

Browick Road Infant School

Browick Road, Wymondham, NR18 0QW

Inspection dates

9–10 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership and management has ensured that the excellent quality found at the last inspection has been maintained and further strengthened.
- Children in the Reception Year get off to an excellent start, settle into school quickly and make outstanding progress in all areas of learning.
- The very large majority of pupils achieve exceptionally well in reading, writing and mathematics.
- Pupils in the special resource base for speech, language and communication needs (SCLN) make outstanding progress. In the past five years all have successfully moved into mainstream schools.
- Teaching is consistently good and much is outstanding, enabling pupils to make excellent progress as they move through the school.
- All teachers have high expectations for learning. They ensure that there is a close match of learning tasks to pupils' different levels of ability. As a result, all pupils are fully engaged in their learning.
- Pupils are exceptionally well behaved in lessons and around the schools. They stay safe, enjoy learning and their attendance is above average.
- Senior leaders rigorously check the quality of teaching and learning to ensure that all pupils are doing their best.
- Since the last inspection, senior leaders have ensured significant improvements to assessment, provision for gifted and talented pupils and consultation between parents and teachers.
- Governors know the school well and work closely with all leaders to hold the school to account for its work. They challenge and question staff about school performance.

Information about this inspection

- Inspectors visited 19 lessons and saw all teachers teaching. Ten lessons were observed jointly with the headteacher or deputy headteacher.
- Inspectors heard pupils read and looked at their books. They also looked at the work of pupils in the special resource base.
- Meetings were held with governors, senior leaders, subject leaders and pupils, and a telephone discussion took place with a representative of the local authority.
- Inspectors looked at a wide range of documents, including the school’s own judgments on its strengths and areas for development, safeguarding policies and procedures, and the information it has on pupils’ progress.
- Inspectors took account of questionnaire responses from staff and 73 responses to the online questionnaire (Parent View). They also looked at the school’s own recent survey of parents and talked to a number of parents when they brought their children to school.

Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
Angela Podmore	Additional Inspector
Ian Hart	Additional Inspector

Full report

Information about this school

- This three-form entry school is larger than the average-sized infant school.
- Most pupils are from White British backgrounds and very few pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, those in local authority care and children who have a parent serving in the armed forces) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. An above average proportion of pupils are supported at school action plus or with a statement of special educational needs. This is in part because the school has a specialist resource base for 10 pupils with speech, language and communication needs.
- There is a separate nursery and breakfast club on site, managed independently from the school and inspected separately.
- There have been no significant changes since the last inspection. The school received an interim assessment by Ofsted in April 2011 where its previous outstanding performance was shown to have been sustained.

What does the school need to do to improve further?

- Ensure that those few pupils in Year 1 who struggle with reading and writing are given opportunities to sound out letters and blend them into words for reading, and give them frequent practice at segmenting words for spelling.

Inspection judgements

The achievement of pupils is outstanding

- The progress of all pupils, including children in the Reception classes and pupils in the specialist resource base, is outstanding and has been so for the last five years.
- From their broadly average starting points, children in the Reception Year make outstanding progress in all areas of learning, particularly in communication language and literacy, problem solving and reasoning skills and their knowledge and understanding of the world. For example, they learn French and develop skills in using technology such as iPads.
- In Key Stage 1 pupils continue to make outstanding progress in reading, writing and mathematics because they are given stimulating opportunities to learn.
- Pupils in the specialist resource base make outstanding progress from their low starting points, reaching at least broadly average levels of attainment in reading, writing and mathematics before successfully moving on to mainstream schools. This is mainly due to the excellent team work among staff and the speech and language therapist in developing individual programmes to accelerate and overcome the barriers to learning of these pupils.
- In 2012, standards at the end of Key Stage 1 were significantly above average in reading and writing, and above average in mathematics. These high standards have been consolidated year-on-year for the past five years. All pupils made the nationally expected levels of progress in reading, writing and mathematics and many exceeded this.
- Provisional 2013 data suggests that these high standards will be sustained in reading and writing and improved upon in mathematics. This is because leaders used the 2012 data to identify problem-solving as an area that needed improvement and as a result these skills are now taught specifically as well as applied in other subjects.
- Pupils read confidently and fluently. They use a range of strategies to read unfamiliar words. A very few pupils struggle with reading and writing because they do not always use the sounds that letters make (phonics) to read unfamiliar words.
- Pupils' books show that their achievements across a range of subjects such as science, history, geography, art and music are at least good, with excellent opportunities for extended writing. This contributes most effectively to the outstanding progress of all pupils.
- Disabled pupils and those with special educational needs in mainstream classes and those who speak English as an additional language make the same progress as their classmates because teaching assistants work seamlessly with teachers to break tasks down into smaller steps and build pupils' knowledge, understanding and skills systematically in lessons.
- Pupils eligible for the pupil premium make outstanding progress. From their lower starting points, they are catching up quickly as a result of the support they are given. Even so, the gap between their attainment and that of their peers is almost a year.

The quality of teaching is outstanding

- Teachers and teaching assistants have high expectations of their pupils' learning. They use assessment information well to build up pupils' skills, knowledge and understanding, so that over time they are achieving exceptionally well. Teachers provide tasks which are interesting and demanding for all pupils and, through excellent questioning, ensure that they are making rapid progress.
- Pupils acquire new knowledge, skills and understanding quickly because the pace of lessons is brisk and teaching is lively. This enthusiastic teaching engages pupils so they remain focused on learning throughout. Teachers demonstrate expertise across a wide range of subjects. For example children in the Reception classes were seen counting fluently in French.
- Teachers provide pupils with excellent opportunities to find things out for themselves and work independently. For example, in a Reception class children used iPads proficiently to look at the world, while others used construction materials to build different shapes.
- The key strengths of the outstanding teaching seen in the specialist resource provision were the excellent use of well-chosen resources and multi-sensory approaches to develop new learning, with very effective support from teaching assistants.
- The teaching of basic skills is outstanding. Literacy, numeracy and communication skills are promoted well across a range of different subjects. In particular teachers provide many opportunities for pupils to extend their writing skills. The guidance teachers give pupils on reading has led to outstanding progress and high attainment. This is not yet fully consistent, with some missed opportunity to enable pupils in Year 1 to sound out words together in reading or to practise segmenting words in spelling.
- The marking of work to promote literacy and numeracy in different subjects is of high quality because it provides pupils with their next steps for improving their writing and application of mathematics.
- Outstanding teaching and support for disabled pupils and those who have special educational needs ensure they make excellent progress. Teaching assistants skilfully focus on the development of new learning by clarifying and providing examples which pupils can understand.
- Pupils who benefit from the pupil premium funding are taught and supported in their learning extremely well, working in small groups or with one-to-one support from highly skilled teaching assistants.

The behaviour and safety of pupils are outstanding

- Pupils have excellent relationships with each other. They are kind and very caring and are also very polite, well-mannered and courteous to adults. Their exemplary behaviour around school was seen in the playground, during assembly and in the dining room.
- Pupils' attitudes to learning are outstanding; they show great enthusiasm for learning and are determined to do their very best. They are eager to contribute to lessons as they answer challenging questions put by staff and ask their own thoughtful questions to extend their own thinking. This is also reflected in their above average attendance and good punctuality to school.
- Pupils respond well to the consistent management of their behaviour in lessons and around the

school. They have a clear understanding of the consequences of misbehaviour. They have a good awareness of bullying and know that on the very rare occasion it occurs, it is dealt with quickly and effectively. They say that they would go to their teacher if they needed help.

- Children in the Reception Year stay very safe and are happy and confident learners because all staff work closely together to ensure the well-being and safety of children.
- Pupils in the specialist resource base greatly enjoy school, they learn to listen carefully and take turns and are eager to contribute to lessons. As a result they make excellent progress in their social interaction skills.
- The very large majority of parents who responded to the inspection questionnaire said their children are safe and well cared for. The school's recent survey of parents showed that nearly all parents agreed that behaviour and safety are good and these were similar to the views of those parents inspectors spoke to during the inspection.

The leadership and management are outstanding

- The outstanding effectiveness reported in the previous inspection report has been maintained, with further improvements to promote higher achievement. Senior leaders are rigorous in the monitoring of teaching and its impact on learning and this has led to sustained high quality teaching across the school.
- Half termly progress reviews are used to hold teachers to account for pupils' progress. Additionally, there are regular reviews of each teacher's and each teaching assistant's performance to identify strengths and training needs. The objectives set for staff are clearly linked to whole-school priorities for development and any increase in salary is based on their successful achievement.
- Subject leaders track and monitor the progress of every pupil and agree with the class teacher new strategies to address any underachievement. This tracking also looks in detail at the progress of different groups of pupils to ensure they are making the best possible progress.
- Teachers meet together to plan sequences of lessons within a topic. Subject leaders provided their colleagues with examples of assessed work so that teachers have an accurate view of the national curriculum levels their pupils are expected to reach.
- The very good curriculum is enriched by activities such as choir, violin, knitting, Chinese, art, cooking, and gardening. A range of visitors come into the school such as members of local churches and story tellers. All pupils throughout the school, including children in the Reception classes, learn French.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. There are well established links with the local and wider community and pupils celebrate different faiths, religions and cultural traditions.
- The local authority provides appropriate light-touch support for this outstanding school and there is a good take-up of staff on local authority training to support further developments, such as Early Years Foundation Stage training. The local authority makes good use of the services of the headteacher to assist in school improvement and development work.

■ **The governance of the school:**

- Governors visit the school regularly and challenge the work of leaders across all aspects of the school's work. They have a clear and accurate view of the quality of teaching and they set clear targets for managing the headteacher's performance, using the school's accurate view of itself and the well-conceived priorities for further improvement. Governors make good use of data to challenge the school's work, particularly in relation to achieving value for money. They hold the school to account for its spending of pupil premium funding to ensure that it is effectively narrowing the gap between their attainment and that of their classmates. Governors ensure all legal requirements are met, especially for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120867
Local authority	Norfolk
Inspection number	412429

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Katharine Trott
Headteacher	Daryl Long
Date of previous school inspection	6 February 2008
Telephone number	01953 603061
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