

Norbury Manor Primary School

Inspection report

Unique Reference Number	101785
Local Authority	Croydon
Inspection number	355066
Inspection dates	1–2 February 2011
Reporting inspector	Alison Thomson

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	440
Appropriate authority	The governing body
Chair	Alison Johnson
Headteacher	Paul Mathews
Date of previous school inspection	3 December 2009
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 20 lessons taught by 15 teachers, and held meetings with the governors, staff and groups of pupils. They observed the schools work and analysed 97 questionnaires from parents and carers, 101 from pupils and 20 from staff. The team also looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils progress and the schools records of its monitoring of the quality of teaching and learning.

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

Pupils current attainment and progress, particularly that in Reception and in Key Stage 1 and mathematics in Key Stage 2.

In lessons, how effectively teachers challenge pupils and use assessment to secure learning.

The extent to which literacy, numeracy and information and communication technology (ICT) are embedded into other curriculum areas.

The effectiveness of the schools monitoring and evaluation, especially that of subject leaders, in accelerating improvement.

Information about the school

Norbury Manor is a much larger-than-average-sized primary school. The proportions of pupils known to be eligible for free school meals and those from minority ethnic groups, including those who do not speak English as their first language, are well above average. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is below average. The school manages a breakfast club and an after-school club. A higher-than-average number of pupils enter and leave during the school year. Since the previous inspection there have been considerable changes in staffing and in the leadership structure. In its last inspection the school was judged to require significant improvement and was given a notice to improve.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Norbury Manor provides a satisfactory and improving standard of education. Leaders and managers at all levels have been successful in addressing the issues for improvement raised at the last inspection. Learning and progress in Reception and in Key Stage 1 and also in mathematics in Key Stage 2 have improved and are now satisfactory. This has helped to raise pupils' achievement so that it is satisfactory. Safeguarding and care, guidance and support are good and contribute well to the pupils feeling very safe and having a good understanding of a healthy lifestyle. Parents and carers, staff and pupils are very positive about the school and many recognise that it is improving.

Throughout the school the progress of all groups of pupils has risen and this reflects improvements in the quality of teaching. Teaching is satisfactory overall and there are an increasing number of lessons where teaching is good. However, at present the best practice in teaching is not shared well enough. Assessment information is used increasingly effectively to plan lessons with work matched to pupils' needs, but this practice is not yet consistent and pupils' progress occasionally slows. In some lessons there is not enough challenge, particularly for the most able pupils. In addition, where learning is less secure, numeracy and literacy are not embedded well enough into other topic areas. As a result of this, progress slows in these lessons and attainment is not as high as it might be.

A new management structure has been put in place recently to help bring about improvements and there are signs that new staff appointments have been very effective, for example in the increased achievement in ICT. This means that pupils are now better prepared for the next stage in their learning. Attendance has also improved and is now average. Staff are very committed to raising standards and subject managers are increasingly being given more responsibility. This has helped to bring about improvements, such as a clearer focus on knowing how well pupils are performing. The school has correctly focused on improving the quality of teaching to raise the pupils' learning and progress. While this has been successful, many of the school's other initiatives, such as its marking policy, are relatively new and have not yet had time to show their full impact. Members of the governing body know the school's strengths and areas for development well, but the level of support they give has only increased relatively recently. However, the improvements that have occurred since the previous inspection and the drive and commitment of the staff to be even better, based on accurate self-evaluation, mean that the capacity for further improvement is satisfactory.

About 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.

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What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better in order to raise attainment and accelerate progress, by:
 - sharing more effectively the good practice in teaching that already exists within school
 - giving all pupils work that is sufficiently challenging and matched well to their individual needs, particularly for the most able
 - incorporating basic literacy and numeracy skills more into other curriculum areas.
- Improve aspects of leadership and management in order to accelerate improvements, by:
 - embedding the many new strategies to maximise their effect
 - maintaining the increased level of support given by the governing body.

Outcomes for individuals and groups of pupils

3

Pupils learning and progress are satisfactory and sometimes good or better. For example, in a Year 5 mathematics lesson, all groups of pupils made outstanding progress, being fully engaged in solving problems, such as how long it would take a frog to climb out of a well. However, in some lessons, too few pupils make good progress as the work is not challenging enough, particularly for the more able pupils. Previous underperformance in Key Stage 1 is being addressed successfully, especially in writing, which is improving well. Year 2 pupils were seen successfully working together to write instructions for making puppets. Pupils with special educational needs and/or disabilities make satisfactory progress, in line with their peers because of well-targeted support, both in lessons and in small groups. This also applies to those children who speak English as an additional language. Pupils leave in Year 6 with average attainment. This represents satisfactory progress from their starting points, which are generally below those typically expected when they enter Nursery. Progress is satisfactory rather than good as the progress made in Reception and Key Stage 1 has just recently begun to accelerate.

Pupils behaviour makes a positive contribution to learning and there were many instances of good cooperation seen during the inspection. The pupils questionnaire confirmed that all felt very safe and Key Stage 1 pupils told inspectors that there is always an adult that they can talk to if they have a worry. Pupils enjoy being at school and the parents and carers strongly agree with this. The school community is harmonious and most pupils are respectful towards each other and staff. They have a good understanding of what it means to be healthy and many participate in the wide range of sporting clubs. They are effectively prepared for the next stage in their learning, with average attendance and sound basic skills, including improving skills in ICT. Pupils describe their school as fun and friendly; with some saying that staff help them a lot.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The school rightly says that one of its strengths is the good care, guidance and support it provides for its pupils, particularly the most vulnerable. Right from the start of the day at breakfast club until the after-school club, pupils are nurtured well. There are some clear successes in the way in which the school helps pupils overcome difficulties to help them achieve satisfactorily or better. This was seen to good effect during the inspection in some of the small group work with pupils, particularly with those who speak English as an additional language. Strategies to boost attendance are having a positive effect on reducing the number of persistent absentees and pupils believe, as do their parents and carers, that the school prepares them effectively for the next stage in their learning. The curriculum meets statutory requirements and is enhanced by visits to places of interest, events at school and a wide range of clubs. Many of these opportunities add to pupils' satisfactory and sometimes good outcomes in their broader personal development. The school rightly recognises that the basic skills of literacy and numeracy are not yet embedded well enough into other curriculum areas; although this aspect of provision is improving.

The majority of lessons have varied activities that ensure most pupils are engaged in learning. Teachers usually share well with pupils what it is that they should be learning and involve the pupils themselves in assessing how well they are doing. This was seen to particularly good effect in a Year 4 literacy lesson where the teacher worked well with the

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pupils to help them to identify the good features of writing a diary. Teaching assistants provide good support that enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to have access to the curriculum. Although the work usually caters well for the pupils differing needs, it is sometimes not challenging enough or matched well enough to their abilities. While most teachers marking is helpful in making clear the next steps pupils need to take in their learning, for example in writing, this is not consistent across different subjects or across the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team have been determined to improve the outcomes for pupils since the previous inspection. Discussions with staff and outcomes from the staff questionnaire show that all staff feel valued, know what the school is trying to achieve and are fully involved in this. Self-evaluation is accurate and involves leaders at all levels. Many of the strategies are new, but some are already beginning to show impact in improving the outcomes for pupils. For example, monitoring and evaluation of pupils progress has improved and is becoming more rigorous; already there is evidence of underachievement having been tackled, with progress in Reception and in Key Stage 1 now satisfactory. This, along with a no tolerance attitude to racism and the fact that all groups of pupils make satisfactory progress, indicates that equality of opportunity is satisfactory. Leadership and management of teaching and learning are becoming more effective as teaching has improved, but not enough of the teaching is yet sufficiently good or better to raise standards further and accelerate progress as fast as possible.

Partnership with a nearby school has afforded senior leaders the opportunity to see excellent practice. This has given them confidence in their own abilities, as they see strategies similar to their own resulting in clear impact. The school engages well with parents and carers, who recognise the improvements being made. Safeguarding is good, with clear policies and thorough risk assessment systems. The school has carried out an evaluation of the three aspects of socio-economic, religion and culture in community cohesion. While the promotion of community cohesion within school and locally is effective, planned links with schools nationally and internationally are yet to be fully established. Governance is satisfactory as a result of recently increased levels of support. The school recognises that maintaining this is essential to accelerate the rate of progress.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in Nursery. They enter with skills and knowledge mainly below levels typically expected, particularly in communication and language. A significant number speak little or no English. There is good initial contact with families and good routines to help children settle. This encourages children to begin to develop good behaviour, friendships and independence. Progress is good in the Nursery and satisfactory in Reception, and most children are close to meeting the early learning goals in each of the areas of learning by the time they enter Year 1. This represents an improvement since the previous inspection. Tasks are thought out well to combine different areas of learning. For example, Nursery children were seen practising their fine motor and mathematics skills, counting sugar cubes they had picked them up with tongs to make a tower. Language is integrated well into many activities and adults successfully promote childrens use of a good mix of vocabulary and imagination through stories and discussions. However, adults questioning sometimes lacks complexity and does not always encourage children to explain themselves thoroughly.

Childrens welfare is given a high priority and the environment is welcoming. There is a wide range of inviting areas to capture childrens interests, with a good balance between activities that children choose for themselves and those directed by adults. The outdoor area in the Nursery is particularly well used, with all the areas for learning seen indoors mirrored there. While provision in the Reception has improved, sometimes there is not enough focus on developing the learning of children individually. The new Early Years Foundation Stage Leader is knowledgeable and has many new plans in place to bring about improvement. It is too early to see the full impact of these. Nevertheless, systems to address progress or lack of it are developing well. Assessment information is being used to adapt planning and give advice on home support. There are clear signs of improvement

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in Reception, with some of the good practice seen in Nursery beginning to be mirrored there.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over 20% of parents and carers returned their questionnaires. Parents and carers are very positive about all aspects of the schools work. Almost all feel that their children enjoy school and most feel that the school keeps their children safe and helps them to have a healthy lifestyle. Pupils enjoyment was evident to the inspectors, who judged that the extent to which the pupils feel safe is good. Inspectors also judged that the pupils have a good understanding of a healthy lifestyle. A few parents and carers do not agree that the school deals effectively with unacceptable behaviour or helps them to support their childrens learning. Inspection findings indicate that the school deals effectively with unacceptable behaviour and provides guidance for parents and carers to help them support their childrens learning. However, the school accepts that these are areas for further development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norbury Manor 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	44	51	53	3	3	0	0
The school keeps my child safe	39	40	51	53	5	5	0	0
My school informs me about my child's progress	25	26	61	63	8	8	1	1
My child is making enough progress at this school	32	33	51	53	10	10	2	2
The teaching is good at this school	27	28	60	62	7	7	1	1
The school helps me to support my child's learning	28	29	52	54	14	14	1	1
The school helps my child to have a healthy lifestyle	15	15	71	73	6	6	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)	17	18	60	62	10	10	1	1
The school meets my child's particular needs	22	23	55	57	9	9	2	2
The school deals effectively with unacceptable behaviour	19	20	51	53	18	19	4	4
The school takes account of my suggestions and concerns	13	13	62	64	13	13	1	1
The school is led and managed effectively	25	26	50	52	13	13	1	1
Overall, I am happy with my child's experience at this school	37	38	54	56	3	3	2	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	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.



3 February 2011

Dear Pupils

Inspection of Norbury Manor Primary School, Norbury SW16 5QD

Thank you for making the inspectors feel welcome when we visited your school recently. We enjoyed talking to you, both in your lessons and around the school. Your views were very helpful to us.

We judged that your school is satisfactory and getting better. You have a good understanding of what it means to be healthy. Most of you behave, work and play together sensibly. Your questionnaires told us that you enjoy all the things that you do at school and most of you feel safe there. They also told us that you feel adults look after you well and that your teachers help you to improve your work.

There are some things that your school could improve to help you do even better:

your teachers should share more the things they do well and give you work that is sufficiently challenging

there should be more literacy and numeracy work in your other subjects

all the new good ideas that the school has should continue

the governors should keep helping the school as they are now.

You can help by asking your teachers for harder work if you find it too easy.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Alison Thomson

Lead inspector

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