

Lionwood Infant and Nursery School

Inspection report

Unique Reference Number	134956
Local Authority	Norfolk
Inspection number	319590
Inspection dates	10–11 July 2008
Reporting inspector	Sheelagh Barnes

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	205
Appropriate authority	The governing body
Chair	Mrs Jenny Lay
Headteacher	Mrs Selene Sawyer
Date of previous school inspection	Not previously inspected
School address	Telegraph Lane East Norwich NR1 4AN
Telephone number	01603 433957
Fax number	01603 438055

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a newly formed, smaller than average sized school, which opened in September 2007 when two schools were amalgamated. Most pupils are of White British heritage, although around a sixth come from a range of other ethnic backgrounds. The proportion of pupils who need extra support with their learning is broadly average, although the proportion of pupils with a statement of special educational need is higher than average. More pupils than average are known to be eligible for free school meals. There is a small number of looked after pupils and also a few refugees and asylum seekers.

The school has attained Activemark and Healthy School accreditation. The facilities the school has for community and outdoor physical education for older pupils are outstanding.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lionwood provides pupils with a satisfactory education. In the short time the school has been open, the leadership has worked diligently and effectively to create a whole school ethos. There has been a concerted focus on setting the expectations for pupils in terms of their social development and, as a result, behaviour throughout the school is good. The satisfactory curriculum is enriched with a good range of interesting and exciting extra activities. The school provides a sound level of care and support for pupils overall, and pastoral care is good. Pupils say they feel safe and happy. As a result, they are positive about the school. Their personal development and attendance are satisfactory.

The headteacher leads the school well. She has quickly forged a team, with a strong, whole-school ethos and a determination to raise standards further. Currently, pupils' achievement is satisfactory. They make satisfactory progress throughout the school and, in an increasing proportion of lessons, progress and achievement is improving. Those who need extra help with their learning, as well as the more able pupils, or those with English as an additional language are identified and provided with satisfactory support. Support for vulnerable pupils is excellent. Progress and achievement in reading, writing and mathematics is satisfactory overall, although progress in mathematics is stronger. Standards by the end of Year 2 are in line with the national average in English, mathematics and science, although, again, standards in English are not quite as high as in mathematics. The school has identified literacy skills as an area for whole school focus for improvement.

Leadership and management are satisfactory overall. The headteacher monitors standards well; therefore she has an accurate view of school effectiveness and a good understanding of the quality of teaching and learning across the school. The coordination of subjects is still developing, as staff only very recently took up these responsibilities. They have yet to develop whole-school systems to check pupils' progress in order to track how well particular groups are doing. Currently, coordinators have little experience of monitoring the quality of provision or of tracking the progress of different groups. Members of the governing body are mainly new. They are keen and provide a satisfactory level of support for the school. As yet, however, they rely on the headteacher for information and analysis. Nevertheless, the school is soundly placed to develop in future.

Although there are good aspects to much of the teaching, its overall quality is satisfactory but inconsistent. Teachers have good relationships with their pupils and consistently high expectations of their response. Teachers work hard to make lessons interesting and appealing. In too many classes, however, lesson planning does not take full account of assessment information to cater for the needs of pupils of differing abilities and the pace is sometimes slow. Teachers do not use their marking of work as well as they might to help pupils understand what they need to do to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children settle well into the Nursery and Reception class and make satisfactory gains in their learning, due to the sound quality of the provision. Standards on entry to Nursery cover the full range, but overall, they are below those expected for children's ages. They settle happily into the Nursery and Reception class because of the friendly atmosphere and clear procedures.

Leadership and management of the Foundation Stage are satisfactory, as the system for checking children's progress is still at an early stage. Their achievement is satisfactory. The staff establish good relationships with the children. As a result, they know what is expected of them. There have been significant improvements to the outdoor area for learning and school has now identified the need to develop this area further as part of the introduction of the Foundation Phase in September.

What the school should do to improve further

- Raise standards in reading and writing and ensure that all pupils make good progress.
- Refine and develop the marking of pupils' work and the systems for monitoring the progress they make.
- Ensure that teachers use information from assessment more consistently when planning, so that lessons more accurately meet the needs of pupils of differing abilities.
- Develop the leadership and management skills of coordinators so that they gather information efficiently and plan for improvement in their subjects and areas more effectively.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Progress is satisfactory overall from Year 1 to Year 2. Pupils who need extra support with their learning and those with English as an additional language are soundly supported. This ensures that they achieve satisfactorily in relation to their abilities. Currently, standards are broadly in line with the average at the end of Year 2. However, they are better in mathematics and science than in reading and writing.

Personal development and well-being

Grade: 3

Pupils' social and moral development is good. They understand the difference between right and wrong and follow the rules of the school well. Their spiritual development and awareness of other cultures and beliefs are satisfactory. Pupils are confident that adults will sort out any problems should they occur. One pupil commented that after they talk to their teachers, 'they try and make us feel better'. Pupils have a good understanding about healthy lifestyles and know the importance of exercise. The school council members feel valued and have successfully brought about improvements, such as introducing painted pictures to cheer up the toilets and remind everyone to flush. Their satisfactory personal development, combined with sound progress in basic skills prepares pupils adequately for the next steps in their education.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with pupils and high expectations of their behaviour. The school has a strong focus on developing a consistent approach to the management of behaviour and this has had a positive impact. Lesson planning is sound and teachers work together to ensure that pupils in parallel classes have the same opportunities. Pupils who need extra support

with their learning and those with English as an additional language do get work that is targeted at their needs and as a result make satisfactory progress. However, at times the whole class proceeds from the same starting point, which slows the pace of learning for some pupils. Some teachers explain at the start of lessons how pupils and staff are going to know the learning is successful. This is a new initiative and is generally effective. Resources, such as interactive whiteboards, are starting to be used well to make learning more interesting and exciting. Marking is generally regular and encouraging but could be better at identifying what must be improved.

Curriculum and other activities

Grade: 3

The current focus on literacy and numeracy is beginning to raise the standards pupils achieve, but is still not used consistently well in all classes. The curriculum provision for vulnerable pupils in the specialist class and nurture groups is excellent and is already having a positive impact on the progress they make. Pupils enjoy opportunities to take part in physical activities during the school day. These help to develop their positive attitudes to keeping fit and healthy. The curriculum is greatly enhanced by the excellent community facilities that form the provision for extended services on the site. This enables the school to provide a wide range of clubs outside the school day, such as drama, French and multi-sports. Outings to local places of interest are developing into an integral part of the curriculum.

Care, guidance and support

Grade: 3

Adults know the children well and good provision is made to support pupils' well-being, which is reflected in their positive attitudes to learning. There are clear procedures in place for keeping all pupils safe and secure. Whole school systems for academic guidance are underdeveloped. Systems are in place to enable the school to check how well pupils are making progress but these are not yet used consistently well.

Leadership and management

Grade: 3

Routines and daily systems are well established and the school runs smoothly. The headteacher leads the school well and has a good overall knowledge of standards in all classes. This is a result of her effective monitoring, and her accurate evaluation of the performance of the school. She has used information gained to focus priorities and improve standards, notably of behaviour. Systems to track the progress of individuals and groups in detail are at early stages of development. Governors are supportive and take their responsibilities seriously, but many of them are new to their role and so rely upon the headteacher for information. Coordinators are hardworking and enthusiastic. While many new policies have been produced, these are not always applied fully and consistently in daily practice. There are good links with other schools and agencies. The school makes a good contribution to community cohesion by providing a range of classes for parents and others.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

14 July 2008

Dear Children

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

Thank you, for being so welcoming and friendly to us when we visited your school recently. We enjoyed talking to you and seeing all the lovely things you do in your new school. Your school provides you with a satisfactory education.

The really good things about your school are:-

- Your headteacher really knows a lot about you all and what to do to make your new school even better.
- You behave really well.
- You learn a lot about staying healthy and choosing the right foods.
- You enjoy the interesting extra things teachers plan for you.
- Those of you who need extra help when you have problems or are worried are looked after extremely well.
- There are excellent facilities for you and your families to use outside school time.

The things we have asked your teachers to do next are:-

- To help you do even better in your reading and writing.
- To mark your work in a more helpful way and use the information about how well you are all getting on to explain to you how you can improve your work.
- To plan work that is just right for each of you.
- For teachers in charge of subjects to get even better at knowing how well everyone is doing.

We really enjoyed talking to you and watching you work. We know you are all going to work really hard to make Lionwood an extra special school.

Yours sincerely

Mrs Barnes

Lead inspector