

# Normanby-by-Spital Primary School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 120468               |
| <b>Local Authority</b>         | Lincolnshire         |
| <b>Inspection number</b>       | 380032               |
| <b>Inspection dates</b>        | 13-14 September 2011 |
| <b>Reporting inspector</b>     | Lynne Blakelock      |

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>                 | 3-11                                                         |
| <b>Gender of pupils</b>                    | Mixed                                                        |
| <b>Number of pupils on the school roll</b> | 82                                                           |
| <b>Appropriate authority</b>               | The governing body                                           |
| <b>Chair</b>                               | Alison Rawden                                                |
| <b>Headteacher</b>                         | Elaine Tomlinson (Acting Headteacher)                        |
| <b>Date of previous school inspection</b>  | 9 February 2009                                              |
| <b>School address</b>                      | Main Street<br>Normanby-by-Spital<br>Market Rasen<br>LN8 2HE |
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|---------------------------|----------------------|
| <b>Age group</b>          | 3-11                 |
| <b>Inspection date(s)</b> | 13-14 September 2011 |
| <b>Inspection number</b>  | 380032               |

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## Introduction

This inspection was carried out by two additional inspectors who observed 5 teachers in 8 lessons. They held meetings with members of staff, a group of pupils and the chair of the governing body. The inspectors observed the school's work, and looked at a range of documentation, including: the tracking of pupils' achievement, their work, attendance and numerous policies relating to safeguarding. They analysed staff and pupil questionnaires and the 52 responses from parents and carers.

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

- It investigated the quality of provision in accelerating pupils' progress in writing, particularly through Key Stage 1.
- It determined the level and consistency of challenge for pupils capable of reaching higher levels and for those who are gifted or have specific talents.
- It explored the effectiveness of leadership and management at all levels in moving the school forward.
- It evaluated the attendance rates of pupils and the range and impact of strategies to raise levels.

## Information about the school

The school is much smaller than the average primary school. It serves the village and several adjoining areas. All pupils are White British. An average proportion has special educational needs and/or disabilities, of which most are moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is well below average.

The school is being led and managed by the Acting Headteacher for a second year. She is also the coordinator of the Early Years Foundation Stage.

**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 provides a good quality of education, within a stimulating, nurturing and secure environment. Pupils achieve well and reach above-average levels in English and mathematics, because teaching and support for learning are good through the school.

It is a happy and caring school which gives equal importance to pupils' academic and personal development, both of which are good. Pupils are valued and involved, resulting in very positive attitudes to school and learning. Their behaviour is outstanding. Attendance, which is above average, has previously been pulled down by a small number of irregular attenders. Good systems and procedures have been implemented as well as reinforcing to pupils the links between good attendance and progress.

Pupils enjoy learning and strive to reach their targets. Tasks are usually carefully planned to help pupils of different abilities to reach their potential, including those with special educational needs and/or disabilities. However, work is not consistently chosen carefully enough to help gifted and more-able pupils or those with specific talents, to achieve as well as they could. This is because the work set does not always put to the test pupils' ability to apply their learning to unfamiliar settings and practise higher-order skills.

The acting headteacher has gained in confidence and through regular monitoring of a range of aspects of the school's performance, outcomes for pupils continue to be good. Writing levels, for example, have improved through Key Stages 1 and 2 because of the focus on specific grammatical skills and regular extended writing tasks. In particular, daily teaching of letters and sounds through the Early Years Foundation Stage and in Year 1 provide a solid foundation for writing, which is quickening progress through Key Stage 1. Good progress continues through the school, facilitated by grouping of pupils of similar ability and every opportunity taken to reinforce writing skills in other activities.

Teachers work conscientiously with the acting headteacher to plan for learning and improvement. They have an accurate understanding of how the school can move further forward, such as planning individual targets for gifted and talented pupils. They have no formal subject leadership roles to support the acting headteacher's work. This situation has resulted in less time for her to monitor the quality of teaching to ensure that the school's evaluation is accurate. The governing body takes

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its role seriously, with an important strength being its relationships with parents and carers and knowledge of the day-to-day happenings in school. It does not monitor the school's work comprehensively enough to be able to help steer the school, but it contributes to the effective running of the school and to maintaining parents' and carers' confidence. The school's good track record of achievement, its maintenance of effective provision, combined with pupils' positive attitudes to learning, indicate a good capacity to move forward.

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

- Ensure that tasks always challenge pupils capable of reaching higher levels, the gifted and those with specific talents, so that all achieve their potential to learn.
- Strengthen the effectiveness of the leadership and management of the school by ensuring that:
  - a very regular programme to monitor the quality of learning and teaching is implemented across the school
  - leadership and management of subjects are distributed between the staff, with an emphasis on monitoring and evaluating provision
  - the governing body finds out enough information about the school to be able to influence its direction.

## Outcomes for individuals and groups of pupils

2

There are a variety of opportunities for pupils to develop as young citizens and they seize these with enthusiasm. The 'parliament' gives a number of them regular, well-received, opportunities to debate how their school can be improved and to participate in any changes. Pupils care about their local community, visiting the local council, for example, and giving a power-point presentation in order to get parking restrictions outside the school. The development of a range of personal skills, together with their above-average attainment, ensures that pupils are prepared effectively for the next stage of their education. The curriculum is utilised effectively to promote their good, overall, spiritual, moral, social and cultural development, including through topics and texts which encourage them to be reflective. Pupils' cultural development within a more regular programme is being promoted satisfactorily. Similarly, pupils demonstrate a good understanding of why they need to live healthy lifestyles, with a growing number putting this into practice through regular exercise. They feel safe because of good security in school and regular information about how to keep safe.

All groups of pupils make good progress. While the level of challenge can be less than it should be for more-able pupils, this is not always the case. For example, in a literacy lesson for Year 1 and Year 2 pupils, the stimulus of 'The Three Little Pigs' was planned carefully to provide activities to extend pupils' sentence construction skills. More-able pupils were challenged accurately to devise their own ending for the

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story and strengthened their vocabulary and sentence construction through this. There is no significant difference in the rates of boys' and girls' progress because teachers are aware of how pupils in their class like to learn. Most pupils with special educational needs and/or disabilities achieve well because of focused support from teaching assistants and individual education plans which are reviewed and amended regularly. Consequently many, for example, are using basic punctuation accurately and adding quickly to their vocabulary by the end of Year 2. A key to pupils' good achievement is the 'small steps' in learning, which are regularly revisited and to which they respond well. Grouping by ability rather than age has also accelerated pupils' progress.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

All lessons have clear objectives which pupils know and understand. The best lessons have different planned outcomes to match pupils' levels of ability and learning is in clear, progressive steps. Lessons usually move at a brisk pace, with a range of learning styles to keep pupils interested. Activities for more-able pupils are not always carefully planned enough to enable them to develop their full potential. Opportunities can be wasted for pupils to apply newly learnt skills to unfamiliar situations. Overall, they have a good understanding of how to move forward in lessons. Questioning also promotes good progress. Marking is often helpful, especially in literacy, where advice on making further progress is often, but not always, sharply focused. In one lesson, pupils were helpfully directed to practise their evaluative skills as they assessed the quality of other pupils' work. As a result, they

<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

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considered more thoughtfully how they could improve their own. Teaching assistants are effective in promoting good progress because tasks have a clear focus, which is regularly reinforced. When support groups are used for pupils working at different levels, learning is effectively embedded.

The curriculum offers a varied range of activities which interest pupils. They enjoy being involved in their learning, which also promotes well their personal development. While literacy and numeracy are taught discretely, they also feature heavily in themes. All themes are topical and are planned carefully to promote specific skills and links between subjects. Pupils enjoy learning French and music, which are both taught by specialist teachers. Information and communication technology is taught discretely, with improved provision for pupils to use computers across subjects and as a tool for learning. Small-group work is an integral and effective part of the curriculum, especially for those pupils who find aspects of learning difficult, and gives pupils very regular and structured tasks to improve specific skills and understanding. While there are occasional opportunities to work with a neighbouring secondary school, gifted and talented provision is not regularly built into lesson planning. There is a growing range of popular after-school clubs, which enable pupils to discover new interests and which sometimes follow up school priorities, such as healthy eating.

Pupils are supported and helped to manage situations. This good practice empowers them and promotes their independence – an aim of the school. Specific strategies to address pupils' individual problems and needs are well co-ordinated across the school and are effective in promoting their good well-being and achievement. This is being strengthened through attendance being added to this. They feel well prepared for moving into their next class and on to secondary school because arrangements are carefully planned and cater for individual needs. The school values its very positive relationships with parents and carers, who are welcomed into school as partners in their children's learning. There is regular two-way communication between home and school, including information about their children's targets.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The acting headteacher has put good initiatives in place to move the school forward, including extending the learning environment. Science teaching, an aspect needing

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improvement from the last inspection, has evolved well and is far more investigative. The staff share the acting headteacher's drive and determination to move the school forward, although they have no formal leadership roles. Monitoring, especially of achievement, is fundamental to the school's work. Formal assessing of the quality of teaching was less regular last year due to the demands on the acting headteacher's time. However, recording of observations carried out on this inspection matched the school's findings.

The effective focus on equality of opportunity, as seen in the school's tracking and its close scrutiny of the performance of individuals and groups, ensures there is no discrimination. Consequently, achievement is good, overall. Partnerships contribute satisfactorily to pupils' well-being and learning, although links with other schools have declined. The school promotes community cohesion well within its own school context and pupils' personal development benefits. There is a range of activities initiated within the locality, but meaningful national and international links have not yet been secured. The governing body shows good potential. It works closely with the school and supports its plans but does not monitor or evaluate enough of the school's work for itself to be well informed enough to be able to help to influence its direction. Pupils feel safe, through daily actions of the school and their own involvement in checking, for example, playground safety. Individual safeguarding issues have been handled appropriately but not all policies and procedures are monitored stringently enough to ensure recommended good, rather than satisfactory practice across every aspect.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 3        |
| <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>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>                                                                                          | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                                                                                        | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>                                                           | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                                                                           | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>2</b> |

**Early Years Foundation Stage**



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The children make good progress from typical levels of knowledge and skills when they join the Nursery. There is a good balance of teacher-directed and child-led learning activities. Although the area is small and does not allow for larger equipment, an increasing number of activities are outdoors and enable children to discover, imagine and create. Children's personal development is integral to all learning and playing. They develop independent skills quickly because of the many opportunities to learn for themselves. The children take on responsibilities enthusiastically and proudly, and carry them out conscientiously.

Leadership and management are good. The leader plans thoroughly for the needs of all children and practice is strengthened by knowledgeable teaching assistants. Learning is assessed as children work and play and findings are used to inform future activities. Communication is the major focus, with teaching of letters and sounds providing a strong catalyst for children to develop speaking, reading and writing skills. Questioning by the staff as the children learn and discover promotes further learning.

Children settle into school quickly because preparations for them and their parents and carers are comprehensive. The children feel secure in the regular daily routines, which reinforce the importance of working and playing safely and hygienically.

*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**

Many more responses to the questionnaire were received than in most primary schools. Of the parents and carers who responded to the questionnaire, all agreed that their children enjoy school and feel safe there. They all judged that teaching is good, that the school informs them about the progress their children are making and helps them to support their children's learning. Most parents and carers agreed with all other aspects. Several parents and carers added positive comments, particularly about the hardworking staff and the care shown by them to the children. Other comments echoed that of one parent and carer who wrote, 'The school has made my children happy and eager to learn.' There were a very few negative comments which the inspection team found no evidence to endorse. All comments have been shared with the acting headteacher, while retaining the anonymity of the writer.

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

Ofsted invited all the registered parents and carers of pupils registered at Normanby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 38             | 73 | 14    | 27 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 46             | 88 | 6     | 12 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 39             | 75 | 13    | 25 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 41             | 79 | 10    | 19 | 1        | 2 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 43             | 83 | 9     | 17 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 36             | 69 | 16    | 31 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 42             | 81 | 9     | 17 | 1        | 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) | 37             | 71 | 13    | 25 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 44             | 85 | 7     | 13 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 39             | 75 | 10    | 19 | 3        | 6 | 0                 | 0 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 32             | 62 | 17    | 33 | 3        | 6 | 0                 | 0 |
| The school is led and managed effectively                                                                                                                                                                                       | 36             | 69 | 15    | 29 | 1        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 40             | 77 | 11    | 21 | 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      | 43                                                      | 47   | 10           | 0          |
| Primary schools      | 6                                                       | 46   | 42           | 6          |
| Secondary schools    | 14                                                      | 36   | 41           | 9          |
| Sixth forms          | 15                                                      | 42   | 41           | 3          |
| Special schools      | 30                                                      | 48   | 19           | 3          |
| Pupil referral units | 14                                                      | 50   | 31           | 5          |
| All schools          | 10                                                      | 44   | 39           | 6          |

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <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.**



15 September 2011

Dear Pupils

**Inspection of Normanby-by-Spital Primary School, Market Rasen, LN8 2HE**

Thank you for welcoming us into your school recently. It was good to see you settling quickly into the new school year and into learning. We were pleased to have the opportunity to talk to you and to find out your views about the education that you are receiving.

Your school is a good school. It gives you a good education from the Early Years Foundation Stage onwards. You make good progress through the school and reach above average levels. Your very positive attitudes towards school and learning help the school to prepare you well for secondary school, particularly in English and mathematics and in your social and personal skills. You develop lots of different skills, through activities and responsibilities, which add to your enjoyment. Your behaviour is excellent. Your acting headteacher and the staff work hard, including making lessons interesting. You enjoy learning through themes which help you to practise skills you learn in a number of lessons.

We have judged that your school can be even better. Although you make good progress, tasks for those of you who are capable of reaching higher levels are not always carefully thought out to help you achieve as well as you could. Your acting headteacher is going to make sure that work for you is more challenging. There is a lot of work to be done in school. It would help to have teachers in charge of subjects to ensure that checking of the quality of teaching, learning and progress is very regular.

Everybody who works in the school plays their part in making it a happy place in which to play and learn. I hope you will assist them in making these improvements by continuing to work hard and by taking advantage of all of the opportunities that you are given

Yours sincerely

Lynne Blakelock  
Lead inspector

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