

Norwood Primary School

Gunthorpe Road, Peterborough, PE4 7DZ

Inspection dates 23–24 October 2012

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment is above average and they all make good progress from their starting points.
- Reception Year children do especially well in speaking, and in learning about letters and sounds.
- Teaching is typically good and inspires pupils to want to learn because lessons are made interesting. Members of staff work well as a team helping pupils of different abilities.
- Pupils' thorough enjoyment of school is evident in their high attendance and willingness to help each other in class and around school. Pupils feel safe and know how to stay safe.
- Leaders know the school well and understand how to make it even better in the future. Consequently, teaching and pupils' progress are improving rapidly, following a time when progress slowed because of many changes in staffing.

It is not yet an outstanding school because

- Children in the Reception Year are not always given enough guidance so that they can work purposefully on tasks they have chosen for themselves.
- Occasionally, teachers do not ask questions that encourage discussion or give pupils enough chance to explain their answers.
- Teachers do not always check that all pupils, especially those of average ability in mathematics, understand their work and are learning quickly.
- Leaders do not always identify for teachers precisely what they need to do next in order to improve their teaching.

Information about this inspection

- The inspectors observed 20 lessons and mostly with the headteacher or deputy headteacher.
- Meetings were held with senior leaders and teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection took into account 43 responses to the online 'Parent View' questionnaire and held informal discussions with a sample of parents and carers.
- The inspection team considered the views expressed in 19 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own assessment data, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

James McAtear

Additional Inspector

Full report

Information about this school

- Norwood Primary is a smaller than average primary school.
- The proportion of pupils at school action (those who need extra help from staff at school) is below average.
- The proportion of pupils school action plus (those who receive extra help from professionals external to the school) or have a statement of special educational needs (a legal document which outlines what pupils should be provided with and what they should achieve) is also below average.
- The proportion of pupils eligible for extra funding through the 'pupil premium' is below average. (Pupil premium funding is provided for children in local authority care, pupils known to be eligible for free school meals and those from service families, such as in the army).
- There have been several changes in staffing and on the governing body over the last two years.
- The school meets the government's current 'floor standards', which set the minimum expectations for pupils' attainment and progress.
- The after-school care is privately run and was not part of this inspection.

What does the school need to do to improve further?

- Ensure that Reception children are given enough guidance so that the tasks that they choose themselves are always purposeful and move learning forward quickly.
- Ensure that all teaching is good or better by:
 - making sure that teachers always ask questions that give pupils the chance to think deeply and explain their thinking
 - checking within lessons that all pupils, especially those of average ability in mathematics, understand and are learning quickly, and adjusting work where necessary
 - ensuring that leaders' lesson observations identify precisely what teachers need to do to improve their teaching.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to Reception varies from year to year. Last year, the majority of children were working within the levels expected for their age. They made good progress and attainment rose so that most were at or beyond the expected levels when they joined Year 1.
- Children in the Reception Year are keen to learn. They do especially well in phonics (the sounds letters make) and in speaking. For example, children discussed the emotions of a drowning ant compassionately with comments such as: 'He was scared because he can't swim back.' Girls do better than boys in writing but more 'boy-friendly' activities are being planned as a consequence. Occasionally, when children are working at activities they have chosen for themselves, they do not learn as quickly as they could because the activity does not have a clear purpose.
- By the end of Year 2, attainment in reading is above average. Pupils enjoy reading and make use of their knowledge of phonics. They typically say, 'I'm a good reader because I think about it.'
- Attainment is above average in English and mathematics by the end of Year 6. Pupils make good progress overall but do better in English than in mathematics. This is because, in mathematics, some pupils of average ability make less progress than the rest of the class. Teachers do not always check that these pupils understand their work and are making enough progress within the lesson.
- Disabled pupils and those who have special educational needs learn quickly because members of staff provide good support that boosts learning.
- Pupils for whom the school receives the pupil premium funding are supported well enabling them to make good progress. Their progress is monitored carefully and additional support provided if they are at risk of falling behind in their learning or if they lack confidence.

The quality of teaching is good

- Most teaching is good because members of staff work together well and have good relationships with their pupils and as a result pupils learn quickly most of the time. For example, pupils in Year 1 were pleased when encouraged to give each other a 'round of applause' by clapping in a circle shape in the air and this helped them to appreciate what they had learnt. Teaching assistants make a valuable contribution to the pupils' learning and, in most lessons, work is set at the right level of difficulty for all pupils.
- Teaching is especially effective in Years 5 and 6 because these teachers provide particularly clear explanations and ensure that no time is wasted. Consequently, pupils work quickly and develop and deepen their knowledge and understanding in a range of subjects. For example, in mathematics in Year 5, pupils worked quickly to invent their own challenging sums where the answer was 40.
- Behaviour is managed well in most lessons, so that pupils are keen to behave sensibly and work hard. For example, in Year 1 the teacher engaged the pupils fully when role playing as a builder and, consequently, they were keen to estimate numbers of bricks in the builder's bag.
- The way that teachers check how well pupils are doing has improved since the last inspection

and, as a result, pupils know how they can improve their work next time. Teachers do not always check during a lesson that all pupils complete their work quickly. Nor do they adapt the work if it is proving too hard or too easy for some of the pupils. This is especially the case in mathematics.

- Most teachers ask challenging questions. For example in mathematics in Year 6, the teacher asked: 'What will be necessary for us to solve and draw perimeters?' Occasionally, teachers correct pupils' answers too quickly and do not give them enough opportunity to explain their reasoning.
- The school promotes equality and tackles discrimination well. Members of staff support disabled pupils and those who have special educational needs effectively. They develop these pupils' confidence by asking questions that help them know what to do, and they make suggestions when pupils are stuck.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners. Consequently, attendance is high. They behave well in most lessons and are especially sensible and thoughtful when moving in and around the school. They are considerate and friendly and keen to help each other when working in pairs or groups. Pupils in Year 6 make comments such as: 'You need good team skills and not argue a lot' and, 'You should accept constructive criticism.'
- Pupils are good at taking responsibility. They help with a range of tasks as play leaders, buddies and monitors at lunchtime.
- Parents, carers and pupils are pleased with behaviour at the school and are especially positive about how safe pupils feel at school. Pupils have a clear understanding of various types of bullying and are confident that any concerns raised or instances that occur will be tackled swiftly. As one pupil commented: 'If there is any, it will be handled.'
- Pupils show respect for people of various faiths. For example, pupils in Year 4 understood how Moslems worship and why Mecca was important to them. They are aware of their place in the world and the importance of fair trading to support developing economies.
- Disruption in lessons is rare, although, at times, some pupils in Years 1 and 2 can be over exuberant and do not always listen carefully when the teacher starts talking.
- Pupils are involved in checking how well they are doing and know how to improve. For example, one pupil said: 'I need to use commas to break up my sentences.'

The leadership and management are good

- Leaders have coped well with the many changes in staffing. Progress slowed because new teachers were being trained and supported but the school has recovered from a dip in pupils' progress and achievement is back to being good. Issues raised at the last inspection have been successfully tackled.
- Self-evaluation is accurate and reflective, enabling leaders to have a clear understanding of what needs to be done to make the school even better.

- Performance management (the setting of targets which help staff improve their work) and professional development (staff training) are organised well, so that the improvement in staff's skills is of benefit to the school and to individuals. Teaching is improving rapidly, although leaders do not always use their monitoring of lessons to give teachers precise guidance on what they need to improve.
- Good links are made between different subjects and, as a result, pupils have good opportunities to make use of the various skills they have learned. For example, science linked in to history when pupils in Year 5 discovered why Tudor sailors got scurvy and, in Year 3, pupils used graphs to show how lengths of shadows change during the day.
- Provision for pupils' spiritual, moral, social and cultural development is good. During the inspection it was 'Faith in the World Week', and pupils studied various faiths. For example, in Year 5 pupils understood that Sikhs wear bangles because they 'made you think about what you do with your hands' and pupils in Year 2 were impressed with a video of Hindu dance.
- Parents and carers are positive about the school and make comments such as: 'I'm pleased with everything.' Communications with parents and carers have improved well, but they could be given more specific advice on reading homework.
- Teachers who look after subjects are good role models and their good practice is shared amongst the staff effectively.
- The spending of pupil premium funding is monitored carefully. For example, pupils are given additional help in their weaker subjects or financial support so that they can take part in clubs and visits. This additional support enables them to make good progress and not to be disadvantaged.
- Safeguarding arrangements meet requirements and enable pupils to feel very safe.
- The local authority increased support for the school during the time of its many staff changes, but now provides appropriate 'light-touch' support. The school has access to additional resources such as staff training, and members of staff have found this helpful. For example, members of staff have improved their marking following some of this training.
- **The governance of the school:**
 - Governance has strengthened over the past year, with governors becoming clearer about their responsibilities, including their understanding of, and involvement in performance management.
 - The governing body plays an important role in gauging the views of parents, carers, pupils and staff so that all concerned with the school can be involved in planning for the future.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 110734 |
| Local authority | Peterborough |
| Inspection number | 403128 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair | Warren Fenwick |
| Headteacher | Deborah Reynolds |
| Date of previous school inspection | 14 November 2007 |
| Telephone number | 01733 574717 |
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