

# Norbury Manor Primary School

Abingdon Road, Norbury, London, SW16 5QR

## Inspection dates

21–22 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is school that requires improvement. It is not good because

- Standards in English and mathematics at the end of Year 6 have remained below average for a number of years.
- The quality of the teaching varies too much from class to class, and is not strong enough overall to raise pupils' achievement to good.
- Teachers do not always have the highest expectations of their pupils, and this prevents them from making the progress they could. Tasks are not always set at the right level of difficulty for pupils.
- The quality of marking is not consistent, and pupils do not always know how to improve their work.
- Pupils are sometimes given too many printed worksheets to fill out or colour in, and this hinders them from doing their own research on a range of topics, such as in history, geography and science.
- School leaders have not done enough to improve the quality of teaching and make sure that it is consistently good. Members of the governing body do not always hold leaders to account for this inconsistency.
- In their planning, school leaders are not always specific enough about how improvements in teaching and learning are to be achieved, and deadlines for bringing about improvements are too relaxed.
- Since the previous inspection, the school has improved in some areas but not others. Although attendance has risen and behaviour is now good, teaching and achievement are not yet good.

### The school has the following strengths

- The school has reorganised its staffing structure so that qualified teachers provide additional support to groups of pupils. This has set the school on an upward path.
- Pupils behave well and get on well with one another. They are polite and welcoming to visitors.
- The school is happy and liked by pupils, parents and carers, and staff alike. It is growing in popularity.
- The school promotes pupils' spiritual, moral, social and cultural development well, so that they care passionately about the world around them.

## Information about this inspection

- Inspectors observed 26 lessons, taught by 20 class teachers, across a range of subjects, some observed jointly with the headteacher.
- Inspectors listened to pupils read, looked at samples of their work and attended assemblies.
- Meetings were held with senior leaders and teachers with responsibilities for specific subjects, members of the governing body, a representative of the local authority and groups of pupils. Inspectors took account of the views of staff in 21 questionnaires.
- There were 52 responses to the online Parent View questionnaire. Inspectors considered these, together with a letter received from a parent, and also spoke to several parents during the course of the inspection.
- Inspectors observed the school's work, and looked at a range of documents including development plans, the self-evaluation, local authority evaluation reports, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and the governing body minutes.

## Inspection team

Natalia Power, Lead inspector

Additional inspector

Ian McAllister

Additional inspector

David Harris

Additional inspector

## Full report

### Information about this school

- Norbury Manor is larger than the average-sized primary school.
- Almost half of pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals, and those from families in the armed services. At Norbury Manor, almost all the pupils eligible for the pupil premium are those entitled to free school meals, and this proportion is much higher than the national average.
- Almost all pupils come from a wide range of minority ethnic heritages. Over half of pupils speak English as an additional language, and this proportion is much higher than average.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is just above average.
- The school has recently restructured its staff, so that qualified teachers take smaller groups formerly taken by teaching assistants.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by making sure that teachers:
  - expect the most from pupils, so that they are always encouraged to produce their best work
  - match tasks accurately to the abilities of pupils, so that they always receive work that is neither too easy nor too difficult
  - do not rely too heavily on the use of printed worksheets, but allow pupils to find things out for themselves, particularly in subjects such as history, geography and science
  - provide clear and consistent guidance, when marking pupils' work, on what they need to do to improve.
- Improve the management of teaching and learning, so that all teaching is at least good, by:
  - visiting lessons more frequently in order to identify what needs to be done, to make sure that all teaching is as good as the best
  - making sure that teachers understand clearly how well they are working and how to improve
  - making sure that plans to improve the overall quality of teaching and learning are specific enough and have tight deadlines for achieving improvements.
- Make sure that governors hold school leaders more rigorously to account for improving the quality of teaching by asking searching questions about the link between the performance of individual teachers and pupils' progress.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The progress made by all groups of pupils, including those of minority ethnic heritage, is too inconsistent throughout the school. There are differences in the quality of learning from class to class, even within the same year group. Because of these inconsistencies, pupils' achievement requires improvement.
- Overall, pupils' attainment in the national assessments at the end of Year 2 has been below average. However, there are encouraging signs that, with strong teaching and a drive to raise standards, pupils' achievement in Years 1 and 2 is beginning to rise.
- This drive has also made an impact on the Nursery and Reception classes. Children are making more rapid progress in learning their skills.
- Attainment has remained below average for many years in the national tests taken at the end of Year 6, and this pattern is proving more difficult to change. Though some pupils have made the progress expected of them by the end of Year 6, and some have made more than expected progress, the rates of progress vary from year to year as they go through the school. This reflects the inconsistencies in the quality of teaching and, as a result, attainment has remained below average.
- Children begin the Nursery and Reception classes with language, number and social skills which vary but which are typically below those expected for their age. Many speak English as an additional language. Their needs are quickly identified, and they make a good start in acquiring language skills in the Early Years Foundation Stage.
- Pupils who speak English as an additional language continue to receive effective support, tailored to their needs, throughout their time at the school. This helps them to make good progress in their language development, and to make overall progress in line with other pupils.
- Disabled pupils and those with special educational needs receive support in class and in small withdrawal groups, and make the progress typically expected of them.
- The school successfully teaches the youngest children their sounds and letters (phonics), and how these combine to form words. As a result, pupils in Year 1 matched the average in the 2012 phonics check. Reading skills by the end of Year 6 are a little below average, but the school does try to promote a love of reading in all its pupils, and pupils told inspectors of their enjoyment of reading.
- The pupil premium funding, aimed at narrowing the gap between the large proportion of pupils eligible to receive free school meals and all others, is used effectively to benefit the pupils concerned. Nationally, the attainment in English and mathematics of pupils supported by this extra funding is around two-and-a-half terms behind that of other pupils. At Norbury Manor in 2012, however, pupils ending Year 6 entitled to this support were two terms behind all others in mathematics, and only a term behind in English. This shows that the support given to these pupils is helping to close the gap between them and their peers.

### The quality of teaching

### requires improvement

- Teaching requires improvement because the quality is inconsistent, varying from outstanding to inadequate. There are sometimes wide differences in the quality of teaching and learning between year groups and between classes within the same year group. Over time, the teaching has not been good enough to promote good achievement.
- Nevertheless, there are signs that stronger teaching, particularly for children in the Early Years Foundation Stage and pupils in Years 1 and 2, together with a focus on providing tasks which accurately meet their needs, have started to make an impact on raising their standards.
- In some lessons, too little is expected of the pupils, who respond by writing only a few lines or leaving work unfinished. This is not always picked up and challenged by the teacher.

- Most teachers are careful to match the difficulty of the tasks to the abilities of the pupils. In one lively Year 2 English lesson, for example, on retelling the story of *Jack and the Beanstalk* in its correct sequence, pupils of all abilities were set tasks with differing levels of challenge, and pupils who speak English as an additional language were helped with picture cards showing relevant vocabulary in their own first languages.
- At times, however, teachers give too little attention to the differing abilities of pupils, setting tasks which are either too easy for most, or too difficult for some.
- Marking is not consistent across the school. Though some teachers mark pupils' work thoroughly, making sure that they know what to do to improve, and giving them a chance to reflect and comment on their work, this is not generally the case, and all too often pupils are not certain how to make their next piece of work better.
- Where teaching is best, the teachers expect high-quality work from the pupils, and in turn they rise to the challenge. In one Year 6 mathematics lesson, for example, on multiplying and dividing in decimals, pupils were completely absorbed in their tasks, because these were challenging, requiring considerable thought and ingenuity.

### **The behaviour and safety of pupils** are good

- Pupils from a wide range of backgrounds and heritages get on very well together in this happy and inclusive school. They are polite and respectful towards visitors and considerate towards one another. Even the youngest children in the Nursery and Reception Years are ready to share and take turns.
- Pupils told the inspectors that they felt safe and happy at school, and that they enjoyed their lessons. Inspectors observed good behaviour in lessons and around the school, and pupils confirmed that this good behaviour was typical. Teachers manage pupils' behaviour well and there are positive attitudes to learning in the classroom.
- Pupils have a clear understanding of what bullying means and of different types of bullying, such as cyber-bullying or name-calling. They told inspectors that, though there was scarcely any actual bullying, occasionally, pupils had quarrels. In these instances, the adults sorted things out quickly.
- Most of the parents and carers reported in discussion with inspectors that they were happy with the school and that it keeps their children safe and happy. A few expressed concerns that it takes a while for incidents of poor behaviour to be dealt with. Inspectors explored each concern with school leaders and gathered enough evidence to confirm that the school deals effectively with the rare incidents where pupils are unkind to one another.
- The school has worked hard to bring about improvements in attendance, which had been low for some years. By taking robust action, such as clamping down on holidays in term time and rewarding classes for full attendance, the school has made an impact and attendance is now average.

### **The leadership and management** require improvement

- Leadership and management require improvement because teaching and pupils' achievement are not yet good.
- Leaders have not had enough success in raising the quality of all teaching and learning to the level of the best. School leaders, including the headteacher, do not visit classrooms often enough to identify exactly what needs to be done to improve the quality and consistency of teaching.
- Leaders' feedback to teachers does not give them a clear enough understanding of how they can improve their performance. Plans to improve the quality of teaching do not identify what needs to be achieved with sufficient precision.
- Nevertheless, there are strengths within leadership and management. The headteacher has

created a happy and harmonious school, which is growing in reputation, and is strongly supported by pupils, parents and carers, and staff.

- The leadership team has set the school on an upward path, by new measures such as restructuring staffing to improve teacher-to-pupil ratios. These measures are already leading to improvements in the achievement of children in the Nursery and Reception classes and of pupils in Years 1 and 2, but as yet there has not been enough time for them to have a full impact on raising the achievement of pupils in Years 3 to 6.
- The school has improved in some respects since the previous inspection. Attendance has risen, and behaviour, which was graded as satisfactory in the previous report, is now good. The local authority, which is accurate in its view of the school's strengths and areas for development, has made an effective contribution to its improvement.
- Overall, the school has a secure understanding of its strengths and main priorities for development. Leaders recognise that, though considerable improvements have been made over recent years, more work needs to be done to make sure that learning and progress are consistently good. Its plans for improvement, particularly in relation to teaching and learning, are not always rigorous enough and timescales are not always urgent enough.
- The school keeps pupils safe and ensures that those who work with them have been properly checked.
- Pupils told inspectors that they enjoy school trips and visits to places of interest. The attractive wall displays around the school, such as those on the planets, broaden pupils' horizons and develop their curiosity about the world around them.
- The school develops pupils' spiritual, moral, social and cultural qualities well. There are good opportunities for pupils to develop their curiosity about the world around them and to consider the difference they can make. For example, one Year 4 assembly, in a presentation to parents and carers, and to the rest of pupils from Years 3 to 6, took as its theme recycling, and in a series of songs, displays and performances, pupils in Year 4 reached out to the rest of the community to encourage a more responsible attitude to husbanding world resources.
- The curriculum provides a sound focus on the key skills of English and mathematics. However, pupils are given too many printed worksheets to cut and stick or colour in, particularly in subjects such as history, geography and science. This hinders them from doing their own research on these topics and the mechanical tasks take away some of the excitement of studying these topics.
- **The governance of the school:**
  - The governing body takes an active interest in the school and works supportively with school leaders and staff. Governors are up to date in gathering the latest information, and are familiar with the online information on pupils' achievement, such as the Ofsted 'dashboard'. Governors have an accurate grasp of the achievement of pupils and are kept well informed by the school. Governors recognise that they do not sufficiently probe the link between teachers' pay and the progress made by all pupils. Moreover, they do not hold the school rigorously enough to account for this, or why the quality of teaching is not yet consistently good. Since pupils' achievement is not good, there is not a close enough match at present between pupils' outcomes and how well teachers are paid. Governors maintain sound control of the allocation of the school's funds assigned for particular purposes. They fully understand, for example, the uses to which the pupil premium funding is put, ensuring that those entitled to support receive it, and that the impact of the extra support, particularly in the use of teachers to support small groups of these pupils, is continually checked. Governors ensure that pupils are kept safe by going on relevant safeguarding courses and putting into practice what they learn.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	101785
<b>Local authority</b>	Croydon
<b>Inspection number</b>	404781

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

<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>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Padmore
<b>Headteacher</b>	Paul Mathews
<b>Date of previous school inspection</b>	1 February 2011
<b>Telephone number</b>	020 8679 3835
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