

# Norris Bank Primary School

## Inspection report

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<b>Unique Reference Number</b>	106065
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	336612
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	Lynne Read

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Hoy
<b>Headteacher</b>	Mr Howard Bousfield
<b>Date of previous school inspection</b>	11 July 2007
<b>School address</b>	Green Lane Heaton Norris, Stockport Cheshire SK4 2NF
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<b>Email address</b>	headteacher@norrisbank.stockport.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 11 teachers. They held meetings with governors, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks, assessment records, school policies and school development plans. In total, 173 parental questionnaires were received, analysed and considered, alongside 149 questionnaires completed by the pupils and 21 completed by staff.

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

- Whether the high standards seen over recent years are sustained for the current cohorts of pupils.
- Whether teaching and the curriculum promote the best possible progress.
- How effectively the systems for care, guidance and support promote high standards of personal development.
- How well the Early Years Foundation Stage prepares children for the next stage in their education.

## Information about the school

Norris Bank is larger in size than most primary schools. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are of White British heritage with around 10% having Asian or Caribbean backgrounds. A below average proportion of pupils have special educational needs and/or disabilities.

The school is accredited for its work through the Healthy School Status, the Active Schools, Artsmark, International Schools and the Inclusion Quality Mark awards.

**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?**

**1**

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

**1**

## Main findings

Norris Bank Primary is an outstanding school. It offers the highest standard of care, alongside excellence in learning. Under the energetic and visionary leadership of the headteacher, this school has gone from strength to strength. Following the previous inspection, exceptionally challenging targets for school development were set. Improvements to teaching, assessment, the curriculum and the learning environment have resulted in attainment that is consistently and significantly above average. The highly skilled and experienced governing body keeps a very close eye on provision and outcomes, taking full consideration of stakeholders' views. Managers and governors have rigorous processes for monitoring performance and are fully committed to maintaining excellence. The capacity for sustained improvement is outstanding.

Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are excellent. Academic and personal development is tracked closely. Personalised programmes of work and booster classes ensure that pupils reach their learning targets; they very successfully underpin the rapid rate of progress. Those who are more able, rise to their teachers' high expectations and relish the challenges presented to them. The curriculum is outstanding and includes a rich emphasis on music and sport. Pupils' interests are fired by a wide selection of memorable experiences, including themed weeks, visits and extra-curricular clubs. These result in excellent opportunities for pupils to practise their basic skills, research, investigate and learn independently.

Behaviour is excellent; harmonious relationships exist between pupils of different ages and backgrounds. Pupils relish the opportunities provided for them to experience responsibility. For example, the school council plays a dynamic role in decision making while the eco warriors ensure that pupils have a strong awareness of environmental and conservation issues. The pupils' welfare is at the heart of the school's work and ensures that they have an excellent preparation for their future education. Exhaustive measures are taken to provide help or resources to meet pupils' needs, including links with outside services. Pupils are adamant that school is a safe place. The rate of attendance is high.

There is a continuous cycle of improvement at the school with a current focus on the Early Years Foundation Stage. A new leader for this phase has conducted a thorough evaluation of performance and has recently begun to implement an ambitious development plan. Currently, learning and provision are good, but not yet of the same high quality as in Key Stages 1 and 2.

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

- Ensure that the planned improvements to the Early Years Foundation Stage are implemented and embedded as quickly as possible in order to bring provision and

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learning for these children to the same excellent standard experienced by those in Key Stages 1 and 2.

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

**1**

Pupils thoroughly enjoy their learning and are keen to succeed. For example, Key Stage 2 pupils engage in lunchtime athletics where they challenge themselves and others to calculate accurately, and at speed. All age groups demonstrate excellent concentration in lessons and boundless energy during their karate sessions. Achievement for boys and girls of all ethnic groups is outstanding, including for those who have special educational needs and/or disabilities.

When children enter the school, their development is above that expected for the age group overall, although there are some wide variations between aspects of their learning. They make good progress and attainment on entry to Year 1 is above average across all areas. Pupils continue to progress extremely well throughout Key Stage 1 and an increased emphasis on learning about sounds and letters is boosting writing skills. Attainment by the end of Year 2 is significantly above average. All groups of pupils maintain and build on these high standards through Key Stage 2. Attainment over the last three years is significantly above average. It has continued to rise so that the Year 6 pupils are almost a year ahead of what is expected. A high proportion is working at the higher level in both English and mathematics. For example, Year 6 pupils wrote emotive dialogue between their characters, after investigating the techniques used by famous authors. In an excellent Year 5 and 6 mathematics lesson, pupils honed their geometry and investigative skills as they worked out the missing dimensions of compound shapes and then calculated perimeters.

Pupils have an excellent understanding of healthy living and fitness. They enjoy plenty of exercise, especially through sessions before and after school. Behaviour is outstanding, pupils think for themselves and, by Year 6, they display mature, responsible attitudes. Pupils of all ages are adamant that bullying is not tolerated. With high academic standards and excellent habits of attendance and punctuality, pupils are extremely well prepared for their future education. Successful links with schools in different areas and overseas help pupils to appreciate and value diversity, as well as expanding their horizons.

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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>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Teachers have a detailed view of pupils' progress and this information is used exceptionally well in planning lessons. For example, they set tasks at different levels of difficulty so the more able have exacting challenges and less confident pupils have excellent support to ensure they are able to complete their work. Learning targets are clear and pupils make good use of an excellent range of prompts displayed in classrooms. As a result, they know precisely what is expected of them and are able to evaluate their own progress. Teaching assistants have a good range of expertise and, especially in Key Stage 2, are highly effective in promoting learning.

The curriculum includes excellent opportunities for creative, physical and practical work and is well enhanced by outside specialists. Pupils have extensive opportunities for music making and performance through lessons and the choir, brass band, orchestra and recorder groups. Themed events enrich pupils' experiences and extend their interests. For example, a 'gardening day' was the inspiration for a community garden where pupils grow produce. Residential visits for all age groups in Key Stage 2 provide additional opportunities for outdoor adventure and discovery.

The school's inclusion manager is instrumental in maintaining an outstanding quality of care. This ensures that individual needs are met, including those of the able, gifted and talented pupils. Very useful profiles of personal development are developed alongside pupils to ensure that appropriate support and challenge are in place for all. An excellent

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programme of mentoring ensures that emotional or medical problems do not get in the way of learning. Supervision is excellent and pupils are extremely well supported in their transition between year groups and to their secondary schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher, well supported by the deputy headteacher, has a thorough overview of provision and learning. He is an outstanding leader and is tireless in his pursuit of excellence. There is a great sense of pride in this school and a relentless insistence among adults that 'only the best will do'. Administrative and financial systems are highly efficient and the standard of maintenance is very good. The learning environment is bright and stimulating, and pupils benefit from high quality resources, especially for information and communication technology. Norris Bank is held in high regard by the local authority and willingly shares its innovative and successful practices with others.

The attention to safeguarding is meticulous. Staff have regular updates in their child protection training and are exceptionally well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that all pupils have full access to the wide range of activities on offer. Governors have developed their own systems for independently gathering information and monitoring performance. They achieve an excellent balance in holding managers to account while providing good support and drive for the school. Community cohesion has a high profile. Pupils learn about life in other countries through 'culture weeks' and a close partnership with schools in Africa. The excellent relationship with parents and carers ensures their involvement in their children's education. In addition, a good number of them work as volunteers in classes. The Parents Association is a valuable asset, providing additional funds for school and social activities for families.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

On entry to the Reception classes, children's development is above that expected of the age group in most areas, but not all. Staff make home visits to ensure that children's needs are accurately assessed and they take great care to integrate them smoothly into school life. As a result, children thoroughly enjoy their work; their behaviour and personal skills are excellent.

Teaching is good. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. Adults are skilful at questioning and in encouraging children to explore and investigate, both indoors and out. They make play and learning fun, as well as purposeful. Pupils make good progress so they are working at above expected levels in all areas by the time they enter Year 1. Leadership and management are good, ensuring good standards of welfare, as well as excellent partnerships with parents. The new leader of this phase has a clear vision for the future and has already begun to make a difference to provision and the learning environment. Staff are at an early stage of implementing the improvement plan and recognise that more frequent assessments of learning are needed so that planning can be more closely tailored to build on developing skills. The accommodation and resources for the Early Years Foundation Stage, while being good, are not of the same excellent standard seen for other age groups.



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*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

Parents have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their children enjoy school and are safe. They especially praise the support and commitment of the staff and feel that their views are considered and valued. There is commendation for the quality of leadership and management and the high standard of teaching. Quotes include, 'Norris Bank provides a nurturing, caring and fun environment', 'Our children are academically challenged and inspired' and 'The school has gone from strength to strength over the last few years'. The inspection findings wholeheartedly endorse these views. A very few had concerns about behaviour. Inspectors found that incidents of unacceptable behaviour are exceptionally rare and dealt with consistently and fairly. All concerns and actions are meticulously recorded, with systems and outcomes regularly monitored by governors.

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

Ofsted invited all the registered parents and carers of pupils registered at Norris Bank 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 173 completed questionnaires by the end of the on-site inspection. In total, there are 301 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	132	76	40	23	1	1	0	0
The school keeps my child safe	137	79	32	18	1	1	0	0
My school informs me about my child's progress	88	51	80	46	4	2	0	0
My child is making enough progress at this school	100	58	64	37	7	4	1	1
The teaching is good at this school	127	73	42	24	1	1	0	0
The school helps me to support my child's learning	113	65	55	32	4	2	0	0
The school helps my child to have a healthy lifestyle	114	66	55	32	3	2	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)	113	65	55	32	2	1	0	0
The school meets my child's particular needs	100	58	66	38	5	3	0	0
The school deals effectively with unacceptable behaviour	86	50	75	43	8	5	1	1
The school takes account of my suggestions and concerns	95	55	71	41	2	1	0	0
The school is led and managed effectively	123	71	44	25	1	1	1	1
Overall, I am happy with my child's experience at this school	130	75	39	23	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	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](http://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"><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 November 2010

Dear Pupils

**Inspection of Norris Bank Primary School, Stockport, SK4 2NF**

Thank you for the very warm welcome you gave my colleagues and me when we visited your school. We thoroughly enjoyed our time with you and appreciated all the help and smiles you gave us. In return, I would like to tell you what we found out.

Norris Bank is a happy, safe and outstanding school. You get on extremely well together and take great care of each other. You are a credit to your families and your teachers. I think your class councillors, eco warriors and those with other responsibilities do a wonderful job in helping to run the school.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. We know you are delighted with your school because of comments such as, 'Our headteacher is brilliant', 'Adults listen to us', and, 'We really appreciate our residential – the adults are fun'.

You are keen to learn, work hard and are making outstanding progress. There have been many improvements in Key Stages 1 and 2 so you have exciting lessons, an excellent computer suite, bright, spacious classrooms and lots of high quality resources. Work has just started on improving learning and resources in the Reception classes and I have asked your teachers to make sure this is completed as soon as possible so the younger ones can have an equally rich and wide range of experiences.

You can help to keep your school an outstanding one by maintaining your excellent attendance record and keeping up the hard work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future. I hope you continue to enjoy your exciting school.

Yours sincerely

Mrs Lynne Read

Lead inspector

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