.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

25 May 2007

Dear Children

Inspection of Kings Park Infant School, Dereham, NR19 2AG

Thank you for welcoming me to your school when I visited recently. I really enjoyed meeting you all and talking to you. There are things I really liked about your school.

- You enjoy school because it is a happy place and you come to school regularly unless you are really ill.
- The teaching you receive is helping you to make sound progress in your learning.
- When you start in Reception, things are planned well to help you settle in quickly and make friends.
- Teachers set clear rules for you and your behaviour is good.
- There is a good range of exciting activities, like Australia Day and clubs, which I know that you really enjoy.
- Your headteacher knows what to do to make your school even better. She has already identified the things we agree the school needs to do to next.

The things I have asked your governors and teachers to do next to make school even better are:

- to help you all to do better in your writing and mathematics
- for the teachers who lead subjects and the governors to find out more about how well you are getting on
- for children in the Reception class to have more opportunities to work outside and to plan their own activities.

I wish you all well for the future.

Yours sincerely

Mrs Barnes