

# Sprowston Infant School

## Inspection report

---

<b>Unique Reference Number</b>	120853
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339791
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Karen Heath

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Townsend
<b>Headteacher</b>	Ms Lucy Wayman
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	Recreation Ground Road Sprowston Norfolk
<b>Telephone number</b>	01603 429001
<b>Fax number</b>	01603 485461
<b>Email address</b>	office@sprowstoninfant.norfolk.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. They observed the school's work, spoke to pupils and looked at a wide range of documentation including teachers' planning, pupils' books, the school development plan, school policies and minutes of the governing body's meetings. All the teachers were observed and inspectors observed 13 sessions. Inspectors met with governors and staff and looked at 36 parent questionnaires. Inspectors also looked at documentation with reference to the safeguarding of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- .
- the effectiveness of the school's monitoring of teaching and learning
- whether or not teaching is suitably challenging and consistent particularly in mathematics
- how tracking is used to monitor pupils' progress and set targets for pupils' achievement.

## Information about the school

The school is smaller than average. The percentage of pupils with special educational needs including statements is higher than the national average. The majority of pupils are White British. The number of pupils eligible for free school meals is equivalent to the national average. This year some pupils are organised into mixed aged classes. The school has gained the Healthy Schools award and the intermediate International Schools award.

Since the last inspection the school has been reorganised from a first school to an infant school, this has resulted in a falling roll and a change to the staffing structure and the appointment of new staff.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Sprowston Infant School is a welcoming and inclusive school where the pupils are known as individuals and those with specific needs are well supported.

Attainment at the end of Key Stage 1 has improved since its last inspection and pupils, including the more able now attain above the national average in reading and writing. Attainment in mathematics is broadly in line with the national average.

The quality of teaching is good and pupils make good progress. Pupils with special educational needs and/or disabilities also make good progress. This is because the school works hard to ensure their needs are catered for and they have every opportunity to be fully integrated into the life of the school. However in some lessons teachers spend too much time introducing the lesson, this means that some pupils become distracted. Assessment of pupils' work is carried out regularly. The school's comprehensive tracking system means that pupils' progress is monitored closely. Consequently the school frequently reviews the organisation of pupils' learning to ensure that this good progress is maintained and individual pupil targets are met. Teachers' assessment is used effectively to plan and deliver lessons for the range of abilities and mixed age classes. There are some good examples of teachers' marking in books with positive feedback to pupils. However, there are sometimes missed opportunities to provide helpful guidance to further improve pupils' learning.

Pupils say they feel safe in school and their behaviour is good. In some lessons the teachers do not convey clearly enough their expectations of how pupils should respond to their questioning; consequently a few pupils call out answers and others become inattentive during the teacher's input.

Since the last inspection the headteacher has successfully focussed on raising pupils' attainment. She has implemented an effective system to track pupils' progress and has set challenging and ambitious targets for the school. The work of the school is regularly monitored by all leaders and managers. The outcomes of these observations are acted upon to bring about improvement; however these have not always been systematically recorded and routinely followed up.

The school has a good capacity to improve. Since the last inspection the headteacher and her staff have put into place effective strategies to improve pupil attainment at the end of KS1 and ensure that the good progress made in the foundation stage is maintained. The headteacher is well supported by a leadership team which has a good distribution of expertise and a Governing body which is proactive in its work and regularly evaluates the effectiveness of school initiatives.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## What does the school need to do to improve further?

- Further improve the quality of teaching so it is consistently good by:
  - ensuring all lessons maintain a good pace and teachers do not spend too much time talking
  - making it clear to pupils what is expected of them when responding to teachers' questions
  - engaging those pupils who are not fully participating in lessons,
  - marking pupils' work consistently so pupils know what they need to do to improve.
- Ensure that all leaders and managers systematically record and routinely follow up the school's monitoring so that :
  - everyone has an accurate understanding of the quality of teaching and learning across the school
  - actions taken to address weaknesses are sustained
  - strategies for improvement are rigorously evaluated to measure their impact.

## Outcomes for individuals and groups of pupils

**2**

Pupils of all abilities achieve well and enjoy school. They talk about some of the lessons they like, which includes literacy and numeracy. Pupils particularly like the rewards assemblies, activity time and having physical education outside. They are keen to work well and talk about how they look after each other.

The school's own tracking system shows that pupils are achieving well in mathematics, reading and writing. The quality of teaching observed in lessons and scrutiny of work books show that all pupils make good progress including those with special educational needs and/or disabilities.

Behaviour in lessons and on the playground is good, although some inattention in class means that pupils are not always sufficiently focussed. Pupils report that there is little bullying. They understand the importance of leading a healthy lifestyle and some pupils cycle to school. Pupils participate in a variety of extra-curricular clubs such as cooking, multi-skills and football. Pupil attendance is now in line with the national average.

The school council provides opportunities for pupils to influence the life of the school such as banning football for two weeks following some inappropriate behaviour on the playground. The school council led a campaign to reduce dog fouling in the local community and were interviewed on local radio. Pupils are active in charity fundraising. Pupils show a good understanding of the impact of international disasters.

Pupils show a good understanding of right and wrong and how to treat others. Their awareness of other people's cultures and beliefs is largely based on their own experience. The school has helped to broaden this by inviting parents from different communities to come into school to talk about their customs and religion. The intake of

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

a small number of pupils from different minority ethnic backgrounds prompted pupils to learn Polish and Chinese words so they could communicate with their new peers.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The curriculum is effective and includes a range of experiences which contribute well to pupils' learning. Teachers ensure that the curriculum is modified to cater for different abilities and tasks are generally well matched to extend learning. For example, in a mathematics lesson, more able pupils were expected to do some challenging mental arithmetic. This helped them improve their skills in responding quickly with answers and being able to discuss their methods of calculation.

The quality of teaching is good and pupils respond well to their lessons. Information and communication technology is well used to engage the pupils' interest for example, when watching a video clip researching North American landscapes via the internet or recording a song they had sung. Links between different subjects make the learning more relevant to the pupils. This was seen in a lesson, for example, when pupils heard stories from another culture and made dream catchers, which enabled them to improve

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

their skills in design and technology. The progress of pupils is enhanced when teachers' questioning is well targeted to the different abilities. Where teaching is less effective this is because there is too much teacher input that is not sharply focused on the learning intention and this allows the pace of the lesson to drift.

Teaching assistants effectively support the learning of pupils in the classroom. Support for those pupils with special educational needs and/or disabilities is good which means they are able to fully participate in lessons within their capabilities. Occasionally some adults providing support spend too much time sitting passively while the teacher introduces the lesson.

There are good systems in place for assessment and tracking pupils' progress and this helps teachers to plan effectively for the different abilities and mixed age groups. However, teachers' marking is not always consistent in giving pupils a clear idea of how they could improve their work.

The school provides good guidance and support and effectively employs a range of strategies for individuals including working with other agencies. The action taken with some persistent absentees has resulted in improved attendance and less absence for these pupils. The school's partnership work with the Local Authority has contributed to improving the confidence of some pupils with emotional difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and governing body are committed to improving the school and the quality of teaching and learning is regularly monitored. Weaknesses identified through this process have been addressed, consequently there has been an improvement in the attainment and progress pupils make. However not all improvement strategies have been rigorously followed up so that they are sustained.

The school has formed a range of effective partnerships, with other providers as well as established links with two high schools to provide sporting and arts opportunities for the pupils. The day-to-day management of the school is good and this is a view upheld by parents

The governing body benefits from good leadership by the Chair. There is a clear plan of action to monitor the key issues identified in the school development plan. Responsibilities are delegated to committees which have a well organised schedule of meetings. Governors visit school regularly and report back to the full governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Records of governors' visits as well as the school's own monitoring vary in quality. While some reports contain evaluative commentary others are less effective in giving leaders at all levels a comprehensive understanding of the school's strengths and weaknesses.

Equal opportunity is promoted well; the staff are committed to ensuring that all pupils achieve equally well, regardless of their background. There is no significant variation in the progress made by particular groups of pupils within the school.

The school has carried out an audit of its social, ethnic and religious context and understands that well. It is in the process of implementing a plan to improve the way it promotes community cohesion

Safeguarding procedures are good and all statutory requirements were in place

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children enter school with knowledge and skills that are lower than those typical of their age, particularly in communication, language and literacy. Progress is good because a thorough assessment of children ensures that teachers and support staff plan activities to meet the children's needs. The majority of children enter Year 1 working securely within the levels expected of five-year-olds and as a result of the good progress they make in the Reception classes many are working beyond that.

Good provision in the Early Years Foundation Stage ensures that children achieve well across all the areas of learning, although girls tend to progress at a faster rate than boys. Induction arrangements are good so that children settle into school quickly. The school works effectively with parents and carers so they can support their child's



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

learning at home. There is a high commitment to children's welfare so that their personal and social development is good.

Adults plan a good range of practical and purposeful tasks that engage children's interests. Activities are linked effectively to the current topic and there is a good balance between those which are adult led as well as tasks that pupils choose for themselves so that they develop independence in their own learning.

The excellent use of the outside area means that children have the opportunity to explore activities across all areas of the early years curriculum. Learning through play is strongly encouraged. This means that children show a strong sense of enjoyment and enthusiasm for learning. For example children were satisfying their curiosity by hunting for insects using a magnifying glass. Others were using their imagination to hunt for wild animals in the safari park and then honing their physical skills as they "escaped" by climbing on the bridge.

The leadership of the Early Years Foundation Stage is good. Adults work together well and there is a strong commitment to reflect on practice and improve. Systems for observing and recording individual children's progress are effective.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Responses to the 36 parent questionnaires were overwhelmingly positive although few chose to make comments. Those parents who spoke to the inspection team said they felt the school was well organised and their children had settled well and inspectors agreed with their positive views

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sprowston Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	49	17	46	2	5	0	0
The school keeps my child safe	16	43	20	54	0	0	1	3
The school informs me about my child's progress	10	27	25	68	1	3	1	3
My child is making enough progress at this school	11	30	26	70	0	0	0	0
The teaching is good at this school	15	41	21	57	0	0	1	3
The school helps me to support my child's learning	13	35	22	59	2	5	0	0
The school helps my child to have a healthy lifestyle	14	38	22	59	0	0	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	30	21	57	2	5	2	5
The school meets my child's particular needs	14	38	21	57	2	5	0	0
The school deals effectively with unacceptable behaviour	13	41	20	54	2	5	0	0
The school takes account of my suggestions and concerns	11	35	22	59	1	3	0	0
The school is led and managed effectively	13	35	22	59	1	3	0	0
Overall, I am happy with my child's experience at this school	19	51	17	46	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 April 2010

Dear Pupils

Inspection of Sprowston Infant School, Sprowston, NR7 8EW

Thank you for making us so welcome and spending the time to tell us about the things that you enjoy learning and doing in lessons.

There are many good things about your school. You told us that you care about others and have raised money for charities. You are keen to speak other languages so you can talk to any new children who join your school and can't speak English.

You do especially well in your reading and writing by the time you are at the end of Year 2. This is because your teachers teach well and regularly check that you are making good progress and help you if you need it.

We think some of you could do even better by listening more carefully in lessons and remembering not to call out when your teacher asks a question. We have asked the teachers to help you do this. We have also asked your teachers to help you improve your work by making sure that when they mark it they give you some helpful hints.

We have asked your headteacher and the governors to check up that all this happens.

We hope that you enjoy the rest of the summer term.

Yours sincerely

Karen Heath

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**