

Norbury Hall Primary School

Shepley Drive, Hazel Grove, Stockport, Cheshire, SK7 6LE

Inspection dates 10–11 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Behaviour and safety are excellent because pupils are keen to learn, feel safe and enjoy coming to the school. This is reflected by their above average attendance.
- Pupils achieve well. They make good progress in English and mathematics, especially at Key Stage 2. By the time pupils leave at the end of Year 6 standards are above average.
- All groups make good progress including disabled pupils, those who have special educational needs and those pupils who receive additional funding through the pupil premium.
- Pupils make good progress in reading because of well embedded phonics (letters and the sounds they make) teaching in the school.
- Teaching is usually good and some is outstanding. As a result, pupils make good progress in English and mathematics.
- The clear leadership of the new headteacher and senior leaders has made rapid and substantial improvements and progress has accelerated, especially in reading and mathematics.
- The governing body is also ambitious for the school. Governors and senior leaders are determined to continue to improve still further the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Pupils' progress in writing is weaker than in reading and mathematics at Key Stage 1.
- There is not enough outstanding teaching to ensure that all pupils make rapid progress.

Information about this inspection

- Inspectors observed teaching and learning in 23 lessons, of which three were joint observations with the headteacher.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Chair of the Governing Body, four other governors, senior leaders, parents and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety, and the monitoring of teaching and learning. They looked at the impact of the school's spending of the pupil premium funding.
- Inspectors took account of the views of 153 parents in the on-line questionnaire (Parent View). Inspectors scrutinised 39 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Jeremy Barnes

Additional Inspector

Faheem Chishti

Additional Inspector

Full report

Information about this school

- Norbury Hall Primary School is larger than an average sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is well below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language is below average.
- A new headteacher and deputy headteacher joined the school in September 2012.
- As part of Tameside Teaching Schools Alliance, the headteacher has been supporting other schools to improve their outcomes.
- 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?

- Increase the proportion of outstanding teaching by:
 - making sure that the qualities of outstanding teaching within the school are shared and adopted by all staff, including in the Reception Year
 - making sure that the pace of lessons is brisk and activities set for pupils are always at the right level of difficulty, especially for more-able pupils when they move from Reception Year to Year 1
 - making sure that marking is consistent across the school so that pupils know their targets and how to achieve them as part of the 'next step' for improvement.
- Accelerate pupils' progress in writing, especially at Key Stage 1, so it at least matches that in reading and mathematics by making sure that:
 - there is a consistent approach in guiding pupils to improve their work, especially their handwriting
 - pupils have more opportunities to apply their writing skills across the curriculum.

Inspection judgements

The achievement of pupils is good

- Most pupils make good progress from their individual starting points as they move up the school. Almost all parents who responded to the online questionnaire consider their children to be making good progress.
- In the past pupils' progress has fluctuated more in reading and writing than in mathematics, especially at Key Stage 1. However, the school's recent focus on reading, writing and mathematics has resulted in many pupils making good, and some outstanding, progress in these subjects, particularly in Year 6.
- Progress in writing, although good, is not as fast as that in reading and mathematics, especially at Key Stage 1. This is because there is no consistent approach in helping pupils to improve their work, particularly their handwriting.
- Most children start Nursery with skills that are typical for their age. By the time they enter Year 1 they have made good progress and their communication and social skills are above the national average. This is a result of excellent relationships, the well organised indoor and outdoor learning environments and the use of high-quality resources to extend children's learning.
- Pupils' attainment has been above average by the end of Year 6 in English and mathematics. A dip in attainment in 2011 in writing, which was largely due to changes in staffing and year-group issues, has been successfully addressed by the school so that attainment in 2012 was, once again, above average. Current school data show that pupils are on track to do even better this year.
- Pupils are keen on reading books, both fiction and non-fiction, and this is well supported by parents who regularly visit the school to help pupils in reading. Pupils read books fluently and with expression. They are able to explain clearly their thoughts about the meaning of the texts. Standards in reading are above average by the end of Key Stage 2.
- The pupil premium is used effectively to fund adult support for reading, writing and mathematics as well as therapist support for parents to help their children's learning. As a result, pupils known to be eligible for free school meals are making better progress than before. Their attainment in English and mathematics at the end of Year 6, as measured by their average point scores in national assessments, is similar to that of their classmates who are not eligible.
- Disabled pupils and those who have special educational needs make good progress and achieve well because of early identification of the support required for these pupils. This is helped by very good partnerships with outside agencies.
- Although few in number, pupils who speak English as an additional language are supported through well planned activities. The standards achieved by this group in 2012 were well above the national average for similar groups.

The quality of teaching is good

- Teaching is consistently good with some that is outstanding. This is due to teachers' high expectations, good questioning and the very good relationships between adults and pupils. As a result, over time, teachers make sure that pupils make good progress in their basic skills of reading, writing and mathematics, and, in some instances, they make outstanding progress.
- In the Nursery teachers create an excellent learning environment to widen children's knowledge and skills such as their pencil control and early writing. Also, children are encouraged by adults to develop their language skills. As a result, children gain confidence, improve their speaking, listening and writing skills and extend their vocabulary of everyday words.
- In some year groups teachers provide many opportunities for pupils to take the initiative for themselves. For example, in an outstanding lesson in Year 6 excellent teaching meant that pupils were confident about solving fractions without adult help. In another outstanding lesson, in Year

2, pupils made excellent use of mathematical tasks that met the needs of all pupils. As a result, they made excellent progress in mathematics.

- Marking is regular but is not always consistent or linked with targets, learning aims and National Curriculum levels. As a result, pupils are not always sure how to move to the next level and, particularly, how to improve their handwriting.
- The new methods of teaching phonics are well embedded, especially at Key Stage 1 through the use of a range of strategies such as interactive games, practical resources and well trained adult support. As a result, pupils show good understanding of techniques used to sound out words. Parents have highlighted that this is helping to improve their children's reading skills.
- Homework is regularly planned and well prepared by staff. This makes a positive contribution to pupils' widening experience. It also helps to promote and encourage pupils' social and independent skills.
- Occasionally, lessons lack pace and the work set is not sufficiently demanding. It does not promote rapid and sustained progress, especially for the more able in Reception and Year 1.
- Support staff play active roles in supporting pupils' learning, both within lessons and when working with small groups. This ensures that disabled pupils, those who have special educational needs and those known to be eligible for pupil premium funding and requiring additional support all make good progress.

The behaviour and safety of pupils are outstanding

- Pupils, parents, teachers and other adults expressed very positive views about the standards of behaviour in the school and this was reflected in what inspectors saw in lessons, assembly, on the playground and during lunch, where it was almost always impeccable.
- Pupils are fully informed about different types of bullying and say it is not a problem in their school. They say poor behaviour rarely happens because teachers plan lessons that are interesting and they want to learn. They enjoy coming to the school and have a great sense of pride in it.
- Teachers and other adults are excellent role models because they display respect and care for others and have the highest expectations for behaviour at all times. Bullying and exclusions are rare and are dealt with very effectively. This is well reflected in bullying, behaviour and racist incidents logs. Leaders rigorously monitor these records.
- Pupils say they feel very safe in school. This is shown by their attendance, which is above the national average. Punctuality is excellent. The school works well with parents who are also keen to ensure their children attend the school regularly.
- Pupils show high levels of respect and care for others. This is a strong part of the school's ethos and is seen in the way they work well together in groups and pairs in lessons and in the polite way they speak to adults.
- Pupils who find difficulties in managing their own behaviour are supported with very effective strategies. As a result, their behaviour, attendance and academic performance have improved.
- Pupils take responsibility for their own safety and that of others in lessons, at play and in a range of other situations, for instance recognising how to keep themselves safe on the internet.

The leadership and management are good

- The good and resolute leadership of the new headteacher has been instrumental in making the necessary improvements in the school recently. She has been fully supported by the staff and they are successfully re-establishing the motto 'Learning and Growing Together'.
- Much has been rapidly achieved, such as the teaching of phonics to improve reading, the re-organisation of leadership and management, and improvement in mathematics' outcomes.

However, leadership is not outstanding because pupils' achievement and teaching are not outstanding.

- The school's leadership and governance have been effective in ensuring the issues identified in the school's self-evaluation have been tackled, such as strengthening pupils' writing further. Leaders and teachers now give closer attention to the progress pupils make. The new headteacher and the new deputy headteacher work in tandem, supported by the senior leadership team. Each pupil is known as an individual. There is a very strong team of governors, who all share the same high ambitions for pupils.
- Teaching is rigorously monitored and staff informed of how to improve. This has raised the quality of teaching, with only a few inconsistencies remaining. This includes ensuring all lessons give appropriate challenge to meet the needs of all pupils, especially the more able pupils, and particularly in Reception and Year 1.
- Teachers are set targets based on their performance and pupils' progress. Salary awards are allocated based on achievement of these targets. Staff are delighted that they have opportunities to gain more training tailored to their individual needs. Leadership and management, however, do not ensure that the characteristics of outstanding teaching in school are shared and adopted among all staff, including in Reception.
- The curriculum includes opportunities for pupils to celebrate their own culture. Pupils are very appreciative of singing, music and art activities and are enjoying an increased range of clubs. Visits and visitors extend pupils' knowledge. For example, trips such as to the Second World War air raid museum help to promote their spiritual, moral, social and cultural development extremely well. However, they are not given sufficient opportunities to apply their writing skills in a range of subjects, especially at Key Stage 1.
- Partnerships with parents are excellent. Almost all parents feel that the school responds well to their concerns and they receive valuable information from the school about their child's progress. The Parent Association plays an effective role and makes a positive contribution in raising funds for the school.
- Equality of opportunity is clearly demonstrated by the way the school cares well for its pupils and ensures that there is no discrimination. As a result, pupils are very safe, happy and keen to learn.
- The local authority has provided regular support for the school since its previous inspection and during the transition to the new leadership team. This support is set to reduce as the local authority has high confidence in the capacity of the school's leadership to continue to raise standards.
- **The governance of the school:**
 - Governors give excellent support to the school's leaders and have a very ambitious plan to make the school outstanding again. They are well informed and bring a wide range of professional expertise and skills, for example from education, legal and financial management. Governors are involved in making judgements on the quality of teaching and pupils' progress, using information on achievement to help them. Governors have a good knowledge of what happens in the school. This helps them to challenge school leaders effectively, leading to improvements in pupils' achievement across the school. Governors make sure that appropriate safeguarding and child protection procedures are in place. They have received a wide range of relevant training, which has equipped them with the skills and knowledge essential for performing their duties. Through scrutiny of school finances governors are now aware of how effectively pupil premium funding is used to support eligible pupils' learning. They are well informed about the quality of teaching and have supported the headteacher well in improving this area. Governors check that salary awards are only allocated when targets linked to staff performance are achieved.

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

Unique reference number	106064
Local authority	Stockport
Inspection number	413240

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Ian Ritchie
Headteacher	Jacqui Ames
Date of previous school inspection	16 March 2010
Telephone number	0161 483 1786
Fax number	0161 456 7651
Email address	headteacher@norburyhall.stockport.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

