

Norwood Primary School

Inspection report

Unique Reference Number	104865
Local authority	Sefton
Inspection number	377138
Inspection dates	8–9 September 2011
Reporting inspector	Ann Ashdown

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Felicity Knight
Headteacher	Lee Dumbell
Date of previous school inspection	25 February 2009
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Introduction

This inspection was carried out by four additional inspectors. They observed teaching and learning in 19 lessons and saw 16 teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. They analysed 215 questionnaires from parents and carers and also those from pupils and staff.

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

- The extent to which all pupils make the progress of which they are capable, particularly during Key Stage 1, and in reading.
- Whether teaching is consistently good across the school and how well work in lessons is matched to pupils' needs.
- To what extent the quality of care, guidance and support that pupils receive is a strength of the school.

Information about the school

This is a well-above-average-sized primary school. Very few pupils are from minority ethnic groups and very few speak English as an additional language. An average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy School status and has an Activemark award.

The privately-run provision for childcare, 'The Frantastic Club @ Norwood' shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

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 which has improved markedly since the last inspection. Under the very effective leadership of the headteacher attainment has risen, pupils' progress has accelerated and the quality of teaching has improved. Staff and pupils feel valued and morale is high. School self-evaluation is accurate and leaders and managers have identified appropriate priorities for further improvement. The school's previous focus on raising standards in mathematics has resulted in improved assessment and test results and the current emphasis on improving reading across the school is becoming equally successful. On the basis of this successful track record the school has good capacity to improve further.

Norwood Primary has particular strengths in the outstanding care, guidance and support it provides for pupils. Pupils really enjoy learning in this welcoming and inclusive school where attendance is above average and behaviour is good. Pupils are kind and respectful to staff, visitors and to each other. They have equally good opportunities to develop their artistic, sporting and musical skills as well as to develop their basic literacy and numeracy skills. Parents and carers are fully engaged with the work of the school. They are kept extremely well informed and consequently are able to support their children's learning fully.

Children get a good start to their education in the Reception class. An excellent induction programme ensures that children, who were observed on their very first day at school, settle quickly into classroom routines. Although progress slows a little in Key Stage 1 pupils make good progress as they move through the school to reach above-average attainment when they leave Year 6.

Pupils make good progress because teaching and learning are good. In most lessons teachers match work well to pupils' needs. Lessons are briskly paced, work is challenging and pupils enjoy a range of opportunities to find out things for themselves. In a few less successful, although satisfactory lessons, the pace of learning is slower, work less challenging and pupils have fewer opportunities to learn independently.

The school promotes cohesion well within the local community. However, opportunities for pupils to engage with communities which differ from their own within the United Kingdom and overseas are presently underdeveloped.

What does the school need to do to improve further?

- Further improve the quality of teaching and learning so that all lessons are at least good by:
 - providing all pupils with challenging work to enable them to achieve their best
 - ensuring the pace of learning is quick enough in all lessons
 - regularly checking pupils' learning
 - providing pupils with more opportunities to learn independently.

- Provide more opportunities for pupils to engage with communities within the United Kingdom and overseas whose cultures differ from their own.

Outcomes for individuals and groups of pupils

2

Pupils have good attitudes to learning and are very keen to succeed. In lessons they concentrate on the task in hand and answer questions readily. Consequently they make good progress and achieve well. Year 5 pupils were seen to be making particularly good progress in an English lesson where they confidently identified examples of alliteration and onomatopoeia in the poems they were studying. Work in pupils' books and the school's own tracking data all confirmed the good progress that all groups of pupils were making. Pupils with special educational needs and/or disabilities make the same good progress as that of their peers, because they receive well-targeted support from teachers and teaching assistants. Results in tests and assessments show that attainment at the end of Key Stage 2 has risen since the last inspection and has been above average in both mathematics and English for the last three years. This represents good progress for pupils from their broadly average starting points when they enter the school. Although there have been fluctuations in the attainment of pupils at the end of Year 2, current pupils are now on track to achieve their targets and are making good progress in lessons.

Pupils are knowledgeable about how to stay safe and healthy. They know the benefits of taking exercise and are keen to grow more of their own produce to contribute to a healthy diet. Pupils have a good understanding of what is right and wrong and a developing spiritual awareness. They contribute willingly to the school community in their roles as council members, monitors and buddies. Pupils have well-developed literacy and numeracy skills, they work well in teams and share resources and information sensibly. Consequently they are well-prepared for the next stage of their education and for future employment.

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	2
The quality of pupils' learning and their progress	2

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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 skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are good. The best lessons are fast-paced and teachers use a wide range of resources to engage the interest of their pupils. Teaching assistants are well-deployed and give very constructive help to pupils who need it. Teachers are knowledgeable and in most lessons their clear explanations ensure that pupils understand the work they are asked to do. In a few lessons pupils' learning is not checked regularly enough, work is less challenging and the pace of learning, although never less than satisfactory, is slower. Lessons are thoroughly planned and written work is assessed carefully. Pupils are given helpful pointers for improvement.

The curriculum is broad and balanced and pupils' basic skills are developed well. New developments which link subjects together as topics and themes are increasing the relevance of the curriculum and enhancing pupils' enjoyment of learning. The school provides an extensive range of enrichment activities. Pupils speak very enthusiastically about visits, clubs they attend and interesting visitors to the school. Excellent use is made of the adjacent woodland to allow all pupils to experience outdoor learning in the 'Forest School'.

Pupils and their parents and carers are very appreciative of the outstanding care, support and guidance the school provides. Pupils are very well known as individuals and are given excellent personal advice and support to help them achieve the best they can. Excellent links with a wide range of outside agencies ensure that pupils, particularly those whose circumstances make them vulnerable, receive timely specialist support when this is needed. Transition arrangements are of the highest quality and help pupils move very smoothly from one stage of their education to the next. This was especially apparent during the first week of term when pupils, including the very youngest, were seen to be settling seamlessly into their new classes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a very strong vision for the school and has been instrumental in bringing about improvement. This vision is shared by governors, staff, parents, carers and pupils. The talents of all members of the school community are valued and all feel they have an equal opportunity to contribute and are empowered to succeed. Discrimination of any kind is not tolerated. Teaching and learning are monitored carefully, pupils' progress is tracked well and staff have good access to further professional development. All of these strengths in the way the school is led and managed ensure that pupils make good progress. Governance is satisfactory. Governors know the school well and are fully supportive of it. They are not yet fully involved in determining the strategic direction of the school but this aspect of their work is now developing further. Safeguarding is good. All policies and procedures are in place and there is a good awareness of safeguarding issues among members of the governing body and staff at all levels. The school has outstanding links with parents and carers. Many parents and carers comment on how these have improved recently and how they now feel able to fully support their children's learning. The school promotes community cohesion satisfactorily. Whilst links with the local community are good, pupils have fewer opportunities to make contact with those from contrasting communities overseas and within the United Kingdom.

These are the grades for the 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	3
The effectiveness of the school's engagement with parents and carers	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Very effective induction procedures ensure they settle quickly. Even on their first day at school there were no tears to be seen! Staff forge very positive relationships with parents and carers so they feel able to support their children's learning fully as soon as they enter the Reception class. Most children's skill levels when they join the school are broadly in line with that which would be expected for their age. Children make good progress and by the end of Reception year most are working at the expected level for their age with some exceeding this, particularly in their personal, social and emotional development. Children interact well with each other and enjoy warm relationships with caring staff. As a result they grow in confidence, are secure and ready to learn. The quality of teaching is good and children are provided with a

bright, well-planned learning environment both indoors and out. They enjoy a wide range of both teacher-led and child-initiated activities which engage and interest them. Welfare requirements are met fully. Leadership and management are good. The enthusiastic leader has already brought about significant improvements to the Early Years provision, has developed an effective and confident staff team and has a very clear vision for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carer

Of the high proportion of parents’ and carers’ returning questionnaires, the overwhelming majority are entirely happy with the education the school provides. They are very appreciative of the good leadership of the headteacher, the excellent links the school has with them, and the outstanding care, guidance and support that their children receive. Inspection evidence entirely supports these views. Although a few parents and carers felt that the school did not deal effectively with unacceptable behaviour, inspectors found behaviour to be good and well-managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norwood 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 215 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	155	72	55	26	1	0	1	0
The school keeps my child safe	169	79	43	20	0	0	0	0
The school informs me about my child's progress	106	49	100	47	7	3	0	0
My child is making enough progress at this school	106	49	94	44	10	5	0	0
The teaching is good at this school	123	57	85	40	1	0	0	0
The school helps me to support my child's learning	110	51	92	43	5	2	0	0
The school helps my child to have a healthy lifestyle	115	53	94	44	1	0	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)	106	49	92	43	5	2	0	0
The school meets my child's particular needs	115	53	88	41	7	3	0	0
The school deals effectively with unacceptable behaviour	106	49	86	40	11	5	0	0
The school takes account of my suggestions and concerns	97	45	104	48	5	2	0	0
The school is led and managed effectively	153	71	60	28	1	0	0	0
Overall, I am happy with my child's experience at this school	152	71	57	27	1	0	1	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 is 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).

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.



12 September 2011

Dear Pupils

Inspection of Norwood Primary School, Southport, PR9 7DU

Thank you for the warm welcome you gave us when we inspected your school recently. A particular thank you goes to those of you who were keen to talk with us and told us so enthusiastically about all the things you enjoyed doing at school. This is what we have said about your school in our report:

- Yours is a good school, where you are given excellent care, guidance and support to help you succeed.
- Your achievement is good because you make good progress and your attainment is above average.
- You behave well, attend school regularly and have a good understanding of how to stay fit and healthy.
- The way your school is led and managed, the curriculum you follow and the quality of teaching and learning are all good.
- Your school makes absolutely sure your parents and carers know what is happening at school so they can support your learning.

We have asked your school to do these things to make it even better:

- Make your lessons even better by:
 - making sure you always work at a brisk pace, that your learning in lessons is checked regularly and that the work you do is always challenging;
 - giving you more opportunities to work on your own.
- Give you more opportunities to find out about communities within the United Kingdom and overseas which are different from your own.

You can help your school improve by continuing to attend regularly, behaving well and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Ashdown
Lead inspector

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