

Norton Community Primary School

Inspection report

Unique Reference Number	121456
Local authority	North Yorkshire
Inspection number	380246
Inspection dates	23–24 January 2012
Lead inspector	Tony Painter

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	Mark Weatherill
Headteacher	Liz Parker
Date of previous school inspection	24 June 2009
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Introduction

Inspection team

Tony Painter
Nancy Walker
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 32 lessons or parts of lessons taught by 17 teachers and held discussions with groups of pupils, the vice-chair of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a wide range of school documents including records of planning and assessment, and tracking and safeguarding policies. They examined staff and pupil questionnaire responses as well as 164 questionnaires returned by parents and carers. Inspectors looked at the on-line questionnaire (Parent View) but no responses were recorded.

Information about the school

This school is well above the average size for primary schools and most pupils are of White British heritage. Very few pupils come from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those with special educational needs is below the national average. The school meets the current government floor standards. There have been considerable changes in the teaching staff since the previous inspection. The school has Healthy Schools status. It has gained Activemark and Eco Schools Silver awards. It provides Early Years Foundation Stage provision in Nursery and Reception classes. A Children's Centre adjoins the school and is subject to a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. A positive atmosphere of care and support ensures pupils grow in confidence and mature well. Parents and carers have positive views of all the school provides. Pupils behave well and have great confidence that staff will support them if ever they have concerns.
- Pupils achieve well from starting points that are below those typical for their ages. In recent years, attainment has risen and pupils’ progress now exceeds nationally expected rates of progress. By the time they leave school, pupils’ attainment overall is broadly average.
- Teaching is good throughout the school. It ensures effective learning and helps most pupils to gain skills, knowledge and understanding at a good rate. New assessment systems are giving a clear view of how well pupils are doing and focusing teaching well. As a result, progress is accelerating but teachers do not consistently apply the systems with sufficient precision, particularly when meeting the needs of some lower-attaining pupils. Although teachers have generally high expectations, they do not consistently pay enough attention to ensuring that pupils’ presentation of their work is of the best quality.
- Teachers establish very good relationships that effectively motivate pupils of all abilities to try their best. Classroom organisation is strong and this generally ensures little time is lost; in the best lessons learning is very brisk. Skilful questioning frequently extends pupils’ learning well. Pupils respond very positively and say lessons are becoming more interesting and challenging.
- The headteacher’s thorough self-assessment has correctly identified the school’s relative shortcomings. Rapid and appropriate action, although at a relatively early stage, is showing positive impact. Good leadership has established a strong team approach. All school staff and the governing body are working together effectively to raise further the quality of teaching and outcomes for pupils.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better and thus raise achievement further by:
 - sharing the best teaching practice currently evident within the school
 - refining and sharpening the use of assessment information to match tasks to the needs of some lower-attaining pupils
 - ensuring that consistent attention is paid to high-quality presentation of work.

Main Report

Achievement of pupils

Pupils enjoy learning throughout the school. In the best lessons, for example in Year 6, there is a tangible atmosphere of excitement. Older pupils say that their lessons have improved in recent years and that lessons are more challenging and more interesting. Pupils' good behaviour and positive attitudes make a significant contribution to learning. Pupils generally pay good attention to teachers. They are enthusiastic and are keen to join in and answer questions. For example, a Year 3 teacher captivated pupils with a demonstration of the working of the heart; pupils were extremely keen to link this to their knowledge of how to keep healthy. Pupils generally respond quickly to the consistent classroom routines, apply themselves well to tasks and concentrate hard. Pupils enjoy opportunities to use their basic skills in an increasingly wide range of well-focused activities. Lower-attaining Year 6 pupils, for example, applied themselves extremely well to a set of number problems linked to their study of evacuations during World War II.

Pupils join the school with skills that are generally below those typical for their age. They make good overall progress in the Early Years Foundation Stage and through the school, although some weaknesses in older pupils' attainment, resulting from past underachievement, remain. End of Key Stage 2 test results are broadly average but have improved over the past three years, most notably in English. Almost all parents and carers reflect this and say that their children are making good progress. Pupils' reading standards by the end of Key Stage 1 and by the time they leave the school are broadly average.

The school's accurate tracking systems show that pupils of all abilities make good overall progress. Increasing numbers of higher-attaining pupils are exceeding the national expectations for their ages. The school's predictions for the 2012 Key Stage 2 tests show continuing improvement. Effective support for disabled pupils and those with special educational needs ensures that they take a full part in lessons and also make good progress. Targeted interventions to support lower-attaining pupils are very effective. School tracking data show that some, but not all, lower-attaining pupils are making very good progress and that any gaps in attainment are closing securely.

Quality of teaching

Teaching is good. This confirms parents' and carers' overwhelmingly positive views. In lessons teachers generally establish very good relationships with pupils, so that pupils are positive about learning. They show enjoyment of learning, work hard and concentrate well. Secure classroom organisation means pupils know what they need to do. This contributes to the good pace of learning. Pupils behave well and little time is lost to behaviour management. Teachers frequently make effective use of a wide range of resources to

motivate and involve pupils. For example, much teaching makes good use of prepared resources on the interactive whiteboards and, in the best lessons, teachers use these very creatively to fire pupils' enthusiasm.

Teachers' good subject knowledge and increasingly effective use of the school's improved assessment systems aid planning and support improved teaching. Lesson plans identify outcomes and tasks for pupils of different abilities, in many cases matched very well to pupils' abilities and learning styles. Where this is particularly effective, teachers set precise objectives and ensure that activities allow pupils of all abilities to remain focused on what they are learning and to make rapid progress. In many lessons, teaching is successful in challenging higher-attaining pupils and this supports their good progress. However, in some lessons, matching tasks to pupils' abilities is somewhat less accurate and teaching does not take full account of what some lower-attaining pupils are able to do. For example, some pupils' progress towards the lesson's identified objective is restricted because their limited writing skills act as a brake on their progress.

Recent measures to improve the consistency of teaching are improving the continuity of pupils' learning. Good systematic teaching of letter sounds and phonics in the Early Years Foundation Stage and with older pupils is accelerating pupils' progress in reading and early writing skills. Teachers give older pupils good opportunities to develop necessary skills to compose, edit and improve their writing. Pupils apply these across the curriculum. For example, in Year 4 pupils have written extended and thoughtful responses to learning about the Blitz. Some pupils' work is very well presented, including some writing that makes good use of information and communication technology. However, teachers do not consistently promote sufficiently high standards of presentation, which often falls below the overall quality of the work.

Behaviour and safety of pupils

Parents, carers and pupils all say that pupils' behaviour is good and are positive about pupils' safety in school. Evidence gathered during the inspection supports these positive views of behaviour over time. Pupils are polite and follow instructions well. Their good behaviour in lessons makes a clear contribution to the school's positive learning ethos. Pupils have a generally good understanding of the actions they can take to ensure they remain safe. For example, most pupils recognise how to deal with potential risks associated with new technologies and social networking. Attendance is broadly average and improving. Pupils' punctuality to school and to lessons is good.

Pupils show increasingly effective personal and social skills, such as independence and self-esteem. From the Early Years Foundation Stage classes on, pupils are encouraged to take responsibility and work together. Throughout the school they generally share resources sensibly, listen carefully to each other and understand the importance of respecting the views of others. However, some pupils lack the highest levels of self-reliance and rely on adults to manage simple parts of classroom life such as getting pencils out ready for work.

Pupils say they have confidence in the school's systems to encourage and support good behaviour. Pupils show their good moral understanding through considerate behaviour and sense of fairness. Pupils understand the nature of different forms of bullying but say it is so rare that it does not concern them. Nonetheless, they have total confidence that staff would help if necessary, an opinion also expressed by many parents and carers. Over time,

inappropriate conduct, including bullying, has been extremely rare and there are no recent recorded racist incidents.

Leadership and management

The headteacher has carefully monitored the school and accurately identified the most important areas for development, setting out an ambitious vision for improvements. Leadership has successfully involved and empowered staff at all levels. It has built an effective team with strong shared values. As a result, staff and the governing body are working together well to enhance provision and improve the progress of all pupils. Effective action has begun to widen the management roles of coordinators and governors, although this remains at a relatively early stage of development.

The good curriculum provides a broad range of activities for pupils of all abilities. Overall it meets pupils' needs and enables them to make good progress. The use of thematic work in the curriculum is growing. It gives increasing opportunities for pupils to link their learning in different subjects. This work successfully catches the interest of boys and promotes their learning. Teachers' shared approaches are raising pupils' self-confidence and helping them to achieve better. Pupils take part in a good range of practical and physical activities and they speak with enthusiasm about the wide range of extra-curricular activities, especially sports. Pupils' spiritual, moral, social and cultural development is good. Lessons include good opportunities for pupils to reflect on their feelings and how to interact with others and the world around them. Leaders ensure that the school takes effective action to promote equality and tackle discrimination. Leaders and managers ensure that safeguarding requirements are met fully.

The headteacher's detailed and accurate self-evaluation gives a strong foundation for developments and improving teaching to accelerate progress. The plan has led to quick and effective action, successfully bringing together new and existing staff into a cohesive unit. This has resulted in cooperative approaches developing rapidly. Effective training gives teachers confidence to embrace change and work together well. Actions, for example the effective use of improved assessment systems, are already showing a positive impact in lessons and on pupils' outcomes. The shared commitment and vision and the positive impact of the actions already taken demonstrate the school's strong capacity to continue to improve.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 January 2012

Dear Pupils

Inspection of Norton Community Primary School, Malton, YO17 9BG

I would like to thank you all for making the inspectors so welcome when we came to your school. I should also like to say a special 'thank you' to those of you who gave up time to talk to us about your work. You told us that your school is good and getting even better at helping you to learn. We agree with you. You work hard, behave well and get on well together. You are right to be proud of what you achieve.

Yours is a good school. All the adults in school are good at caring for you and they keep you safe. The headteacher and staff are working hard to improve things to help you learn better and this is successful. Good teaching is giving you many interesting things to do. We saw how you really enjoy lessons and how you are keen to learn. As a result, you are making good progress although some of you who find learning a bit harder need a bit more support. We have asked the teachers to think carefully about what they are asking you to do so that you can make even better progress.

We noticed that some of your work is not set out as neatly as it could be. Sometimes that causes problems, such as when older children try to add up numbers that are not in line. So we have also asked your teachers to pay more attention to getting you to present your work well.

I am confident that you will help by continuing to do your very best in all you do, including making your work as neat as you can!

I wish you all the best for the future.

Yours sincerely

Tony Painter
Lead Inspector

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