

Norwood Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 116078 |
| Local Authority | Hampshire |
| Inspection number | 357875 |
| Inspection dates | 19–20 January 2011 |
| Reporting inspector | David Collard |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 169 |
| Appropriate authority | The governing body |
| Chair | Anne Westcott |
| Headteacher | Veronica Stoodley |
| Date of previous school inspection | 20 January 2011 |
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or part lessons were observed, taught by eight teachers. Meetings and discussions were held with members of staff, three members of the governing body including the chair, parents, carers and pupils. Inspectors reviewed many aspects of the school's work, and looked at a range of documentation including policies, governing body minutes, assessment data and curriculum plans. Questionnaires from 55 parents and carers were scrutinised as well as those from pupils and staff. It looked in detail at a number of key areas.

- The overall progress of pupils, particularly in English and mathematics, and the apparent discrepancy between the school's own self-evaluation and that provided by national data.
- Whether changes in staffing, systems and the federation are providing a strong and sustainable capacity for the school to develop well into the future and ensure all groups of pupils make the progress of which they are capable.
- Whether the curriculum is sufficiently varied and exciting to ensure that pupils are highly motivated to learn and have a thorough understanding of the rich diversity of our society which prepares them for their future lives.

Information about the school

In 2007, the school formed a federation with The Crescent School. A new head of federation and head of school were appointed in 2009. The school has one governing body for the two schools. Since the previous inspection, there have been a number of staff changes. The proportion of pupils with special educational needs and/or disabilities is higher than the national average, although the proportion with a statement of special educational needs is slightly below average. Most of these difficulties are linked to communication and language, behaviour or autism. A higher-than-average proportion of pupils are of minority ethnic heritage. A significantly higher proportion of pupils join the school with little or no English.

There is a Children's Centre on the same site. This is managed and governed separately and was not part of this 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: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school that has improved very significantly since the last inspection. Pupils make good progress and, although broadly average, pupils' attainment has risen steeply in the last two years, particularly in Year 2. This demonstrates the major success of the head of federation's ambition to raise the expectations of staff, pupils, parents and carers. The quality of teaching has improved and, as importantly, it is now consistently good throughout the school. There are some examples of outstanding teaching and learning such as in the Reception class. This has led to extremely effective provision for the Early Years Foundation Stage. Consequently, children get off to a flying start in their education.

Pupils are proud of their school and, as one said, the only thing they would like changed is if they could 'stay at Norwood until Year 11'. Behaviour is excellent and everybody tries to help one another. For example, when one pupil got distressed during a lesson, others quickly and sensibly helped her get over the problem. Pupils are fully involved within the local community. They have joint school council meetings between the two schools of the federation and take on all responsibilities with great enthusiasm.

Pupils understand that they have to work really hard to make up lost ground from the past. They can talk about their targets and how they can improve. This has helped more pupils to reach the national average Level 4 at the end of Year 6 in both English and mathematics, although the number of those reaching the higher Level 5 is still too low, particularly in English. Progress in other subjects has also improved through better provision and teaching methods. More attention on real life experiences is helping pupils see a relevance to their learning and so make good links between different subjects. One example of this is the intrinsic and regular use of computers to help develop writing.

The school is a very caring and cohesive community which has built highly effective partnerships both locally through the federation as well as further afield with schools in other parts of this country and abroad. The care, guidance and support of pupils are excellent, as is the safeguarding of pupils. Because of this, there is a noticeably harmonious atmosphere such as in singing assemblies and at lunchtime, and pupils feel safe while at school.

The head of federation has the overwhelming support of the whole school community. She has engendered a common sense of purpose and, along with the good support of other leaders, is driving forward a whole range of successful initiatives. In a short time, leaders have turned around the progress of pupils, have ensured that teaching builds upon what has gone before and set up a strong and effective process of whole-school evaluation. Senior and middle leaders have been given the opportunity to take more responsibility within this process, although their role in evaluating the quality of teaching and learning still needs further development. Nevertheless, with the rapid improvement in pupils' attainment, the raising of self-esteem of the school community and the consistency of

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provision, this all points to a school with a good capacity to continue to embed improvements.

What does the school need to do to improve further?

- Raise the attainment and progress of those pupils capable of achieving higher levels, especially in English, but also in mathematics, by providing them with more challenging work and opportunities to use the skills they have acquired in unfamiliar situations.
- Develop the roles of middle leaders so that they can take a full and active part in whole-school developments by giving them better opportunities to monitor first-hand the quality of teaching and learning.

Outcomes for individuals and groups of pupils

2

The latest national test results have shown a sustained improvement from those in 2009. The attainment of pupils presently in Year 6 shows a further improvement in both English and mathematics. These pupils have at least broadly average attainment with a higher proportion reaching above the national average level. In lessons, they can demonstrate good understanding of grammar conventions, calculation and have good information and communication technology skills.

Due to a legacy of underachievement, pupils in the upper juniors have less confidence in using the skills they have learnt. For example, in one good lesson, pupils were capable of talking about persuasive or descriptive text but were much less confident in applying this to their own writing. High quality support this year means that there is a noticeable improvement in attainment, although this has not been fully effective in ensuring all those who are capable of reaching higher levels do so. In the lower junior and infant classes, pupils started school with achievements which were below those expected for their age. Because learning here is much more consistent, there are higher numbers now working at levels above those expected for their age. For instance, in Year 4, much of the legacy of underachievement has been addressed and these pupils now have the right skills and confidence to move forward rapidly.

Support for those with special educational needs and/or disabilities is equally effective. These pupils make similar levels of progress but from much lower starting points. Pupils who start school with little or no English are quickly able to communicate confidently with their friends and teachers. One pupil, for instance, has achieved twice the expected level of progress in English in 18 months.

Pupils' personal development is a particular strength, although, because of a few persistent absentees, attendance overall is only average. They talk with understanding and empathy about different nationalities within the school. In discussion, for example, they had an interesting exchange about the different holidays taken within different religions. In lessons, there are good levels of concentration and pupils work extremely well together. They are especially tolerant of those who perhaps take longer to understand a concept and need more help, and often try to help them with their work. Behaviour is always exemplary, either in lessons or when pupils are playing independently. Pupils understand the importance of a healthy lifestyle, although perhaps do not always make the right choices in their lunchboxes. The combination of good academic and personal

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development, along with an increasing opportunity to use the skills that have been acquired previously, is preparing pupils well for their future schooling and ensuring they achieve well.

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 | 1 |
| 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 | 3 |
| 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?

Teaching ranges from outstanding, with much good teaching, to just a small proportion that is satisfactory. Common strengths include the quality of planning for different abilities and the methods used to ensure this happens. For example, in one mathematics lesson, the main task was the same but this had been tailored to individual need, with some pupils moving groups in response to the success they had had in a previous lesson. On just a few occasions, work is not matched so well and, when this happens, progress is only satisfactory. The strong whole-school assessment has been used well to raise teachers' expectations of what pupils are capable of achieving. This has been translated into successful pupils' progress meetings. Hence, pupils are able to talk confidently about how to move to the next level and about what is on their target sheets. This is significantly better in English and mathematics, which has been the main focus for the last year.

As pupils' attainment has risen, so the school has started to redevelop the curriculum to make it more exciting and relevant. While this is still 'work in progress', there are many added extras such as regular visits to other schools and good sports partnerships, art,

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drama and music. Pupils talk enthusiastically about the clubs and activities they are involved in such as the school productions.

The exemplary procedures to ensure pupils are kept safe and supported are valued by pupils, parents and carers, who fully endorsed this in the questionnaires. There are close links with family liaison, therapy and speech and language agencies including the adjacent Children's Centre.

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 | 1 |

How effective are leadership and management?

The newly appointed head of federation has been the driving force behind change. Her ambitious programme of initiatives, successfully achieved in conjunction with the head of school and other leaders, have made a significant difference to the outcomes for pupils. The school has a pride in itself and all staff fully support the drive to improve; a fact supported by the extremely positive return in staff questionnaires. All leaders have a clear view about what has worked and what still needs doing. To aid the process of improvement, partnerships have been used extremely well to develop the provision and outcomes for pupils. Monitoring is effective, although much of this has been done in the recent past just by the senior leaders. As leaders have become more confident and comfortable in their role, so their leadership skills have improved. This is not yet fully embedded across all subject areas. Nevertheless, senior leaders are more and more prepared to pass on responsibility to others to allow them to play an active role in whole-school developments. Although planned in the near future, it does not fully extend to all middle leaders ensuring best possible practice in monitoring aspects of teaching and learning. The governing body fulfils its statutory responsibilities and has a good understanding of its role. With realistic reports from senior staff, it is able to gain a good understanding of what has been achieved and to help move the school forward.

The good assessment data show that all pupils are encouraged to perform at their best so that there are effective processes to ensure equality of opportunity for all and no evidence of any discrimination. This includes the excellent procedures to ensure pupils are safeguarded. Procedures are robust and rigorous, such as the monthly health and safety audits and the checking of suitability of personnel. The impact of the curriculum in developing pupils' understanding of the diversity of local, national and global cultures is embedded well. The audit and evaluation shows that there are many opportunities to interact with local schools as well as another with a different social mix and links and support for a child in Africa. Members of the governing body are at an early stage of developing this further.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| 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 | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| 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

The level of language development of children joining the school in the Reception class is significantly below that expected for their age. Early and accurate assessments have been used to plan for everyone's learning needs so that children have settled quickly and, after one term, are already working at levels much closer to those expected. This is due to consistently good, and sometimes excellent, teaching. Nevertheless, there is still a wide range of ability from those who are reading simple sentences to some who have not gained an understanding of the link between speaking, reading and writing. Children behave extremely well and are enthusiastic to get on with their learning. They have good social skills and play well together, either on their own or in small groups, and make sensible choices.

There have been significant improvements this academic year in the provision and outcomes of children. The staff have created a highly exciting and stimulating environment ensuring that all areas of learning have the same priority. Displays encourage children to be actively involved, for example in the 'name writing challenge'. The acquiring of the play-loft has provided further enrichment for role play and physical activity. There is a fluid use of the indoor and outside areas providing one continuous classroom. During lessons, adults intervene skilfully in this play to help guide children into learning new things such as counting, early writing skills or gaining social interaction such as when doing the 'hokey cokey'.

The skills and knowledge of the newly formed and excellent leadership, combined with a clear vision for future development, have significantly improved the provision. Effective training of staff has resulted in a highly skilled team who support and challenge children's progress at every opportunity. Their realistic evaluation rightly acknowledges it is still early

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days and that all the new procedures, systems and curricular opportunities will take a little time to have the fullest effect on the already good progress of pupils.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

Parents and carers are overwhelmingly positive about the school and how, in a short period of time, there have been so many improvements. All replies state that they are happy with their child's experience at school. They are especially pleased with the new leadership team who, they say, are approachable and have made a significant difference to the self-belief of the whole school community. While the response from parents and carers was only one third of the parental group, inspectors agree with the many positive statements made. There is just a very small minority who feel that the school does not deal well with unacceptable behaviour. Inspectors do not endorse this, a fact also confirmed during this inspection by the positive comments of pupils.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 37 | 67 | 17 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 39 | 71 | 16 | 29 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 25 | 45 | 28 | 51 | 2 | 4 | 0 | 0 |
| My child is making enough progress at this school | 27 | 49 | 25 | 45 | 3 | 5 | 0 | 0 |
| The teaching is good at this school | 32 | 58 | 22 | 40 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 42 | 31 | 56 | 0 | 0 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 27 | 49 | 24 | 44 | 3 | 5 | 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) | 18 | 33 | 26 | 47 | 3 | 5 | 0 | 0 |
| The school meets my child's particular needs | 23 | 42 | 28 | 51 | 2 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 25 | 45 | 25 | 45 | 4 | 7 | 1 | 2 |
| The school takes account of my suggestions and concerns | 25 | 45 | 24 | 44 | 4 | 7 | 0 | 0 |
| The school is led and managed effectively | 22 | 40 | 30 | 55 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 31 | 56 | 24 | 44 | 0 | 0 | 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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | 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).

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">■ 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.



21 January 2011

Dear Pupils

Inspection of Norwood Primary School, Eastleigh SO50 5JL

Thank you for making our stay at Norwood so enjoyable. You will not be surprised to hear that we have said that you are at a good and rapidly improving school. This is something you should be very proud of since you have helped make it what it is. Your behaviour is excellent and you work extremely well together. This ensures that everybody is exceptionally safe and well cared for, and that you work in a calm and supportive atmosphere. Here are a few other things which we have highlighted about your school.

- You get a really good start in the Reception class which is giving those children there now a great start to their education. Everybody else makes good progress and is working at levels appropriate for their age. Results in national tests are rising so you all have a lot to live up to, especially those of you capable of achieving above Level 4.
- You are taught well and in some lessons the teaching is outstanding. This is because all staff have the desire and ability to make sure you fulfil your potential. They make lessons interesting and exciting, and have a lot of plans to make this even better in all subjects.
- All the staff have worked hard to make things better at your school but there should be a special mention for how well your school has improved in the last year.

To make your school one of the best, we have suggested a few things that could be improved.

- There are more of you who are capable of reaching Level 5 by the time you leave in Year 6, especially in English, but also in mathematics. For those pupils, we have asked that you be given even more challenging work to make this happen.
- We have asked that all leaders be given more opportunity to check what is happening in their subjects so that everybody knows exactly how things can be improved.

Finally, we know you will want to help the process of becoming an outstanding school so make sure all of you keep suggesting improvements and ensuring that you attend regularly.

Yours sincerely

David Collard

Lead inspector

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