

# Grove House Nursery and Infant Community School

## Inspection report

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<b>Unique Reference Number</b>	120804
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358847
<b>Inspection dates</b>	20–21 September 2010
<b>Reporting inspector</b>	Judi Bedawi

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 of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Bowman
<b>Headteacher</b>	Maureen Vaissiere
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Gilpins Ride Littlefields Dereham
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four teachers in 10 lessons or parts of lessons. Meetings were held with the School Improvement Partner, pupils, staff and the Chair of Governing Body. Inspectors talked informally to parents. They observed the school's work and looked at pupils' books and classroom displays, a range of documentation, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed 26 questionnaires from parents and carers and 12 staff questionnaires.

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

- Standards and achievement in mathematics.
- The impact of initiatives introduced during the last year on pupils' learning.
- The development of assessment and target setting.

## Information about the school

Grove House is a small infant and nursery school. Pupils come mainly from the local semi-urban area. Most pupils have White British backgrounds. An average proportion are from minority ethnic groups, although of these an above average proportion are at the early stages of learning English. An average proportion of pupils have special educational needs and/or disabilities. Speech and language difficulties predominate, with smaller numbers having autistic syndrome disorders and medical needs. Very few pupils have a statement of special educational needs. The school provides Early Years Foundation Stage provision through part-time morning Nursery sessions and full-time Reception class provision. In 2010 the school gained the Healthy Schools and the Activemark awards. The acting headteacher has been in post for just over a year, covering the substantive headteacher's absence.

**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

This is a good school. From the very start pupils settle quickly to learning showing good concentration and enjoyment, saying that lessons are fun. Their parents are happy with the education and welfare provided and typically say, 'The staff are caring and work hard to create a fun environment for the children.'

The experienced acting headteacher has the steadfast aim, shared and supported by all staff and governors, to raise standards and pupil outcomes in order to reverse the decline in learning and recover from the low assessment results at the end of Year 2 in 2009. This rigour and determination is strongly evident over the last year. Current leadership is providing the school with increased stability following a period of considerable turbulence. This has led to greatly improved staff morale, teamwork, teaching and good use of assessment focused on raising achievement. As a result, pupil progress across the school is accelerating rapidly and is now good. The 2010 assessment results show good improvement from 2009, particularly the proportion achieving the expected levels in mathematics. Although a few of the more able pupils did not do as well as expected in mathematics and reading, they achieved well in writing. This is because they are not always sufficiently challenged in mathematics, as they are in writing. Other groups including boys, improved with no significant difference in performance from that of girls. Attainment is satisfactory because mathematics has improved from well below average standards in 2009 to broadly average. Current whole school mathematics lessons have a stronger focus on number work so that pupils are becoming more accurate and confident in using their skills in other areas. Writing observed in Years 1 and 2 is already at expected levels or above, for almost all pupils and the 2010 assessments are broadly average.

Children arrive in the Nursery or Reception classes with attainment that is below age related expectations, particularly in communication, language, number and social skills. Since September 2009, new whole school initiatives to aid reading and spelling and the introduction of daily support for pupils falling behind have successfully driven up standards. There is ongoing and rapidly accelerated pupil progress throughout the school because teaching, lesson pace and the work of support staff is consistently good, empowering pupils' learning. Pupils with special educational needs and/or disabilities make good progress from their below average starting points due to the good support of well-trained teaching assistants and daily speech therapy sessions that develop identified pupils' speaking and listening skills well. Those learning English also improve with good language support and access to translation services that encourage parents to become involved with their children's learning.

Pupils behave well in lessons and at play, and feel very safe. They are looked after very

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well. Learning activities are generally well planned and adapted to meet individual needs but sometimes have insufficient challenge for the more able. Pupils take great care to make their writing neat, but this does not always extend to their mathematical work. They are curious about the lives of other children and communities that differ from their own in Britain and around the world, but have limited opportunities to learn about life in other societies or spiritual and cultural diversity, so that community cohesion and pupils' personal development in these aspects is satisfactory.

Senior leaders and governors have a clear view of the school's strengths and weaknesses and enable all staff to work as a strong team to drive forward improvements and to sustain those already secured. The school has moved on at a good pace and with renewed purpose, over the last year. Attendance, teaching, pupils' learning outcomes and leadership and management at all levels are good. As a result, capacity for sustained improvement is good.

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

- Raise standards in mathematics by:
  - using short daily mental mathematics number activities to enhance thinking skills
  - identifying pupils in need of numeracy support earlier
  - building pupils' skills and confidence in using and applying numeracy in other subjects and areas of learning
  - improving the presentation of written work.
- Develop the skills of more able pupils in mathematics and reading by:
  - providing more challenge and independent learning in mathematical problem solving and its application in different situations
  - encouraging sustained reading of stories and factual writing that extend and develop pupils' own interests.
- Extend pupils' understanding of life and diversity in Britain, beyond their immediate vicinity, by providing interesting opportunities for them to learn more about global communities.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils arrive at school happy, eager and well motivated by the positive atmosphere for learning. They respond and persevere well, due to their teachers' encouragement and their own desire to do their best and work hard. Attendance is good because most pupils attend well and persistent absence has reduced to well below the national average since 2009. A small proportion of families take extended summer holidays preventing attendance from rising further. Good use is made of the outdoor area to enrich learning in all years. For example, a Year 1 science lesson on sounds enabled pupils to listen to and identify the feel, sound and effect of wind while learning that it

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could not be seen or held. Their language development was good, 'We can hear our feet crunching the pebbles.' A pupil with special needs quickly identified the noise of a car. Pupils wrote words, drew pictures and took photographs independently to help them recall what they had heard and the differing noise levels. They built on each others' comments well, aided by the teacher's questions; this led to thoughtful answers and much sharing of additional information. The relationships between pupils and also between pupils and adults are strong. Pupils listen carefully to each other and to the adults who care for them. They know they can always find help if they need to talk. They know how to stay healthy and enjoy daily fruit snacks. They enjoy sports and developing their skills through coaching in, for example, football, tennis and the multi-skills club. All pupils spoken to were enthusiastic about their visit to a nearby outdoor pursuits activity centre with a 'wobbly treetop walkway with a big slide at the end.' Pupils' personal development is good in terms of understanding others needs and offering support. They are particularly proud of their school council and the way their ideas are taken into account by the acting headteacher. Their development of basic skills is developing, with strengths in writing. Pupils, including those learning to speak English and those who have special educational needs and/or disabilities, are confident in using new technology.

*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>	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
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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.

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## How effective is the provision?

Teaching is consistently good in all classes and in small group intervention support, usually led by teaching assistants and specialist staff. Teamwork and training are strong, allowing for the sharing of ideas to benefit pupils' learning. A cohesive approach to assessment, tracking pupils' progress and review of pupils' targets, is now firmly embedded. This has a positive impact on accelerating learning because pupils know their English and numeracy targets and, through helpful marking, what they need to do next to improve. Good questioning draws thoughtful responses and contributions from other pupils. Work is well planned to meet most needs including those of pupils learning English as an additional language and those with special educational needs and/or disabilities. While there is good challenge for more able pupils in writing, it is less evident in reading and in mathematics. Parents and carers typically comment that, 'We are very well informed about our children's progress.'

The curriculum is broad and focused well on meeting individual needs as well as encouraging pupils' involvement and interest. Music is enjoyed by pupils and delivered by a specialist visiting teacher. There is good use of information and communication technology across the curriculum and in developing pupils' basic skills, seen to good effect in current written work in Year 1 and 2. Development of basic skills in number is off to a good start this term. This is because the new, more practical learning approach is enjoyed by pupils and has a positive impact on their understanding. Good use is made of the local area and of the large group of cluster schools to enrich pupils' learning, including sports coaching, visits and visitors. There is good intervention support for pupils who are identified as needing to fill gaps in their learning, including those developing English language skills. The good provision for daily speech and language support from a therapist for pupils with special educational needs and/or disabilities is having a positive impact on raising standards and leading to rapid gains in pupils' learning.

Pastoral care is a strength and greatly valued by parents and carers who know that their children are kept safe. The use of mobile texting to alert parents if, for example, their child feels unwell is a good feature. The staff work hard to ensure that pupils and families whose circumstances make them vulnerable are nurtured so that their children are supported and enabled to learn. Links with external agencies are good and provide families with the right kind of help when needed. Monitoring of progress, both academic and personal, is good and enhances pupils' self-esteem and confidence.

*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>

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The acting headteacher draws on her experience and leadership skills well to build confident relationships with staff, governors, parents, carers and pupils. The school is now moving on at a good pace, with attainment rising and pupils' progress improving over the last year and continuing to do so. Management is good at all levels, and areas requiring development are tackled with enthusiasm and rigorous good teamwork. Staff morale is high. The relatively new Chair of the Governing Body has a sharp overview of the school's way forward and works closely with senior leaders. She is successfully building on governors' strengths and enhancing their skills through training.

Safeguarding is good, fully meeting government requirements in the way that pupils and families whose circumstances make them more vulnerable are supported and listened to. Pupils feel safe and they learn about 'stranger danger'. Partnerships with parents and carers are good and they are made welcome when they visit. Wider partnerships are good, including the local school cluster and opportunities are taken for sharing staff and governor training to reduce costs.

Community cohesion is satisfactory. There are strengths in the links and involvement in the local community and there is a clear policy and an action plan agreed by the governing body. The school recognises that it has not yet developed wider British community links or global awareness to enhance pupils' understanding of their country and the world they live in. Equality of opportunity is good because pupils' differences are valued and celebrated. This leads to a strong sense of fairness within the school community. They get good support in learning so that they are helped to improve their skills, and overcome difficulties, no matter what their individual needs. Pupils learn and know that discrimination is not acceptable. They value diversity and there have been no racist incidents.

*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>



<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<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

Just three weeks into term, children are happy and settling well into the Nursery and Reception classes. They already know school routines and enjoy the well-planned learning and play activities that allow seamless use of the indoor and outdoor play areas for learning. They enter school with skills that are below average. Those who have no pre-school experience or have special educational needs and/or disabilities and those with no knowledge of English enter at well below age related expectations in their ability to express their ideas. Provision to develop language and social skills is quickly identified and embedded. Children mostly play together but a very few children prefer to play alone or move between activities. Listening skills are developing well and the good teaching encourages independence and awareness of others. There is a good balance between adult-led and child-directed learning and opportunities for discovery. This was observed when children developed a large 'car chute' and amended its effectiveness, with the teacher asking questions that extended their learning well. Children make good progress as they move through the Early Years Foundation Stage so that by the time they move into Year 1 their attainment is broadly similar to the expected levels, which is evident in their writing, speaking, listening and thinking. Their physical development is good. All aspects of provision are good including accommodation and resources that are easily accessible. Teamwork and management are good, as is ongoing assessment with individual 'learning journey' records supplying good evidence of work and progress. They indicate the level of children's learning in samples of work on language and mathematical development. The new Early Years Foundation Stage teacher has made a good start and relationships with parents and carers are positive.

### *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

All the parents and carers who responded to the questionnaire agree that their children are kept safe and enjoy school, have healthy lifestyles and they are enabled to support their children's learning. They also say that transition arrangements are good and that

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their suggestions are received well. The vast majority say that they are kept well informed about their children's progress, that teaching is good and that their children behave well and their needs are met. They also think that the school is led and managed effectively. A very small minority of parents and carers disagreed with these views. During this inspection, inspectors found no evidence to support the areas of disagreement and endorse parents and carers' positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Grove House Nursery and Infant Community 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	77	6	23	0	0	0	0
The school keeps my child safe	19	73	7	27	0	0	0	0
The school informs me about my child's progress	15	58	10	38	1	4	0	0
My child is making enough progress at this school	14	54	10	38	1	4	0	0
The teaching is good at this school	15	58	9	35	2	8	0	0
The school helps me to support my child's learning	16	62	9	35	0	0	0	0
The school helps my child to have a healthy lifestyle	16	62	9	35	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)	15	58	9	35	0	0	0	0
The school meets my child's particular needs	15	58	9	35	1	4	0	0
The school deals effectively with unacceptable behaviour	14	54	9	35	1	4	0	0
The school takes account of my suggestions and concerns	14	54	11	42	0	0	0	0
The school is led and managed effectively	15	58	9	35	1	4	0	0
Overall, I am happy with my child's experience at this school	17	65	8	31	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



22 September 2010

Dear Children

Inspection of Grove House Nursery and Infant Community School, Dereham, NR19 1BJ

Thank you for being so helpful and telling us so much about your good school when we visited recently, it made our job a lot easier. You told us that you work hard, although some of you think you could work even harder and that you like writing, reading, music, keeping active, school trips and your friends. You find learning fun and we were pleased to see how well you listened and worked independently in lessons. Your attendance is good but a small number of you miss too much learning when you go on holiday before school ends in the summer and arrive back late.

You have done well at school this year because the teachers are doing a good job in helping you to learn and improve your work and the adults all help you well. You can help them by getting even better at mathematics and making your work look neat as it does in your English books.

Your headteacher and the staff want to make your school even better. I have asked them to:

- help you get better at doing mathematics in different ways so that you can think quickly how to solve problems with more confidence. You can help by telling the teachers if you don't understand
- give those of you who find work easy in reading and mathematics more challenges to make you think hard. You can tell the teachers if work is not challenging enough
- help you learn about life in different parts of Britain and think of interesting ways to learn about life in countries around the world. I expect you have some good ideas about this!

I hope you continue to have a lot of fun learning at Grove House.

Yours sincerely

Judi Bedawi

Lead inspector

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