

# Suffield Park Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	120908
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313787
<b>Inspection dates</b>	13–14 November 2007
<b>Reporting inspector</b>	Ruth Frith

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

---

<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	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Vivienne Lennox
<b>Headteacher</b>	Mr Ian Money
<b>Date of previous school inspection</b>	18 April 2005
<b>School address</b>	Mill Road Cromer Norfolk NR27 0AD
<b>Telephone number</b>	01263513296
<b>Fax number</b>	01263512106

---

<b>Age group</b>	4–7
<b>Inspection dates</b>	13–14 November 2007
<b>Inspection number</b>	313787

---

© Crown copyright 2007

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 two Additional Inspectors.

## Description of the school

This is an average size infant and Nursery school that serves the coastal town of Cromer and surrounding area. The majority of pupils are White British and come from families representing a range of socio-economic backgrounds. An increasing number come from other ethnic backgrounds and some of these are at the early stages of learning English. The percentage receiving free school meals is below average. However, the children's centre on site reflects provision to support the wide range of need within the local community. Typically, pupils enter the Nursery with knowledge and skills below those usually seen in children of that age, particularly in relation to speech, language and communication. There is a learning support and assessment class for up to 10 pupils based in the school for pupils with learning difficulties or disabilities. Overall, the percentage of children with learning difficulties or disabilities is below average but the proportion with a statement for their need is higher than that usually seen.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils thoroughly enjoy their learning and do well. This is reflected in parents' written comments, many of which are supportive of the school and express pleasure with what it provides: 'My daughter looks forward to going to school everyday. She loves all the teachers because they are all very friendly', 'Activities are fun (and) the quality of teaching and care shown to children is excellent'. Good improvements since the last inspection, together with good leadership from the headteacher and the commitment of staff and governors, indicate that the school has good capacity to improve further.

Good teaching helps pupils to achieve well and make good progress so that by the time they leave school, standards are typically average but sometimes higher. The recent focus on improving writing is bearing fruit and pupils are currently working at levels above those usually seen, particularly in Year 2. The quality of teaching is good because expectations are high, and interesting and challenging work thoroughly motivates pupils. Teachers and teaching assistants work well as a team and match work well to pupils' abilities. Consequently, pupils feel confident and able to succeed. The good curriculum is innovative and stimulating and it reflects the local area well. The many strengths in teaching ensure good learning, and compensate for the relative weaker areas of marking and individual target-setting whereby pupils do not always know how to improve their work. There have been recent improvements to the collection and use of information on standards and achievement but this information is not used fully, to set targets and further drive up standards.

Staff provide good care, guidance and support which ensures that pupils' personal development and well-being are good. The successful personal, social and health education programme ensures that pupils know how to keep safe and healthy and learn to get on with others. They respect ways of living that are different from their own and this helps to create a happy and harmonious atmosphere in the school. Pupils develop caring attitudes to others and make positive contributions to the school and wider community. They readily make friends and behave well. All these aspects and pupils' good progress in literacy, numeracy and information and communication technology (ICT) help prepare them well for the next stage of their education.

Leadership, management and governance are good. The headteacher has a clear vision for the school and attracts staff who are keen to put this vision into reality. All are involved in the decision-making process. The good self-evaluation procedures help the school community to reflect on how well it is doing and what needs to be improved. Its judgements match the inspection findings well.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's learning and development in Nursery and Reception are good. Through home visits, discussions with parents and regular observations, Nursery staff identify accurately what children can do and they support their learning needs well. Good liaison between the Nursery and Reception ensures that children transfer well and continue to make good progress. Children settle quickly because expectations are clear and routines helpful. Good planning and organisation ensure that children thoroughly enjoy their learning and are challenged by a range of interesting activities. Staff have a particularly good understanding of how young children learn and use this well to ensure a good balance between children working under close direction

and working independently. Staff have a good understanding of individual children's capabilities but the current system for recording and tracking their progress is not as helpful as it might be. Accommodation and resources are generally of a high quality, although Reception staff realise the importance of developing the outside areas further.

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

- Record and use data more effectively so that pupils' progress can be tracked easily from entry to Year 2, and the information gained can be used to set challenging targets.
- Ensure that teachers consistently help pupils to understand how they can improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities, including those with learning difficulties and disabilities and those who learn English as an additional language, achieve well and make good progress. Good teaching and provision in the Foundation Stage ensure that many children reach the levels expected for their age by the time they enter Year 1. Pupils continue to make good progress in Years 1 and 2 so that by the time they leave school they typically reach average standards and sometimes above. A planned drive to improve literacy, especially writing, is paying dividends with improved standards. Current Year 2 standards in reading and mathematics are broadly average and in writing they are above. Although pupils do well, the lack of clear and consistent target setting is partly holding back even greater progress and higher standards.

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

### **Grade: 2**

Personal development is good because spiritual, moral, social and cultural education have a high priority in the school. Pupils' good behaviour stems from the standards set by the school's 'golden rules'. A big effort has been made in improving pupils' understanding of cultures other than their own through themes such as 'Africa' and religious celebrations such as 'Diwali'. Pupils enjoy coming to school because they feel it is a safe place. Pupils have a good understanding of healthy living and some parents support the school by providing healthy packed lunches. Pupils make a good contribution to the wider community by their regular charitable fund-raising and involvement in local activities. They are beginning to prepare for adult life by taking on duties such as those of the school council as well as working hard to improve their basic skills. Attendance is below average due to the large number of days lost to family holidays in term time, despite efforts by staff and governors to improve matters.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good because stimulating and exciting activities are planned which are well matched to pupils' abilities and build systematically on their previous learning. Typically, tasks generate excitement and much enjoyment, for example when pupils investigate light and dark through using torches in their 'night-time' playhouse or become 'aliens' when learning about space and spaceships. Teachers' questioning is particularly good and this helps to develop pupils' thinking. Pupils rise well to the challenges set and are well motivated. The pace of learning is good and very good relationships with pupils help teachers to manage behaviour.

Significant improvements have been made in the use of ICT, particularly in the way it engages boys in their learning. Generally, teachers have a clear understanding of what they want pupils to learn but do not always make this clear to pupils or show them how they can improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has a strong local focus; provision is good because of the well-planned topics and the wide range of visits and visitors. There is a strong emphasis on first-hand experience in lessons and the curriculum is further enriched by visitors such as a lifeboat man, a coastguard and the local vicar who performed a 'wedding ceremony'. Classes have visited the lighthouse and Cromer museum, thereby finding out about the history of their local area. Interactive well-resourced areas of learning, such as the dark room in Year 1, generate excitement among pupils. The quality of ICT has improved dramatically with new computers in all classrooms and interactive whiteboards. The isolated location of the library and its use for group teaching, limit its importance and availability for frequent and everyday use. Theme weeks and activity days support pupils' learning well, although there are no extra-curricular clubs for pupils to develop new interests.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is very good, partly due to the leading examples set by the headteacher and staff who are very good role models for pupils. The level of support for learners in the classroom and supervision of pupils at playtimes is high. Governors and staff take safety seriously and procedures for safeguarding pupils meet government requirements. The needs of those with learning disabilities or difficulties are well met, especially so in the learning support and assessment class where staff work sympathetically and patiently with learners. There are good procedures for monitoring attendance, such as a first day call to the parents following an unexplained absence. Academic guidance is more variable because there are inconsistencies in marking and the advice given to pupils about their work.

## **Leadership and management**

### **Grade: 2**

The headteacher shows a strong commitment to improving provision and meeting the needs of pupils and their families. This can be seen clearly through the excellent work with a range of agencies to promote pupils' well-being, the development of the children's centre and involvement in the Cromer Learning Campus. The headteacher's strengths can be seen in the way he has created a strong staff team who share his vision and are eager to do their best. Staff are enthusiastic and morale is high. Because there are good systems for regularly checking how well the school is doing and identifying what it could do better, the senior management team and subject leaders know the school's strengths and areas for development. The school development plan identifies appropriate priorities but the way staff judge success is sometimes not specific enough. Governors, particularly the chair, play a key role by regularly reviewing the school's effectiveness and providing support through their visits and work in committees.



## 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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

### The quality of provision

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

16 November 2007

Dear Children

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

You may remember that we recently visited your school to see what you were learning. Thank you for making us feel so welcome. We enjoyed talking to you and were very pleased to see that you really enjoy school and are happy there. We agree with you and think Suffield Park is a good school. Here are some of the things we like best:

- You try hard and make good progress.
- Because you are very interested in what you are doing, you behave well.
- We saw many of you enjoy using the computers and interactive whiteboards.
- You get on well with each other and make friends.
- You have a good understanding of how to live healthy lives and many of you are trying to eat more fruit and vegetables.
- All the staff work very well together and teaching is good.
- We were pleased to hear that you know what bullying is, and would talk to a member of staff if you had problems. You feel well cared for.

Mr Money and the staff and governors work hard to help you and make sure you enjoy being at school. It is a shame that some of you miss lessons by having holidays in term time. Staff and governors are always keen to make the school better so they have agreed to improve the way they set targets to give you something to aim for and also make sure you know how to improve your work in lessons. We know you will respond well.

We are sure your school will continue to improve and wish you all well.

Yours sincerely

Ruth Frith

Lead inspector