

# Browick Road Infant School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 120867          |
| <b>Local Authority</b>         | NORFOLK LA      |
| <b>Inspection number</b>       | 313773          |
| <b>Inspection date</b>         | 6 February 2008 |
| <b>Reporting inspector</b>     | Sue Hall        |

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                                    | 215  |
| <b>Appropriate authority</b>              | The governing body                               |
| <b>Chair</b>                              | Mr Gordon Duffy                                  |
| <b>Headteacher</b>                        | Mrs Daryl Long                                   |
| <b>Date of previous school inspection</b> | 3 May 2005                                       |
| <b>School address</b>                     | Browick Road<br>Wymondham<br>Norfolk<br>NR18 0QW |
| <b>Telephone number</b>                   | 01953603061                                      |
| <b>Fax number</b>                         | 01953603061                                      |

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: the achievement of all groups of children, whether teachers use assessment well enough to challenge children of all abilities, and if monitoring and evaluation is rigorous enough to identify areas for further improvement. Evidence was gathered from discussions with staff, governors and children, brief lesson observations, a scrutiny of documentation and samples of children's work. Other aspects of the school's work were not investigated in as much detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a slightly larger than average infant school serving the market town of Wymondham and surrounding villages in Norfolk. There are fewer children entitled to free school meals or from minority ethnic groups than seen in most schools. Very few children speak English as an additional language. The number with learning difficulties and disabilities is above average. This is in part because the school has a specialist resource base for children with speech and language disorders (the LDC), which accommodates eight children. The school is accredited with Norfolk Well-Being and Healthy School status. It holds the 'SEAL' accreditation for Social and Emotional Aspects of Learning and an Activemark award. The school has won sponsored competitions for environmental work.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Children really enjoy their time here and thrive. A key feature of why the school does so well is the outstanding leadership of the headteacher and senior staff. They continually ask what in school could be even better. Because of this, the school has excellent capacity to continue to improve. Parents are very pleased with the quality of care and education provided. One summarises the opinions of many when stating, 'Couldn't ask for more! Excellent'.

Children enter the Foundation Stage classes with a wide range of skills, which overall are slightly below those of children nationally. Entry standards cover a very broad spectrum of abilities. There are children with recognised learning difficulties, including those receiving additional support for speech and language disorders in the LDC, and there are also potentially high attaining children. Children settle extremely well in the Foundation Stage and make rapid progress so that by the time they enter Year 1, standards are above those expected nationally.

In Years 1 and 2, children make excellent progress so that at the end of Year 2 standards are often well above average in all subjects. Statutory national assessments show that in each of the last five years overall standards have been significantly higher than the national averages. Children learn to read and write very well and confidently solve mathematical problems. All these basic skills enable children to do very well in other subjects and to grow in confidence, which prepares them most effectively for their futures. Boys and girls of all abilities, including the very small number with English as an additional language, make excellent overall progress and their achievement is outstanding.

Behaviour is excellent and children clearly understand what is acceptable or not, which ensures that they play, even in the quite crowded schoolyard, with a good awareness of how to keep themselves and their friends safe. Children have an excellent understanding of how to keep healthy. The school makes praiseworthy efforts to help children and their families learn more about healthy lifestyles through 'Munch Bunch' workshops to promote healthy lunchboxes. Children have excellent opportunities to develop responsibilities within the school and wider community. Class councils feed into the school council. Children know their ideas are taken seriously and voted for new equipment in the recently re-designed adventure playground. When asked what they might like to change in school, most say, 'Nothing, it's great'. Attendance is above average and the school takes a commendably firm stance in not always authorising holidays in term time. Overall, children's personal development, including their spiritual, moral, social and cultural development, is excellent.

The quality of teaching and learning is outstanding overall. In the sample of lessons observed and in those monitored by the school, teaching is at least good in all respects and is exemplary in significant elements. The management of children is excellent. Teachers make very effective use of interactive whiteboards to extend learning. Staff plan carefully in year group teams, which ensures equality of opportunity for all children. Assessment information is generally used well to help teachers plan lessons. In Years 1 and 2, some literacy and numeracy activities are organised in 'sets' of pupils of similar capabilities to ensure an effective match of tasks to the abilities of the children. While this arrangement mostly works well, occasionally activities are not well matched to all children's abilities and their progress is slower than it might be.

The curriculum is excellent. It is often based upon exciting themes and topics. Activities are practically based and capture children's imagination. The school is very committed to improving

the environment and children have the opportunity to take part in projects and competitions on environmental issues. Resources are very good and used very effectively. The learning environment is bright and attractive and is used well to provide children with information and to celebrate the quality of their work. The care, guidance and support of children are outstanding and explain why they settle so well and develop such positive attitudes to learning. The pastoral care of the children is excellent. The school has very effective links with a wide range of agencies, which ensures the needs of all children, including those in the LDC, are very well met. Throughout the school, great warmth is coupled with high expectations of behaviour and achievement, which spurs the children on.

Leadership and management are excellent. The headteacher provides exemplary leadership through setting a clear vision for the school and in her determined approach to keep moving the school forward. She is very well supported by senior staff and subject leaders. Staff monitor the quality of planning, teaching and learning most effectively so that they are extremely well placed to identify where further improvements may be necessary. School self-evaluation is highly effective and, for instance, the focus on further improving children's writing illustrates that staff are not complacent. Governors are very well informed and work tirelessly to keep in regular contact with the class and subjects to which they have links.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The Foundation Stage team leader provides very effective leadership. Provision in the Foundation Stage is excellent and enables the children to settle extremely well and make rapid gains in their learning. The school has very thorough systems to assess children's initial skills and track the progress that they make as they move through the school. Because teaching is very effective, children make excellent progress in everything they do. The staff have worked hard to adapt parts of the old Victorian building to meet the needs of the children and the outdoor areas are used well to extend learning. The curriculum is practically based and there are very good opportunities for role-play. Children's enjoyment showed in their attempts to pick up noodles using chopsticks during activities to celebrate Chinese New Year. Staff put huge efforts into maintaining photographic records that illustrate work done and progress made. They produce immaculate records of achievement for each child.

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

- Ensure that activities are well matched to the needs of all children in order to provide the best level of challenge.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 1   |
| The effectiveness of the Foundation Stage   | 1   |
| The capacity to make any necessary improvements   | 1   |

### Achievement and standards

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

### Personal development and well-being

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 2 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

### The quality of provision

|  |   |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported?   | 1 |

<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>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| 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  |



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

7 February 2008

Dear Children

Inspection of Browick Road Infants School, Wymondham, Norfolk NR18 0QW

Thank you very much for looking after me when I visited your school recently. I really enjoyed meeting you in lessons, when we had lunch and when I chatted with the school council. I think the school provides an excellent quality of education for you. Well done everyone!

These are some of the best things I found about your school:

- Mrs Long and the staff work really well together to make sure they check what else might need improving.
- There are many fun and interesting activities for you to do.
- You behave very well and try hard.
- You do very well in your work and make excellent progress.
- Staff look after you very well and make sure you are safe and happy.
- The school is well looked after, which makes classrooms interesting places to be.

This is what I think could be improved.

- I have asked staff to make sure you always have activities that are not too easy for you.

To help everyone please continue to work hard and do everything you can to protect your environment.

Yours sincerely

Sue Hall

Lead inspector