

# Lionwood Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	134956
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	360662
<b>Inspection dates</b>	21–22 March 2011
<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>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Neale and Sharon Forder (Joint Chairs)
<b>Headteacher</b>	Selene Sawyer
<b>Date of previous school inspection</b>	10 July 2008
<b>School address</b>	Telegraph Lane East Norwich NR1 4AN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed eight teachers in 18 lessons or parts of lessons. The inspection team held meetings with pupils, representatives of the governing body, staff and the extended schools coordinator. Inspectors observed the school's work, and looked in detail at pupils' creative learning journals and other books, a range of school documentation, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed 41 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of one-to-one and small group support led by the teaching assistants, and the impact on pupils' learning.
- Inspectors explored the range of attendance strategies and how well they are securing improvement.
- The breadth of the creative curriculum and its impact on pupils' progress and attainment was investigated.

## Information about the school

Lionwood Infants is an average-sized urban primary school. Most pupils are of White British heritage. The proportion of pupils from minority ethnic heritages is above average, and, of these, a small proportion are at the early stages of learning to speak English. A high proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is high and the proportion with a statement of special educational needs is above average. The proportion of pupils joining the school throughout the year is high. The school has National 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

The school provides its pupils, whatever their needs, with a good quality of education within a nurturing community. There is a strong focus on raising attainment and achievement to higher levels, driven by the visionary headteacher. This realistic ambition is keenly adopted by senior leaders and staff, supported well by the governing body. The school's self-evaluation is good. As a result, there is a good impact on pupils' learning. Parents and carers express their satisfaction with the school by saying, for example, 'My child has progressed and developed well at this school, she is encouraged and enjoys learning.'

Current standards of attainment are broadly average and have recovered well from lower performance in 2009, particularly in mathematics. However, pupils do not have sufficient time to read and improve their confidence and skills in guided reading sessions. Writing is improving rapidly due to the introduction of new initiatives to develop pupils' skills, but the quality of spelling and handwriting is not consistently good. Additionally, there are not enough opportunities for the most-able pupils to write independently and at length. The quality of pupils' speaking, listening and use of vocabulary is above average and enables them to express their interesting ideas clearly, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Pupils of all ages, abilities and needs now make accelerated progress due to good teaching, combined with daily, closely-focused small group or one-to-one support led by skilled teaching assistants. Pupils' good achievement is underpinned by effective assessment including impressive individual 'creative learning journey' books used from the nursery onwards. Opportunities for nursery children to develop their play and learning skills are limited by lack of access to outdoor activities in all weathers. Too few outdoor activities are provided.

Pupils' behaviour is good. They feel safe and enjoy school because they are cared for very well. However, too many do not attend school regularly or arrive promptly. Pupils like the creative curriculum and respond well to the child-centred provision. Partnerships to enhance learning are outstanding, particularly in the local community, where the school is making a real difference to the lives of families and their children.

In view of rising standards of attainment, good pupil progress and personal development and good improvement since the previous inspection, the school's capacity to improve further is good.

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

- Further raise standards in writing and reading by:

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- focusing on the quality of spelling and presentation of handwriting in Years 1 and 2
- providing more opportunities for extended independent writing to challenge the most-able children
- ensuring a sharper focus in guided reading sessions on actively extending children's reading skills and confidence, with sufficient time allowed for this to be achieved.
- Raise attendance by:
  - ensuring that all parents and carers take full responsibility for getting their children to attend regularly and on time, so that their learning is not disrupted and they are enabled to succeed.
- Improve Early Years Foundation Stage provision by:
  - ensuring that, in the Nursery class, children have unrestricted access to outdoor learning and play at all times and in all weathers, so they decide when they want to explore the outdoor environment
  - providing across all areas of learning, a full range of outdoor activities to mirror those provided indoors.

**Outcomes for individuals and groups of pupils****2**

Pupils enter the Nursery with attainment that is low measured against age-related expectations. This is most evident in communication, language, social and emotional skills. There are significant groups speaking little or no English on arrival, or who have special educational needs and/or disabilities. As they move into the Reception classes, children's skills are below expected levels but improving well, as confirmed in lesson observations, particularly in speaking and listening, number work and creative learning. Writing is weaker. In Years 1 and 2 pupils' progress and attainment accelerates rapidly due to their good grasp of basic skills gained through sharply focused intervention groups identified from the time they arrive in school. The number of pupils joining the school outside normal times is high, but those arriving at different points are equally well supported and enabled to learn. All pupils make good progress from their starting points. Those with special needs and/or disabilities do well, due to clearly planned support to meet specific needs including communication or behavioural difficulties. Pupils eligible for free school meals perform particularly well in reading. Those with English as an additional language are identified promptly and benefit from individual support, so they soon become fluent and confident in speaking and understanding English. There is a rising proportion of above average attainment, although this is not yet consistent across the school. Parents and carers are pleased, saying, 'The school works hard to give my child a positive and enjoyable experience.'

Pupils enjoy learning and the way that their teachers use the flexible creative curriculum to expand on their ideas, so that there is real motivation to discover for themselves and to follow and develop their own interests. This has a good impact on attainment and progress. The whole school focus on writing is working well. In an outstanding, lively Year 2 English lesson, describing characters, pupils gave an excellent definition of the word 'description': 'It is like a picture but you use words instead.' The teacher read a dramatic

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letter from the Emperor to the wanted thief, named by pupils as 'Maximus Sneakius'. Pupils of all abilities responded exceptionally well with thoughtful, persuasive moral arguments about stealing, describing for example, the toga as bumpy, because of all the stolen items hidden beneath it. Finally the class went on to write about the thief, using description extremely well. Pupils are confident and imaginative writers, but their spelling and handwriting is still catching up. Most enjoy mathematics. They have positive attitudes to all aspects of school life and their behaviour is good in lessons and at play. There is a strong sense of spirituality in the way pupils respect each other and celebrate achievements. They are particularly proud of the work of the school council in the local community, through fund-raising for those less fortunate than themselves. Multicultural aspects are a strength of the school right from the start. The current language of the month, across the school, is Urdu.

*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>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>

<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

**How effective is the provision?**

Teaching is enhanced by strong teamwork and delegation of responsibility to teaching assistants, who not only plan with teachers but are responsible for delivering the comprehensive additional support programmes to improve learning outcomes for pupils of all abilities and needs. Teachers' subject knowledge, and use of questioning that builds on pupils thinking skills, is good. Lessons mostly proceed at a good pace. In a small minority of lessons pace is slower because teachers do not allow sufficient time for independent

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learning to take place. Assessment very clearly identifies those doing better or worse than expected. Pupils across the school know their targets in English and mathematics, and teachers offer good verbal explanations and marking of work so pupils improve their work independently.

The creative curriculum is successfully inspiring pupils to discover for themselves and to explore links across subjects. Their 'creative learning journey' books used across the school show good evidence of their progress and interests. The use of English and mathematics across the curriculum is well established, but is less consistent in information and communication technology, especially in the dedicated teaching of skills. The curriculum is particularly well adapted to meet the needs of those with special educational needs and/or disabilities, and those who speak English as an additional language. Pupils who have become fluent often help their friends in class. Some translate school information for their parents. Extended schools provision is impressive and provides many learning and social experiences in and out of school hours that could not otherwise be provided, such as access to sports, art and craft activities at weekends and holidays.

Pastoral care is a significant strength of the good quality support provided to pupils and to their families, including those who increasingly find themselves to be in a variety of vulnerable circumstances. Working with a wide range of agencies, the school is doing all it can to remove barriers to learning. Many strategies are in place to improve attendance and the school has successfully reduced persistent absence. Attendance has improved from a low baseline over the last few years. However, a small minority of parents and carers are not supporting the school sufficiently in the drive to support good attendance. Transition arrangements are good, as well as the support and guidance, both personal and academic, offered to pupils.

*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 leads the school with inspirational drive and ambition, fully involving staff at all levels through shared management and involvement in shaping the schools' good pace of direction. As a result, school performance is rising rapidly, aided by the well-focused support of the governing body, which challenges senior leaders when necessary. Subject leaders work well together to manage the increasingly innovative curriculum. Self-evaluation procedures are thorough and based upon good monitoring of all areas of the school's performance.

The school's partnership with parents and carers is good, most playing an active role in their children's learning. The school is successfully engaging parents and carers through

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workshops and encouraging their ideas. For example, there are support groups for parents from minority ethnic communities. Partnerships to support learning are outstanding, both through welfare-related agencies working with pupils and their families whose circumstances make them vulnerable, and through the work of the extended schools coordinator, who investigates and draws in support and expertise from local schools and from the community. For example, families with friends or relatives in the local prison can now visit on Saturdays, rather than a school day, to improve school attendance. Equality of opportunity is promoted well, most pupils make good progress and are quickly identified if they do not. Pupils in this vibrant community fully understand that any form of discrimination will not be tolerated.

Safeguarding is good, with particularly good practice in setting up a governing body child protection safeguarding committee to oversee procedures. Community cohesion is good. There are many links within the local community that support learning and diversity, including regular activities that involve whole families, such as 'cook a meal for a fiver'. However, links across the United Kingdom are less well-developed.

*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>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get a good start to formal learning through play, whether they enter the Nursery or join later in the Reception classes. They settle quickly and enjoy the routines so they feel safe and secure. Their behaviour is good. Children form strong friendships, and accept others joining in their activities. Although their skills are low on entry and particularly in speech, language, communication and social and emotional aspects, they make good progress as they move into Year 1. Mathematical and creative development is strong, but writing and physical development are weaker. Although there is good provision in the Reception classes for children to play and learn outside when they want, this is less

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evident in the Nursery, because access is limited and pupils cannot choose to explore the outdoor environment independently. Activities which are usually considered as outdoor activities, including sand and water play, are situated indoors with little space for children to play.

Staff have good knowledge of the needs of young children and their welfare and attention to safeguarding aspects are good. There is a mostly good balance between adult-directed and child-led activities. Children enjoy learning about letters and the sounds they make, but there are fewer activities for writing outdoors, although there are many opportunities for counting activities. Provision of resources is generally good. Leadership and management are good, staff undertake regular training and visits to other settings to enhance their skills. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are supported well. Parents and carers value the opportunity to do a range of activities with their children, including 'homework' proudly displayed on the classroom walls.

*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

The proportion of parents and carers who returned questionnaires was below average. They were generally positive about all aspects of their children's education. All felt that their children enjoyed school. A few thought that progress was not good enough. The inspection team judged progress to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Lionwood Infant and Nursery 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	63	15	37	0	0	0	0
The school keeps my child safe	22	54	17	41	2	5	0	0
My school informs me about my child's progress	19	46	17	41	4	10	1	2
My child is making enough progress at this school	20	49	18	44	3	7	0	0
The teaching is good at this school	21	51	17	41	3	7	0	0
The school helps me to support my child's learning	17	41	21	51	2	5	0	0
The school helps my child to have a healthy lifestyle	17	41	23	56	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)	16	39	20	49	2	5	0	0
The school meets my child's particular needs	19	46	20	49	1	2	1	2
The school deals effectively with unacceptable behaviour	20	49	14	34	2	5	0	0
The school takes account of my suggestions and concerns	18	44	20	49	0	0	0	0
The school is led and managed effectively	17	41	21	51	1	2	0	0
Overall, I am happy with my child's experience at this school	22	54	18	44	0	0	1	2

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



23 March 2011

Dear Pupils

**Inspection of Lionwood Infant and Nursery School, Norwich, NR1 4AN**

Thank you for giving us such a lovely welcome and telling us so much about your school when we visited recently. We can see how happy you are and that you work hard and ask lots of questions. You have many friends and you all know what to do to make your work better in mathematics and English. We are pleased to hear that you feel very safe and that you can tell the adults who look after you if you need any help. You keep fit and eat well, one of you said, 'We can't eat things in lunchboxes, with all chocolate, but there can be some on a biscuit.' You go to a good school. This means that you make better progress than pupils in most other infant schools. Well done! The headteacher and staff want to make your school an even better place to learn and you can help with this. I have asked them to do a number of things.

To help those of you in Years 1 and 2 get better at spelling and make sure that your handwriting becomes neater.

To give those of you who find learning easy, opportunities to write more without the teachers helping too much.

To make sure you all have enough time to read in the guided reading sessions.

To tell you how important it is to come to school every day.

To make sure that those of you in the nursery can go outside to learn and play when you want, even if the weather is bad, and that you have more things to do outdoors.

You older children can help trying your best to get better at spelling and writing neatly. Some of you need to ask your families to take you to school every day unless you are ill, so that you do not get behind with your work.

I know you will enjoy achieving these challenges and will continue to have fun learning at Lionwood.

Yours sincerely

Judi Bedawi

Lead inspector

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