

# Normanton Common Primary School

Inspection report

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<b>Unique Reference Number</b>	108147
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356308
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	David Matthews

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Stephanie Talbot
<b>Headteacher</b>	Mr Glyn Bishop
<b>Date of previous school inspection</b>	3 April 2008
<b>School address</b>	Castleford Road Normanton West Yorkshire WF6 1QU
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons, observed 12 teachers and held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at documents relating to safeguarding, the school's tracking of pupils' progress, and the monitoring of teaching and learning. Questionnaires received from pupils, staff and 142 parents and carers were analysed.

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

- How well pupils make progress in each age group, including the more-able pupils throughout the school, and in English in Key Stage 2.
- Aspects of teaching and/or the curriculum that may be hindering sustained good progress.
- How rigorous, systematic and effective the monitoring of teaching is.

## Information about the school

Most pupils attending this larger-than-average primary school are White British and the vast majority speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. There is a breakfast club for which the governing body is responsible. The school has Healthy School status, the Eco Schools silver award, Sportsmark, and is a Fairtrade School.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Normanton Common Primary provides a satisfactory education for its pupils. Its strengths lie in its caring ethos and a renewed determination to drive up standards through a range of well-conceived initiatives that have yet to fully impact on pupils' learning. The school has the overwhelming support of parents and carers, with whom it successfully engages. It makes good use of other partners, notably the Altofts and Normanton Family of Schools, in its efforts to improve learning. Pupils behave well. They say that they feel safe and that the school effectively helps them to live healthy lives. They are proud to be members of the school and make a strong contribution to it and to the wider community.

When they join the Nursery, most children's skills are below those typical for their age. They get a flying start to their education and make good progress in the Early Years Foundation Stage because provision is good. Thereafter, pupils make satisfactory progress overall, reaching average attainment by the end of Year 6, although writing is a weaker element throughout Key Stages 1 and 2. While there are strengths in teaching, shortcomings prevent learning and progress from being good overall. Opportunities are sometimes missed to challenge the more-able pupils in English and mathematics, and teachers do not always ensure that all pupils have a clear understanding of their learning targets, notably in writing. In several respects, the curriculum is developing strongly to support the school's priorities. However, it has insufficient impact on pupils' understanding of the range and diversity of society's cultures, religions and lifestyles.

The school has made satisfactory progress since the last inspection, though there remains work to be done to improve the consistency of teaching. Systems have been introduced to improve teaching and to use data effectively to monitor progress. Although the school's evaluation of the effectiveness of its work is overgenerous in some respects, it is mainly accurate in the majority. There is an acute awareness of what needs to be done to improve. The strong teamwork among leaders, managers and the governing body, and the numerous well-placed strategies for tackling weaknesses, give the school satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of pupils' writing in Key Stages 1 and 2 by:
  - systematically building pupils' understanding and use of grammar and sentence structure

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- providing pupils with more opportunities to write for a wide range of purposes and in different styles
- ensuring that all pupils understand the wording of their learning targets.
- Provide regular challenging opportunities for the more-able pupils in Key Stages 1 and 2 in English and mathematics so that increasing numbers reach the higher levels by the end of Year 6.
- Plan wider-ranging opportunities to extend and deepen pupils' understanding of cultures, religions and lifestyles other than their own.

**Outcomes for individuals and groups of pupils****3**

In lessons, pupils, including those with special educational needs and/or disabilities generally behave well, often showing good attitudes to their learning and wanting to do well. Where progress is good, it is often because pupils listen carefully to teachers, responding with enthusiasm and enjoyment. When progress is less than good, pupils do not always show high levels of enthusiasm and at times they do not move quietly from one task to another. Pupils' achievement is satisfactory. In Key Stages 1 and 2 they acquire skills, knowledge and understanding at a satisfactory rate, though writing is a weaker element and not all of the more-able pupils progress at a sustained good rate in both writing and mathematics. This means that, while pupils reach average attainment overall in mathematics and English by the end of Key Stage 2, the proportions reaching the higher level in mathematics and particularly in writing are not as high as they might be. The progress of pupils with special educational needs and or/disabilities is satisfactory overall. Some of these pupils make good progress but this is not the case for all.

The overwhelming majority of pupils report that they feel safe at school. They have a good understanding of safety issues. They know what bullying is and they know where to turn on the rare occasion that bullying occurs. Most pupils report that the school helps them to be healthy. They understand the value of eating fruit and they are enthusiastic about the role of Fitbods in encouraging activity at playtimes. Pupils' willingness to take on responsibilities, including being playground 'buddies', their involvement in ecological issues and their links with local citizens typify their good contribution to the school and to the wider community. The school has a specific and effective focus on developing pupils' enterprise skills and their financial capabilities. Pupils work cooperatively in pairs and, for example, when producing the school newspaper. Taking into account their average attendance rates and their average skills in literacy, numeracy, and information and communication technology, pupils develop satisfactory skills that will contribute to their future economic well-being. Spiritual, moral, social and cultural development is satisfactory. Cultural development is a relatively weaker element. Older pupils are not fully conversant with the beliefs of others, some show limited interest in world news and in the richness of cultures other than their own.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<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

## How effective is the provision?

Teaching, although satisfactory overall, is inconsistent in the impact it has on learning and pupils' progress. In the best lessons, teachers build good relationships with pupils and provide clear explanations about how they intend to move learning on. They use effective strategies, including enabling pupils to talk to partners to share their understanding and providing frequent opportunities for brief whole-class discussions to consolidate and extend learning. In the most effective lessons, teaching ensures that pupils of all abilities are provided with challenges at well-matched levels. In the least effective lessons, opportunities are missed to challenge the more-able pupils sufficiently well, notably in mathematics and writing, and to ensure that all pupils of differing ability understand their learning targets. This restricts progress. Teaching does not systematically build pupils' understanding and use of grammar and sentence structure. Opportunities for pupils to write for a range of purposes and in different styles are not as rich as they might be to strengthen the school's focus on writing.

Links between subjects foster learning appropriately. The staff's efforts and the positive links with the local family of schools contribute well to the constantly developing curriculum, with which the pupils express broad satisfaction. Long, medium and short term planning are satisfactory, though they do not always lead to the needs of pupils of differing ability being met as precisely as possible. Pupils enjoy the extra-curricular opportunities, mainly sport, and uptake is generally good. The curriculum strongly

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contributes to pupils' awareness of keeping safe and staying healthy. Some elements of the curriculum, including religious education, have a limited effect on pupils' understanding of other faiths and cultures.

The school provides a welcoming learning environment. Its good support for pupils' well-being is reflected in the vast majority of pupils reporting that adults in school care about them and most feeling that adults at school are interested in their views. There is good support for potentially vulnerable pupils, and carefully maintained records show improvements in their attitudes, behaviour and relationships as a result of the school's provision for these pupils. The school does all it can to promote attendance. The breakfast club is open to children of all ages who enjoy a satisfactory range of activities and healthy food in a caring setting.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers at all levels have successfully galvanised the enthusiasm of staff in a renewed drive to raise attainment and to address the least effective aspects of teaching and learning. Where improvements to the teaching of writing have been less secure in the past, fresh initiatives have been introduced, including opportunities for pupils to write at length and in refinements to marking. Staff have devised graphs to improve their analysis of the data on pupils' progress and the support of a consultant, including the modelling of lessons, typify the school's efforts to improve. These initiatives have been introduced relatively recently and have yet to result in a measurable sustained impact on pupils' progress.

The governing body is equally keen to ensure that the school has the necessary strategies in place to improve learning. It is satisfactory in its effectiveness, energetic and, increasingly, it holds the school to account through its questioning. The governing body has plans to increase the use of training opportunities and to structure its engagement with parents and carers. Though there are shortcomings in the provision for the more-able pupils, the school's promotion of equal opportunities is satisfactory and all groups of pupils play a full part in school life. The school has effective procedures for tackling any form of discrimination.

The school has appropriate policies, strategies and procedures to safeguard its pupils and to provide for their welfare. There are clear management responsibilities in relation to child protection and proper steps are taken to ensure pupils are safe on the school site. The school promotes community cohesion well within the school and, as a result, it operates as a cohesive and orderly community. In some respects it reaches out to other

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communities, including links with a school in Poland. However, evidence of the promotion of community cohesion beyond the school is limited and the school's evaluation of its provision is limited.

The good arrangements to effectively engage parents and carers include weekly information about what their child will learn, regular 'drop-in' sessions to discuss progress with teachers and access to an interactive virtual learning environment. A range of other partnerships effectively supports health-related education, family support, holiday activities and the school's drive to improve.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<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>3</b>

## Early Years Foundation Stage

Most children quickly become independent and make good progress in developing personal qualities, such as taking responsibility for choosing what they will do when organising painting equipment. They get on noticeably well with one another, as when sharing the home corner, where they understand that only four children are permitted at any one time. They are confident to try things out on their own, as when moving objects on a computer screen. Children have good relationships with adults. They are motivated and interested in the broad range of opportunities provided, playing the imaginative 'home made' instruments outside with great enjoyment and abandon. They behave well because they enjoy their activities and respond well to adults' requests to 'make your hands be kind'. Children know, from snack time, that milk 'makes you strong'.

There is a good balance between adult-led activities and opportunities for children to make choices. For example, an excellent adult-led activity involved a puppet and 'speech bubbles' to engage children well, and to promote good learning about how to build a story. The deployment of adults varies in terms of their promotion of good learning. In the best examples, adults show that they have good understanding of how children learn and



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use their initiative to encourage good behaviour and promote writing and reading well. In less effective situations, adult interventions do not always extend learning because questions are sometimes closed. Leadership and management of the Early Years Foundation Stage is good and adults work effectively as a team.

*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

An above average proportion of parents and carers completed questionnaires regarding their views of the school. Of these, most expressed happiness with their children's experience at Normanton Common and were unanimous that the school keeps their children safe. A very small minority disagreed that the school deals effectively with unacceptable behaviour. Inspectors looked carefully at the school's arrangements for recording and dealing with incidents of inappropriate behaviour and found that there are sound systems in place to deal with such incidents. Typical of the more positive responses was, 'The support that the school provides to both students and families is of high quality'.

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

Ofsted invited all the registered parents and carers of pupils registered at Normanton Common Primary 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	61	50	35	5	4	0	0
The school keeps my child safe	97	68	45	32	0	0	0	0
My school informs me about my child's progress	74	52	62	44	2	1	0	0
My child is making enough progress at this school	66	46	71	50	3	2	0	0
The teaching is good at this school	88	62	54	38	0	0	0	0
The school helps me to support my child's learning	79	56	58	41	3	2	1	1
The school helps my child to have a healthy lifestyle	75	53	62	44	2	1	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)	68	48	67	47	3	2	0	0
The school meets my child's particular needs	76	54	62	44	3	2	0	0
The school deals effectively with unacceptable behaviour	58	41	69	49	9	6	0	0
The school takes account of my suggestions and concerns	60	42	75	53	1	1	0	0
The school is led and managed effectively	77	54	63	44	1	1	0	0
Overall, I am happy with my child's experience at this school	78	55	58	41	2	1	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 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.**



18 February 2011

Dear Pupils

**Inspection of Normanton Common Primary School, Normanton, WF6 1QU**

Thank you for welcoming the inspectors to your school. We enjoyed meeting you and talking to you. We found that Normanton Common is a satisfactory school where your headteacher and staff take good care of you. You told us that you feel safe at school. We found that you behave well, that you know how to be healthy and that you like to contribute to the life of the school.

The inspectors found that you make satisfactory progress. Those of you in the Nursery and Reception classes make good progress. We believe that the things we have asked the staff to do will help all of you to make good progress. They are:

- to help you to improve the quality of your writing
- to make sure that you can read and understand your learning targets
- to make sure that those of you who learn quickly are given work that is always at your level
- to plan more chances for you to find out about and understand more about the many cultures, customs, beliefs and lifestyles of the world.

You can help by continuing to attend regularly, continuing to behave well and trying as hard, as usual.

The inspectors wish you well.

Yours sincerely

David Matthews

Lead inspector

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