

# Loddon Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	121203
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313917
<b>Inspection date</b>	22 May 2008
<b>Reporting inspector</b>	Kathleen Yates

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>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Nigel Evans
<b>Headteacher</b>	Mrs Amanda Walden
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Kitten's Lane Loddon Norwich Norfolk NR14 6JX
<b>Telephone number</b>	01508 520118
<b>Fax number</b>	01508 528929

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being, the quality of care, guidance and support, the impact of leadership and management at all levels and pupils' progress in all subjects. Evidence was gathered from: observing work in classrooms, scrutinising school documentation and records of pupils' achievement and progress, discussions with governors, senior leaders in the school and with pupils. An analysis of the responses to the parents' questionnaire was also taken into account. Other aspects of the school's work were not investigated in detail, but the inspector 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 the report.

## Description of the school

This is a smaller than average sized Infant and Nursery school, which was a First School before reorganisation in September 2006. Almost all pupils are of White British background. While the proportion of pupils who have statements of special educational need is higher than average, overall there is a lower than average proportion of pupils with learning difficulties and/or disabilities. When they start school, children's skills and abilities vary from year to year but are broadly in line with those normally found for children of their age. The headteacher joined the school in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Loddon Infant and Nursery School is a good school, which provides pupils with a good standard of education. Parents accurately describe the school as providing a 'happy, friendly environment' where their children are well cared for. Home-school diaries ensure effective communication and foster positive partnerships. Good links have been forged with other schools, outside agencies and the community to promote the well-being of learners.

In recent years, there has been a consistent trend of pupils attaining above average standards by the end of Year 2. The most recent assessments for pupils who are currently in Year 2 show that standards overall are average. This represents good progress as this group entered the school with attainment that was lower than usually expected. Achievement is good in the Nursery, Year 1 and Year 2. It is satisfactory in Reception because progress is slower than in other years and the most able are insufficiently challenged. Pupils who find learning difficult and the few from minority ethnic groups make good progress.

Pupils' personal development, including their good spiritual, moral, social and cultural development, is a strength of the school. Attendance, although below average, is rising. Staff know the pupils well and welcome their contributions to discussions so that pupils develop into confident learners. Pupils behave well and enjoy school. They are courteous and sensitive to the feelings of others. Pupils have a good understanding of how to keep themselves safe. They are aware of what makes a balanced diet and appreciate the need for regular exercise. Pupils support charitable fundraising events and are well aware of the importance of looking after their environment. This demonstrates their good contribution to the wider community. Pupils develop a wide range of key skills that provides them with a good foundation before transferring to the next school.

Teaching and learning are good. Teachers have good subject knowledge and plan lessons where tasks are matched well to the varying abilities of pupils, so that they make good progress. Pupils are clear about what they are expected to learn in lessons. Relationships are warm and pupils respond confidently to probing questions, which challenge their thinking. This is proving particularly useful in the school's drive to help pupils to improve their skills in solving problems in mathematics. Analysis of reading tests has heightened teachers' awareness of the need to place more emphasis on the development of pupils' comprehension skills.

The school provides pupils with a good curriculum. Displays are of a high quality and give pupils, parents and visitors clear information about how links are made across subjects. Good use is made of the spacious grounds and the school is keen to develop a more exciting and creative curriculum. The good use of the 'Secret Garden' supports learning activities linked to science, art and environmental awareness. Pupils enjoy a good range of after-school clubs, which promote modern foreign languages, information and communication technology, sport and the arts.

Care, guidance and support are satisfactory overall, and good for pupils' pastoral development. The procedures for safeguarding pupils are robust. Pupils are confident to approach adults and feel that they can readily seek help and advice when they have concerns. Teachers mark pupils' work regularly and this gives them good guidance on what they are doing well and where there are areas for improvement. The school has recently begun to collate information on pupils' attainment more systematically. Staff have yet to become familiar with the new procedures to

define the amount of progress that each pupil is expected to make, in order to set clear targets to help pupils reach the next stages in learning.

Leadership and management are good. The new headteacher and her deputy give clear direction and receive the full support of a committed governing body. They are all working together diligently and finances are managed prudently. Throughout the school, there is a real sense of teamwork. Curriculum leaders have a good knowledge of their subjects but are not yet involved sufficiently in monitoring and evaluating progress so that they can judge exactly how well pupils are doing. Nevertheless, there has been good improvement since the last inspection. The school runs smoothly on a day-to-day basis and there is good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Induction procedures are very good and pupils get off to a flying start in Nursery where the staff have a good understanding of how young children learn. Pupils are warmly welcomed into an exciting learning environment where they settle quickly and achieve well in all areas of learning. Progress slows in the Reception classes, however, where there is less emphasis on making use of assessments of pupils' progress to guide the next steps in planning for future lessons. Too often pupils are given mundane activities, which do not provide enough challenge to enable the more able to make the progress of which they are capable. Parents are very keen to support their children's learning and many would like to see a greater emphasis placed on the teaching of reading in Reception. Achievement is satisfactory in these classes and by the time they move into Year 1, most pupils reach the levels typical for their age in all areas of learning. The school is aware of the limitations of access to a suitable outdoor learning environment for the Reception classes, and building work is to start imminently to improve the facilities and enhance learning.

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

- Extend the high level of provision in the Nursery into the Reception classes so that all children in the Foundation Stage make good progress and achieve well, especially the most able.
- Strengthen the school's involvement of the curriculum leaders in monitoring and evaluating the progress pupils make in their subjects, so that they can set clear targets to help pupils learn.

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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
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### 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?	2
The effectiveness of the Foundation Stage	3
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	2
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?	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>	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

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

23 May 2008

Dear Children

Inspection of Loddon Infant and Nursery School, Loddon, NR14 6JX

Thank you for making me so welcome during my visit. I really enjoyed meeting you and listening to your views. This letter is to let you know what I found out about your school.

Your parents are right when they say that the school is a friendly and happy place. The staff take good care of you and you all get on well together. You enjoy your learning, behave well and generally make good progress. The standards you reach by the end of Year 2 are generally above average.

You are fortunate to enjoy such spacious grounds to play in and there are many after school clubs for you to take part in. You know how to stay safe and look after each other and yourselves well. You told me about how important it is to have a balanced diet and take care of your environment. There are good links with the next school and staff prepare you well for the move.

I think there are some things that would make the school even better. The leaders and managers of your school are going to ensure that those of you in the Reception classes do as well as everyone else. The curriculum subject leaders are going to make sure that they know exactly how much progress you are making in each year group each term. They will then be able to set clear targets for you. You can help by coming to school every day and continuing to work hard.

I wish you every success for the future.

Yours sincerely

Kathleen Yates

Additional Inspector