

Norfolk Community Primary School

Inspection report

Unique Reference Number	130335
Local Authority	Sheffield
Inspection number	364017
Inspection dates	14–15 June 2011
Reporting inspector	Nigel Cromey-Hawke

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	430
Appropriate authority	The governing body
Chair	Mr C Nuttall
Headteacher	Mrs Mary Binns
Date of previous school inspection	23 January 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 19 lessons, observing 17 teachers and 17 classes. They also held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 48 parents and carers, 39 staff and 110 pupils were scrutinised.

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

- What the school is doing to further raise attainment and achievement across the school, especially for pupils who join the school at times other than is usual and those who speak English as an additional language.
- How challenging teaching is, especially for the more able.
- How robustly good attendance is being promoted.

Information about the school

The large majority of pupils in this larger-than-average-size primary school are of White British heritage. The intake of the school has changed significantly since the last inspection, with now above average and increasing numbers of pupils of different ethnicity and those who speak English as an additional language. The number of pupils leaving and entering the school at times other than is usual is also above average. The proportion of pupils with special educational needs and/or disabilities is above average and the number with a statement of special educational needs is well above average. The proportion of pupils known to be eligible for free school meals is well above average. The school has a number of awards, including Healthy School status, the Activemark, the Eco Green Flag and the Leading Parent Partnership Award. The school operates its own breakfast club.

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. It makes a considerable difference to the lives of the young people in its care. Almost all parents and carers are highly supportive of all aspects of its work.

Changes in the intake of the school since the last inspection have been managed effectively and the school is moving forward under the good leadership of the headteacher and staff. Children get a steady start in the Early Years Foundation Stage. They make satisfactory progress because of the satisfactory teaching and leadership and management there. Sharper assessment practices are being devised here to track children's learning and inform teaching but they have yet to be fully developed. Pupils in Key Stages 1 and 2 make good progress from their starting points. This includes those who join the school at times other than is usual, pupils with special educational needs and/or disabilities and other potentially vulnerable groups. Attainment on leaving the school is broadly average and improving rapidly. Teaching is good, with some that is outstanding. Some teaching remains satisfactory, however, with weaknesses in the use of assessment guidelines, lack of challenge, notably for the more able, and lack of effective deployment of teaching assistants. The curriculum is good, especially in its support for pupils' personal development and in building their understanding of the wider world. Attendance is vigorously pursued by the school and is improving but is overall still low. Pupils contribute well to the daily life of the school. Community involvement is also strong, with good contributions by pupils into local environmental schemes. Pupils have a thorough understanding of healthy lifestyles and their spiritual, moral, social and cultural development is good.

Pupils clearly enjoy their time in school. Behaviour is good and pupils say they feel safe and highly valued. There is a delightfully warm, positive, tolerant and purposeful atmosphere in the school, created by the effective care, guidance and support. This is helped by a strong partnership with a wide range of organisations to meet pupils' needs and the active involvement of governors in the school. The school knows its strengths and weaknesses well through detailed self-evaluation and takes action to tackle identified concerns. Despite the change in intake the school has maintained the good progress of pupils since the last inspection and improved aspects of its provision. As a result its capacity for sustained improvement is good.

What does the school need to do to improve further?

- Further improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
 - providing sufficient challenge within all lessons, especially for the more-able pupils

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- spreading the good practice in the use of assessment guidelines seen in many lessons across all areas of the school, so that pupils have a clear idea of what they need to do to improve their work
- developing the role of teaching assistants so that they are able to support learning in all parts of lessons.
- Continue to improve attendance by impressing even more strongly upon parents and carers the importance of regularly attending school.
- Accelerate the rate of progress made by children within the Early Years Foundation Stage setting by further developing assessment practices, so that teaching better matches children's needs and interests

Outcomes for individuals and groups of pupils**2**

Children enter the Nursery with knowledge, understanding and skills that are overall well below those typical for their age, especially in the areas of language acquisition. Inspection evidence from lesson observations, work scrutiny and the school's own assessment information show that the large majority of pupils make good progress during their time in the school. Learning is good in the majority of lessons because of the good teaching that captures pupils' interests and makes them keen to learn. As a result most pupils acquire new knowledge, develop their understanding and learn new skills well. Past weaknesses in the attainment of girls have been largely overcome. All groups, including pupils with special educational needs and/or disabilities, those who join the school part way through a year and those in local authority care, make good progress. Pupils who speak English as an additional language often make accelerated progress due to the specialist language support they receive. Pupils' progress in reading is often considerable, with many pupils exceeding the levels expected of them. By the time pupils leave in Year 6 their attainment is broadly average, and the vast majority of pupils within the school are on track to meet the challenging targets the school has set. Given their starting points this represents good achievement.

Most pupils say they feel safe in school and have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's awards in this area. Behaviour is good and often excellent in the best lessons. Pupils make a good contribution to the daily running of the school, notably through the active school council and as trained traffic wardens. The Eco Team actively promotes the school's special environmental facilities and work with forest rangers has enhanced the local community. The school makes considerable efforts to promote pupils' wider understanding of the world and celebrate its own diversity, and pupils' spiritual, moral, social and cultural development is good. Attendance has improved considerably over the last three years, but remains low, partly due to a small core of persistent absentees. This plus pupils' average attainment means that, despite many strengths, pupils' preparation for the next stage in their learning is satisfactory rather than good.

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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	2
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	4
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?

The quality of teaching and use of assessment to support learning is good overall. There is some outstanding teaching but also some that is satisfactory rather than good or better. In the best lessons, teachers demonstrate good subject knowledge and use this and a wide variety of teaching approaches to make learning interesting and relevant. New assessment and tracking systems have been introduced that are giving teachers a clearer picture of the progress of pupils. This information is used successfully in many lessons to shape teaching and target high quality additional support. Individual pupils' learning targets are effective in most cases in raising pupils' aspirations and focusing their learning. In the small number of satisfactory lessons these practices are not as well developed. In these lessons there is insufficient pace and challenge, especially for the more-able pupils. Consequently, progress here is no better than satisfactory. Similarly, the good practice seen elsewhere in the use of assessment guidelines to help pupils understand how to improve their work is inconsistent. Many teaching assistants provide good care for individual pupils but overall they are underused in supporting learning throughout lessons.

The school has been involved in a creative curriculum project that has resulted in a major review of provision recently. Changes are adding interest through combining subjects and using a variety of imaginative themes. This is beginning to impact very positively upon pupils' learning and personal development because learning is more interesting and relevant. The library has been upgraded and is an effective focal point for learning. The

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emphasis on the key areas of literacy and numeracy is having a positive impact on progress. Good use is made of visits and visitors to extend pupils' understanding of the diversity of the wider world. The effective use of information and communication technology is helping pupils engage with their learning. A notable example is the high quality film-making by every class being celebrated in the 'Norfolk Film Festival', attended by many parents and carers. A good range of extra-curricular clubs and activities, as well as residential opportunities are well supported and contribute greatly to pupils' confidence and well-being.

The quality of care, guidance and support is good. The inclusion team plays a central part in communicating with families over pupils' welfare. The school also works very well with a wide range of agencies. Many pupils get a good start to their day in the breakfast club, often accompanied by their parents or carers. Transition arrangements for pupils joining and leaving the school are good. The needs of pupils joining part way through a year are quickly established. Effective small-group intervention programmes are operated to support any pupils needing to overcome barriers to learning, particularly over learning English as an additional language. The school is tackling attendance very robustly, including taking legal action. The learning mentor makes early morning phone calls to poor attenders and great efforts are made to ensure that all pupils are able to catch up on their learning following any absences. Although attendance remains low it is improving with evidence of more pupils attending regularly. The success of the school's overall welfare provision is seen in the often good progress many pupils make in their personal development and in the warm and harmonious atmosphere within the school.

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 experienced headteacher has a clear vision for the school and has driven improvement effectively forward since the last inspection. Achievement levels have been maintained and in many cases improved, despite the school's changed context. Senior leaders communicate this vision well to staff, the governing body and parents and carers. Senior leaders have also been instrumental in sharing their expertise to support successfully a nearby struggling school. Subject leaders monitor what goes on in their areas regularly and in-depth self-evaluation practices ensure that the school knows its strengths and areas for development well. Response to concerns is prompt, as is clear in the more imaginative curriculum and the sharper assessment in place in Key Stages 1 and 2. Evaluations of these changes indicate a positive effect on outcomes. There are good plans in place for driving further improvement, both at whole school and subject level.

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The school works hard to communicate with parents and carers, especially through its Parent Focus Group, reflecting its award. The school also engages in extensive partnership working, which has brought capacity it would not otherwise have in sport and the arts. The promotion of equal opportunities is good and gaps in pupils' performance have been narrowed. Discrimination is rare and when encountered is dealt with swiftly and effectively. Safeguarding procedures are good, with examples of best practice in site safety and governor support for child protection arrangements. The effective governing body has been strengthened by many recent appointments, especially from community, parent and carer representatives, and it supports and challenges the school well. Community cohesion is good overall, with an extensive audit and planned actions contributing to strong relationships at the local level, a partnership with a school of a very different type across the city and growing wider links.

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	2
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	2
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

Good induction arrangements ensure that children and their parents and carers receive a warm welcome in the Nursery. Children settle happily into the safe and secure environment. They make satisfactory progress through the Early Years Foundation Stage, with good progress in the areas of personal, emotional and social development. Children who are potentially vulnerable due to their circumstances and those with special educational needs and/or disabilities, also make satisfactory progress. Teachers communicate regularly with parents and carers and are well aware of children's interests. Teachers assess children's progress regularly but the school recognises that these systems are not as thorough and as accurate as in the main school and, as a result, planned activities are not always as well matched to children's needs as they should be. Teaching is satisfactory, with some that is good. There is a satisfactory balance of activities that children choose for themselves and those that are teacher directed. The outdoor learning

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environment is of a high quality and is used successfully to promote children's independence and ability to work and play with others. Children's behaviour is good and staff work together well to ensure that children have a good understanding of expectations and routines. Welfare provision is good, reflecting the levels of care across the rest of the school. Links with parents and carers are strong. Leadership and management are satisfactory, with staff training up-to-date and all safeguarding requirements met.

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

The vast majority of the parents and carers who returned the inspection questionnaires are very happy with all aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. Inspectors' judgements reflect these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norfolk Community 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	46	25	52	1	2	0	0
The school keeps my child safe	33	69	15	31	0	0	0	0
My school informs me about my child's progress	24	50	21	44	1	2	0	0
My child is making enough progress at this school	22	46	24	50	2	4	0	0
The teaching is good at this school	28	58	19	40	1	2	0	0
The school helps me to support my child's learning	23	48	20	42	3	6	0	0
The school helps my child to have a healthy lifestyle	24	50	20	42	4	8	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)	24	50	20	42	1	2	0	0
The school meets my child's particular needs	20	42	25	52	1	2	0	0
The school deals effectively with unacceptable behaviour	26	54	19	40	2	4	0	0
The school takes account of my suggestions and concerns	17	35	24	50	4	8	0	0
The school is led and managed effectively	25	52	20	42	2	4	0	0
Overall, I am happy with my child's experience at this school	32	67	14	29	1	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 June 2011

Dear Pupils

Inspection of Norfolk Community Primary School, Sheffield, S2 2PJ

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do.

Norfolk Community Primary is a good school. You get a satisfactory start to your learning in the Nursery and Reception classes and make steady progress there as a result of the satisfactory teaching and provision. Your progress in the main school is good, where good teaching and the interesting range of subjects that you take mean that you learn and develop well and reach expected levels of attainment by the time you leave. Those of you who find learning difficult and those of you who join the school at different times during the year also make good progress. This is because of the good care, guidance and support provided by the school. Your understanding of what it means to lead a healthy lifestyle is good and you say you feel safe and enjoy your time in school. Behaviour is good, as is your involvement in school life. Well done! Your spiritual, moral, social and cultural development is good, as is the development of your skills in information and communication technology. Most of you attend school regularly but overall attendance is low because of the repeated absence of a very small minority of you. The headteacher, the governing body and staff work well together to make your school successful, helped by good working with partner organisations. I have asked the school to consider the following points to help it to improve further.

- Ensure that all teaching and learning is at least good.
- Continue to develop ways to improve attendance.
- Further develop assessment within Nursery and Reception so that teaching is matched accurately to your interests and needs.

All of you can help by telling your teachers how best you learn and by attending school regularly. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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