

King's Park Infant School

Inspection report

Unique Reference Number	120983
Local Authority	Norfolk
Inspection number	339821
Inspection dates	25–26 February 2010
Reporting inspector	Patricia Davies

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Maureen Boles
Headteacher	Oliver Burwood
Date of previous school inspection	23 May 2007
School address	Kings Road Dereham Norfolk
Telephone number	01362 694 077
Fax number	01362 694 077
Email address	office@kingspark-inf.norfolk.sch.uk

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

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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Introduction

This inspection was carried out by two additional inspectors. The majority of the inspection was spent looking at pupils' learning. Inspectors observed five lessons and saw three teachers during these visits. Meetings were held with staff, governors, a group of pupils and a representative from the local authority. The inspectors observed the school's work, and looked at a range of documentation including curriculum planning, governing body minutes and safeguarding and monitoring information. Pupils' work and the school's assessment information were also scrutinised, as were 21 questionnaires received from parents and other questionnaires completed by staff.

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

- the success of strategies to increase attainment in mathematics
- the extent to which assessment and changes to the curriculum provide challenging activities, especially for the more able, and enhance pupils' enjoyment of learning
- the impact of work to support the school's most vulnerable pupils and those who are new to the school
- how effectively leadership roles have developed at middle management level
- the impact of improvements to outdoor education in Reception, and for children in this class to choose activities for themselves.

Information about the school

This school is smaller than many other primary schools. Most pupils are from White British families. A very small minority are from minority ethnic backgrounds; this proportion has increased in the last two years, as has the percentage of pupils with English as an additional language. The proportion of pupils with special educational needs and/or disabilities is now above average. The percentage of pupils moving in and out of the school during their primary education is now high. There have been changes to senior members of staff since the school's last inspection, including the current headteacher who joined the school in September 2007. The school holds several awards, including Activemark and Healthy Schools status.

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

King's Park Infants is now a good school, having moved forward strongly since its last inspection. Central to the school's success are its robust monitoring of pupils' academic performance, and a new and developing curriculum, for which the school actively canvasses pupils' interests and ideas. In addition, teaching is consistently good and shortcomings in academic outcomes for individual pupils are tackled successfully through closely focused support in small groups. These features not only create positive attitudes to learning among pupils, but ensure good progress from Reception onwards, leading to good academic achievement. Pupils enjoy school a great deal. Learning is well supported by their good behaviour and above average attendance, and they are always attentive and motivated in lessons. Greater opportunities for children to be independent in their learning, and much enhanced facilities for outdoor education, have proved a boon to the Reception class, where the quality of provision and outcomes have risen from satisfactory to good. Such impact marks out the school's strong capacity for sustained improvement.

A clear sign of the school's increased effectiveness is much greater stability in pupils' attainment at Year 2, as well as a gradual improving trend. Attainment within the current Year 2 shows that this position has been maintained. While still within the broadly average range, attainment last year and this year shows increasing proportions reaching the higher Level 3 in reading, writing and mathematics. The school is well aware that their work with more able pupils remains a priority, both in lessons and through further work to the curriculum, in order to lift standards further.

Staff are unanimously proud to work at the school. Senior leadership is energetic and resourceful, and sets a clear path for improvement and innovation. Governors make sure that they are well informed and are not afraid to ask questions and challenge the school. Improvements are being carried out on a wide range of fronts, with equal importance given to personal and educational outcomes. Individual pupils who might be vulnerable to underachievement are given specific support and some make substantial gains in learning as a result; committed attention to pupils' well-being means that their understanding of safe practices is excellent. Monitoring activities and subject leadership are developing well, but are not yet as equitably spread or fully effective as they should be at middle management level in order to help the headteacher in his work. Plans are in place for next term to develop these leadership responsibilities further.

What does the school need to do to improve further?

- Increase attainment in reading, writing and mathematics, especially for the more

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able, by

- more consistent use of open-ended questioning in lessons
 - developing pupils' capacity for writing at length
 - providing more opportunities for mathematical investigation
 - giving pupils in Year 2 greater information about how to improve their work
 - promoting good levels of handwriting and presentation.
- Extend leadership roles and monitoring activities at middle management level in order to give full support to making and monitoring improvement.

Outcomes for individuals and groups of pupils

2

Pupils maintain much interest, participation and attention during lessons. Such is their motivation that some pupils are quick to identify even more writing and mathematics as ways in which the school could improve further. This enjoyment of learning plays a significant part in pupil's good progress. The increasing rise in attainment gives pupils a good head start in preparation for later life.

Greater academic success is evident throughout the school. Current attainment at the end of the Reception year has risen, and yearly variability in standards at Year 2 has evened out. The school has seen a fall in attainment on entry to the Reception class since its last inspection, so that it is now below expectations. Good progress for these youngest children means that they start Year 1 with broadly average attainment. The same strong rate of progress is sustained for all pupils through Years 1 and 2.

Therefore, while standards at Year 2 are also broadly average, the proportions gaining Level 3 are increasing in reading, writing and mathematics. This improvement has been achieved despite the challenges of a greater proportion of pupils moving into and out of the school and of those learning to speak English as an additional language. Reading and writing are promoted well, particularly through focused work on letter sounds and to increasing the liveliness of pupils' writing. Less emphasis, however, is given to extending the length of written pieces and to the quality of handwriting. Pupils respond with interest when mathematical activity has an investigative element, such as collecting data about themselves or about temperature outside and in other countries.

Nevertheless, this more challenging and imaginative approach is not yet fully embedded in classroom practice. Relative shortcomings such as these currently inhibit attainment from rising at an even faster pace, including for the more able pupils.

Relationships among pupils and with adults are positive, caring and friendly. Older pupils are happy to talk with visitors, asking lots of questions. They show concern when a friend falls over and respect each other's thoughts when, for example, they share ideas in class. In these small, but important, ways all pupils make valuable contributions to their community, while responsibilities such as playground 'Angels' and membership of the school council, allow pupils to contribute more formally. Whilst still retaining their enthusiasm for meals that are always firm favourites - like pizza and fish and chips - pupils know and like the healthy options too. Many bring in a daily sum of money to buy

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a fruit drink, although this opportunity is more readily taken in Reception than other year groups. Pupils' appreciation of safe practices is extremely good. They are very aware of how to protect themselves when using the internet, say they know whom to go to should they have any difficulty and have a thorough understanding of the school's systems for dealing with any such issues should they occur.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Curriculum and lesson planning has been much enhanced this year. Pupils have been given the opportunity to select areas they would like to learn about within a given topic. They chose which countries they would like to study this term, for example, and decided they wanted to know more about medieval food when recently completing work on castles. This approach gives pupils a greater stake in their learning and makes it more meaningful. Wide topic areas have also provided considerable scope for links to be made across subjects, again giving work relevance and interest. The school council decided which visitors they would like to help reinforce the need to keep fit and safe - writing to invite into school a dentist and a representative from the Royal National Lifeboat

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

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Institute among others. Visits have been increased and exciting projects connected with training for 'Forest School' status have brought pupils closer to the natural world around them.

Lively teaching holds pupils' attention and concentration. Assessment is used well, not only to provide successful intervention work for targeted pupils, but also to ensure that lesson activities are pitched well to meet need and ability. Paired discussion is particularly effective and readily seized on by pupils to explore their thoughts.

Questioning is increasingly open-ended and probing, seeking out and extending pupils' knowledge and understanding, but such opportunities are sometimes missed. Marking is supportive and older pupils are appropriately aware of their learning targets. Pupils also receive feedback on how to develop their work further, although this information is sometimes limited, especially to promote outcomes in Year 2. In addition, expectations of presentation are not always high enough and work is too often untidy.

The school is generous and conscientious in its pastoral care. Support for those with special educational needs and/or disabilities, is integral to its everyday life, ensuring good progress for these pupils. In notable instances, the school has liaised closely with outside agencies to help out individual pupils and their families, while good attendance has been successfully encouraged following a dip last year. Provision for new arrivals and those learning English as an additional language has already been adapted successfully to meet the needs of these groups. As a next step, the school intends to be better prepared in advance, rather than responding to circumstances as they happen.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school is being taken forward with clear-sighted enthusiasm. Careful tracking and analysis of pupils' progress forms the bedrock of the school's planning and priorities. Improvements to achievement demonstrate and ensure good equality of opportunity, while the school continues to promote attainment at the higher levels to raise standards further. Governors are eager to increase their knowledge and move the school forward; they readily seek training and information to make them more effective. They are now keen to check that financial decisions have a full impact on outcomes.

Some disruption to staffing at senior level has inhibited the development of subject leadership since the last inspection. Nevertheless, responsibilities have already been extended. In addition, new arrangements to be rolled out next term are intended to

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spread the load more widely across the staff. These plans represent a judicious grouping of subjects to make their leadership more manageable. Monitoring activity is also gaining pace, with consultation high on the agenda, especially with pupils. Governors have undertaken similar exercises - for example, checking that pupils feel safe and secure at school. Such conscientious attention to pupils' well-being is reflected in the school's strong safeguarding arrangements and its further attention to one or two small areas where procedures could be tightened further. Governors have responded to the views of parents by, for example, extending communication with a text messaging service. Indeed, the needs of pupils and the local community are well known and addressed, contributing much to community cohesion. Knowledge and understanding of communities and cultures further afield are covered well, particularly within curriculum activity.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children prosper in the Reception class in response to a very well organised learning environment. There are exciting and plentiful resources and a careful balance of adult-led activity and opportunities to make independent choices about what they do. Leadership and management of Reception is strong. Outdoor education has been much improved, targeting early mathematical and literacy skills as well as the opportunity for social and physical development. Even when it is raining, imaginatively patterned wellington boots and brightly coloured outdoor clothing tempt children outside.

Children are happy in their activities and sometimes display sustained levels of attention. This is true during small group work when they explore and reinforce their knowledge of

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letters and sounds. In some cases, children make particularly swift gains, picking up letter patterns very quickly. The range of ability is wide, with a significant minority reluctant to engage in conversation, whilst others explain what they are doing readily and at length. Activities are especially effective where there is careful attention to individual children and what they are doing. In most instances any difficulties are picked up quickly and resolved. In keeping with the school's overall close attention to pastoral care, there is thorough attention to hygiene and welfare arrangements in general. Good links with parents ensure a smooth path into school and valuable liaison thereafter.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost without exception, parents are happy with their children's experience at King's Park Infants, with the large majority of questions yielding a fully positive response. In particular, parents expressed themselves pleased with the degree to which the school keeps their children safe. There were very few instances of disagreement with points raised on the questionnaire. Written comments of concern were also very small in number and did not represent any common areas of dissent or anxiety.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King's Park Infant School, Dereham 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 inspector received 21 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	6	29	0	0	0	0
The school keeps my child safe	17	81	4	19	0	0	0	0
The school informs me about my child's progress	7	33	13	62	0	0	0	0
My child is making enough progress at this school	10	48	10	48	0	0	0	0
The teaching is good at this school	11	52	10	48	0	0	0	0
The school helps me to support my child's learning	9	43	12	57	0	0	0	0
The school helps my child to have a healthy lifestyle	13	62	8	38	0	0	0	0
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)	6	29	12	57	1	1	0	0
The school meets my child's particular needs	10	48	9	43	0	0	0	0
The school deals effectively with unacceptable behaviour	8	38	11	52	1	1	0	0
The school takes account of my suggestions and concerns	3	14	15	71	1	1	0	0
The school is led and managed effectively	10	48	10	48	0	0	0	0
Overall, I am happy with my child's experience at this school	13	62	7	33	1	1	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 March 2010

Dear Pupils

Inspection of King's Park Infant School, Dereham, NR19 2AG

Thank you for welcoming us so warmly to your school and chatting to us about all you do. We enjoyed our visit and this letter is to tell you some of the things we found out while we were with you. Most importantly, a lot of hard work from you and all the adults at school means that yours is a good school.

Here are some other important things the inspection found out.

All of you make good progress, from Reception onwards.

You behave well, are kind and friendly to others and concentrate hard in lessons.

You enjoy your work, and some of you want to do even more writing and maths than you do already!

You have a really good understanding of how to keep safe, especially when you are using the computer.

Adults keep a very careful eye on how well you are doing so that they can make sure that everything is done to help you improve.

There are lots of exciting things for you to do and they are even more interesting because you get to choose some of the things you learn about.

This is what the school has been asked to do to help make things even better than they are now.

Make sure that you all get even better at reading, writing and mathematics by, for example, asking you lots more questions to test out what you know, helping you to write longer pieces of work and keep your work tidy, and by giving you more chances to find out and use information for yourselves in mathematics.

Make sure that all the staff take a full part in checking up on how well the school is doing and making improvements to its work.

With very best wishes for the future

Yours sincerely

Tricia Davies

Lead inspector

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