

Norbriggs Primary School

Inspection report

Unique Reference Number	112705
Local Authority	Derbyshire
Inspection number	357171
Inspection dates	14–15 October 2010
Reporting inspector	Marion Thompson

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	211
Appropriate authority	The governing body
Chair	Elaine Tidd
Headteacher	Sue Eyre
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 20 lessons and parts of lessons and observed eight teachers teach at least once. Informal discussions were held with a group of parents and carers who accompanied their children to school. Meetings were held with two members of the governing body, staff and pupils. The inspection team observed the school's work, and looked at school documentation which included the development plan, assessment information, safeguarding documentation, curricular and lesson planning, samples of pupils' work and an audit of the school's provision undertaken by the school. Inspectors analysed the results of 52 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Are pupils in Key Stage 2 sustaining good progress?
- How much progress are pupils making in writing, especially boys?
- What is the impact of the strategies introduced by the school to increase pupils' progress in reading?

Information about the school

This is a smaller-than-average primary school. Nearly all pupils are White British with very few pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is above average. A number of these pupils have severe physical and/or learning difficulties, but the majority have social, emotional and/or behavioural difficulties. The proportion of pupils known to be eligible for free school meals is high. The governing body is responsible for the running of a breakfast club on the school premises. The school has achieved Healthy Schools, Activemark, Investors in People, Basic Skills and International Schools status. The school has experienced recent staffing difficulties.

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 a good education. Pupils make good progress from their low levels of skills on entry to the school, reaching standards that are broadly average by the time they leave. This represents good achievement. Pupils make particularly rapid progress in mathematics and science, reaching above average standards in national tests in 2010. The school also promotes spiritual, moral, social and cultural development well. Pupils have a clear sense of right and wrong and treat each other with respect. They reflect on topical issues such as whether the money spent on the Pope's visit was used well. The school supports those less fortunate than themselves, including a partner school in Gambia, through raising money for charity. Pupils make an excellent contribution to the school and wider community, for example running a science club for younger pupils.

The main contributory factors to these good outcomes include: substantial improvements to teaching and assessment; closer monitoring of pupils' progress; a lively and interesting curriculum; sensitive care, support and guidance; all of which are now good. Well focused coaching, has ensured that teaching provides pupils with a good level of challenge. As a result a minority but increasing number of lessons are outstanding. Pupils' attainment, behaviour and attendance are also improving.

All of the above improvements reflect the effective use of self-evaluation based on rigorous monitoring of the impact strategies designed to improve teaching and learning. The driving force for these improvements has been the focused and determined leadership of the headteacher who has set and modelled high expectations for the school community. She has been supported well by a hard working and enthusiastic staff. As a result the school has good capacity to continue to improve.

Further work remains to be done. A few pupils very occasionally do not make quite as much progress as they should, because the work set does not match their needs closely enough. Progress in writing is slower than in other subjects, especially but not exclusively for a small number of younger boys, whose education was disrupted by recent staffing difficulties. In the small number of satisfactory lessons where the pace is slower, the curriculum does not enthuse boys to write. The teaching of specific skills, such as improving handwriting, spelling and sentence level work, while satisfactory, is not consistently helping pupils to catch up.

What does the school need to do to improve further?

- By July 2011, improve standards in writing, especially for boys by
 - providing activities that motivate pupils to write

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- making sure that skills in spelling, handwriting and sentence level work are consistently taught well
- maintaining a fast pace of learning in lessons.
- Improve progress by ensuring that activities consistently match pupils' learning needs closely.

Outcomes for individuals and groups of pupils

2

Pupils' growing ability to express themselves and to listen attentively promotes good progress across the curriculum, especially in mathematics and science. Most pupils read fluently by the time they leave school, but progress in writing is slower, especially for a small minority of boys. The school is aware of these shortcomings and is taking effective steps to make up this groups' previous slow progress. Pupils with special educational needs and/or disabilities make good progress, especially those with severe difficulties, because support is closely tailored to their needs

Pupils enjoy school and have positive attitudes to their learning, especially when work is demanding. For example, in a challenging mathematical task involving flat and solid shapes, Year 5 pupils concentrated hard. They employed their analytic skills well, used technical vocabulary confidently, working well independently, in groups and pairs. Year 3 pupils came into registration eager to learn. They responded to the register and chose their lunches confidently in French and settled to a challenge task with enthusiasm. Pupils have a good awareness of issues such as domestic violence, smoking and drug and alcohol abuse. Consequently they have a good understanding of how to keep themselves safe. Pupils' good understanding of how to stay healthy is reflected in their preference for eating a balanced diet and taking exercise. Most pupils' understanding of the lives of the diverse communities in the United Kingdom (UK) is a little limited.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Pupils' speaking and listening skills are developed well through teachers' skilful questioning, 'partner talk' and careful introduction of new vocabulary. Assessment is used effectively to build on previous learning and to identify areas pupils have found difficult. Ongoing use of assessment is a particular strength in outstanding lessons, ensuring rapid learning for pupils of all abilities. For example, in a demanding Year 6 lesson, pupils were given different activities from the very beginning, with more-able pupils undertaking independent work. Adults were alert in supporting those who needed help so by the end of the session pupils had made impressive progress. Relationships with adults are good and pupils who have severe emotional or behavioural difficulties are managed well so learning is not disrupted. In the small minority of satisfactory lessons the pace is slower, with teacher expositions occasionally too long. The teaching of specific writing skills, such as spelling, is not precise. Occasionally the work set was not pitched at the right level for a few pupils. Marking helps pupils to identify the next steps they need to take to improve their work.

The curriculum is broad and balanced with a strong emphasis on the development of literacy and information technology skills. Closer tracking of pupils' progress is leading to more effective interventions when pupils fall behind, for example extra support in writing for older pupils. However the curriculum for writing, particularly for a few younger boys, does not always meet their specific needs. Enrichment of the curriculum is good and is

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enhanced by partnerships, for example with the local secondary school in science and sport. Links with local and foreign schools provide good opportunities to learn about how others from different backgrounds live. Opportunities to learn about the diverse faiths and cultures of the UK are more limited. Well advanced plans are in place to address this. Extra curricular activities are good, and some, for example Tai Chi and aerobics, involve a small number of parents and carers.

Parents and carers appreciate the care provided for their children and the help extended to families. Some wrote with feeling of the sensitive care the school, in conjunction with other professionals, had provided for pupils whose circumstances had made them vulnerable. The school provides good support for pupils with severe learning and physical difficulties so that they take a full part in school life and thrive academically. Transition arrangements are well organised so pupils settle happily into school. Arrangements such as the breakfast club, attended by parents and children, meet the needs of the community well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides excellent leadership for the school, using challenging targets to raise expectations. She has won the respect of parents and the school community. Planning is good and is based on secure self-evaluation. Effective coaching has improved teaching from satisfactory to good, with a small but increasing proportion of excellent lessons. Subject leaders provide effective support for other teachers in their subjects. Members of the governing body provide good support for the school but more limited challenge. They perform their duties in relation to safeguarding very well. Procedures for recruitment of staff are meticulous and excellent advice is provided to pupils on internet safety. Daily checks are made to ensure the school grounds are safe and well maintained. Effective partnerships both locally and internationally enhance the school's curriculum and the school has good links with other agencies to promote learners' health and well-being.

Community cohesion is promoted well. The school encourages the development of shared values and provides well for the diverse needs of the school and local community. Links with local and international schools are used well to develop an understanding of how other people live. However, the school recognises the need to promote a better understanding of the diversity of the population of the UK and plans are in place to address this. Discrimination is dealt with effectively when it occurs. In addition most pupils make good progress, so equal opportunities are promoted well overall.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision is good and is valued by parents and carers. Children enter the Nursery with skills well below those expected for their age. They make good progress and leave Reception with skills that are broadly similar to children of their age. However, in a number of important areas such as writing and number work children's skills are weaker than in other areas of learning. Children's progress is carefully assessed so that work is well matched to their needs.

A good induction process, sensible routines and good partnerships with parents mean children settle quickly to school routines and feel secure. Teachers provide a wide programme of activities for children, with a good balance of those directed by the teacher and those chosen or initiated by the children. The staff make lessons and play interesting and develop children's language skills well. For example children were excitedly talking about what they had found in the 'dark den'. The classrooms are stimulating and well set out. The outdoor learning area for Reception children in the morning is less inviting, especially in providing opportunities to stimulate writing. Children behave well, learn to share, take turns and listen attentively. They begin to take responsibility for tidying their toys. The Early Years Foundation Stage leader and team have a good understanding of what works well and which areas need to be improved.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 number of responses is lower than that normally found in a primary school of this size. Parents' and carers' views are very positive. Parents and carers unanimously appreciated the excellent care the school takes in keeping pupils safe and helping them to live a healthy lifestyle. They are happy with their children's experience of the school and value the way the school keeps them informed of their children's progress. They believe strongly that teaching is good and that the school is led and managed effectively. A small number of parents and carers feel that the school does not deal effectively with unacceptable behaviour. The inspection found no evidence to support this concern during this inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norbriggs 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	65	15	29	1	2	1	2
The school keeps my child safe	40	77	12	23	0	0	0	0
My school informs me about my child's progress	38	73	12	23	0	0	1	2
My child is making enough progress at this school	37	71	12	23	3	6	0	0
The teaching is good at this school	35	67	15	29	0	0	2	4
The school helps me to support my child's learning	37	71	13	25	2	4	0	0
The school helps my child to have a healthy lifestyle	36	69	15	29	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)	35	67	15	29	0	0	0	0
The school meets my child's particular needs	38	73	11	21	1	2	1	2
The school deals effectively with unacceptable behaviour	37	71	10	19	4	8	1	2
The school takes account of my suggestions and concerns	34	65	15	29	0	0	1	2
The school is led and managed effectively	38	73	12	23	0	0	1	2
Overall, I am happy with my child's experience at this school	40	77	9	17	2	4	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 October 2010

Dear Pupils

Inspection of Norbriggs Primary School, Chesterfield, S43 3BW

Thank you for the warm welcome you gave us when we visited your school. A number of your parents and carers helped us to come to a view about the school by responding to our questionnaire so please thank them as well. You told us you are proud of your school so you will be pleased to hear it provides you with a good education. You get off to a flying start in Nursery and Reception and make good progress. You settle quickly because staff know you well and take good care of you. Across the school we were impressed with the good progress you make, especially in mathematics and science. You behave well and your attendance has improved enormously, so please keep it up! You enjoy school and know how to keep safe and healthy. We were particularly impressed by the way you take on responsibilities in the school and wider community, showing care and respect for others. You thrive because the school takes good care of you, provides you with interesting things to do and teaching is good. The headteacher and staff are working hard to ensure that things continue to improve.

These are the improvements we want your school to make.

Improve writing, especially for boys. You can help by always doing your best handwriting, punctuating your sentences and spelling your words accurately. We have also asked teachers to try to interest you in writing so perhaps you could give them some ideas about what you would like to write about.

Make sure that work is always pitched at the right level for you.

Yours sincerely

Marion Thompson

Lead inspector

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