

Norton Infant School

Campsall Balk, Norton, Doncaster, South Yorkshire, DN6 9DG

Inspection dates 2–3 July 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From broadly average starting points, pupils make good progress throughout the school.
- Pupils known to be eligible for the pupil premium and pupils with special educational needs make good progress because they receive effective support.
- At the end of Year 2, standards in reading, writing and mathematics are consistently above average.
- The teaching is good overall and some is outstanding.
- Behaviour is mostly good. Pupils form trusting relationships with staff and so feel safe and happy at school. Pupils' attendance has improved, reflecting that they enjoy being there.
- Senior leaders, including governors, promote strong teamwork. The school is a happy place where the passionate commitment to raising pupils' attainment and progress is strong.
- Parents are very positive about the school; they value highly the very good care the school provides to help their children build strong friendships and enjoy learning.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding to drive pupils' progress more rapidly.
- Occasionally, work in lessons is not matched accurately to pupils' ability and expectations are not always high enough, particularly of the more able.
- In a few lessons, some pupils are not always clear about what they are learning and how they will know they have succeeded.
- Senior leaders and subject leaders do not always focus sufficiently on how well pupils learn when they observe teaching to ensure learning is always good or better in every class and every subject.

Information about this inspection

- The inspectors observed 19 lessons, five of which were observed jointly with the headteacher and other senior managers. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and one other governor, senior and middle managers and subject leaders and a representative from the local authority.
- Inspectors took account of the 26 responses to the online questionnaire (Parent View), and the school's most recent parent survey. They took account of the views of a few parents spoken to during the inspection, the letters received from two parents and the 22 responses from staff who completed Ofsted's staff questionnaire.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from the pupil premium funding is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Jenny Firth

Additional Inspector

Full report

Information about this school

- The school is similar in size to an average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus is below average. There are no pupils currently with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average. (Pupil premium is the additional funding provided by the government for pupils known to be eligible for free school meals, the children of service families and children who are looked after.)
- Pupil numbers have increased by 14% since the last inspection in October 2007.

What does the school need to do to improve further?

- Tackle the teaching that requires improvement and increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises, by ensuring that:
 - teachers consistently use the assessment information they have about what pupils know and can do to plan work that is always accurately matched to the pupils' abilities and increase expectations, particularly of the more able
 - pupils understand clearly what they are going to learn and how they will know they have succeeded
 - teachers give sufficient time to ask more probing questions that deepen pupils' understanding of what they have learned.
- Improve leadership, management and governance by:
 - implementing even more rigorous systems, including by subject leaders, to check that the quality of teaching always has a positive effect on learning and that teaching is good or better in all classes and that all pupils achieve as well as they can.

Inspection judgements

The achievement of pupils is good

- Children start in the nursery with knowledge and skills that are generally typical for their age. Consistently good teaching in a stimulating, safe and happy environment helps children to make good progress. Most children achieve above average levels of attainment by the time they enter Year 1.
- Pupils' progress through Years 1 and 2 is good. Pupils enjoy learning and most try their best because they know learning is important and because they want to learn.
- Disabled pupils and those with special educational needs achieve well from their individual starting points because staff support them effectively. Specialist support for pupils who are less confident in their language and literacy skills is of high quality and consequently, these pupils make rapid gains and achieve as well as their classmates reflecting the school's commitment to providing equality of opportunity.
- At the end of Year 2, standards in reading, writing and mathematics are consistently above average and, for an increasing proportion of pupils, well above average. Occasionally, a few more-able pupils do not achieve as well as they could in some subjects and this is the key reason why achievement is good rather than outstanding.
- In 2012, pupils achieved exceptionally well in writing, and this year reading appears to be the strength. The school tackles such variations effectively by analysing assessment information rigorously to raise standards consistently in all subjects.
- Standards in reading are above average. Most pupils confidently exceed the levels expected for their age, and a significant proportion of pupils are working at well above these expected levels. This is because the teaching of reading is good. The teaching of letters and the sounds they make (phonics) and other reading skills are developed well to help pupils make good progress and so achieve more in their reading and writing. This confidence in reading helps pupils, for example, to tackle problem-solving tasks in mathematics and extend their learning in other subjects by researching using books and the internet.
- Standards in writing are above average because pupils have good opportunities to write at length by themselves and extend their skills through other subjects. A good focus on practical activities and problem-solving tasks helps pupils achieve well in mathematics.
- Pupils supported through the pupil premium (in this school those that are known to be eligible for free school meals) make similar rates of progress as other pupils in the school in reading, writing and mathematics. The attainment of pupils known to be eligible for free school meals is similar to that of pupils in similar circumstances nationally. In the national assessments at the end of Year 2 in 2012, their attainment in English and mathematics was approximately three terms behind their classmates. The school has acted upon this effectively by enhancing support for these pupils this year. Consequently, the school's most recent data show the gap between the achievements of these pupils compared with non-free school meals pupils in this school is narrowing steadily.

The quality of teaching is good

- Teaching overall is good; occasional lessons are outstanding. Where teaching is outstanding, teachers' expectations of pupils are very high and lessons are fun, interesting and thought provoking. For example, in Year 2, pupils faced the problem of how to share a bag of sweets fairly. Pupils set about doing this logically, listening to each other, trying out different strategies and considering what they might do with the 'remainder' when the numbers they had could not be shared equally. Pupils were totally engrossed because the questioning was planned meticulously, pupils had opportunities to share their views and expectations of behaviour and respect for others were very high.
- Generally, teachers engage pupils well through discussions and by asking questions that help

pupils develop their thinking but occasionally, in order to keep pace lively and engage as many pupils as possible, teachers do not ask enough probing questions that challenge the more-able pupils and deepen their understanding sufficiently so that they achieve more.

- Most teachers use information about pupils' ability and progress effectively in their planning. When this information is not used well, planning does not challenge all pupils appropriately. In these lessons, pupils of all abilities sit through sometimes quite lengthy presentations that are too easy for some and too hard for others. A few pupils, consequently, become passive, inattentive and restive and so make limited progress.
- Where a small proportion of teaching requires improvement, pupils are not always clear about what they are learning and how they will know they have achieved successfully. While most pupils work hard and complete the tasks set, a few are unsure as to what they have learned or how well they have done.
- Teaching assistants are deployed well in most lessons to support teaching and learning. The one-to-one and small-group support is very effective in helping pupils most at risk of falling behind to achieve well.

The behaviour and safety of pupils are good

- Pupils' behaviour is mostly very good. Pupils enjoy learning and try their best. A few sometimes find it difficult to manage their own behaviour positively; one or two pupils reported that this sometimes spoils their learning.
- Pupils are friendly, kind and respectful of others. High regard for all staff and the positive relationships they form encourage pupils to ask for help confidently if they are upset or worried.
- Staff are very positive about pupils' behaviour and their eagerness to learn. Parents who contributed their views during the inspection were extremely positive about the care and support which the school provides for children and their families and to ensure pupils' good behaviour.
- Pupils feel safe and well cared for at school. They have a good understanding of how to keep themselves safe and what to do when problems arise. For example, when crossing roads or facing other hazards.
- The school takes prompt action to tackle any form of discriminatory behaviour. Pupils have a good understanding of different types of bullying, including name-calling. They say that a few children can be silly at times but that staff sort out any problems straight away.
- Opportunities to take responsibilities as school councillors, choosing activities to explore, keeping classrooms tidy, and charity fund-raising events provide purposeful ways to extend pupils' spiritual, moral, social and cultural development. Pupils enjoy many trips and social events including, for example, 'sleep overs' that extend their experiences in and out of school.
- Pupils show respect for different communities and lifestyles in the world beyond school by learning about other cultures, for example, as they engage with various visitors including a member of the Sikh faith and linking with a school in the Gambia.
- Pupils' attendance has improved to average levels.

The leadership and management are good

- The headteacher's strong leadership promotes good teamwork among staff, governors and productive partnerships with parents and the community. Leaders ensure that the school is a happy and safe place to be.
- The school improvement plan shows that there is effective emphasis on ensuring that the basic skills of reading, writing and mathematics are taught well. Leaders agree that not enough of the teaching is of sufficiently high quality to accelerate achievement so that all pupils make outstanding progress in all subjects consistently.
- While much of the teaching is good, a small proportion requires improvement. This is because the monitoring of teaching, including by subject leaders, while effective in identifying where teachers need to improve their skills, is not as effective in checking that all pupils achieve as well

as they can.

- Robust procedures that are linked to salary progression are used to improve teachers' performance. Where teaching requires improvement, leaders organise specific training and support. New staff are integrated quickly and effectively.
- The care and well-being of pupils with special educational needs are managed very effectively. Leaders check that pupils have the help they need to achieve well and involve outside agencies where appropriate.
- The curriculum links work across subjects effectively through topics that help pupils make sense of their learning. Teachers consider the interests of boys and girls effectively, so learning is generally lively and engaging, particularly, for example, when pupils carry out practical activities. For example, pupils in Year 1 took great care to measure and mix accurately a magic potion to turn teachers into mice because they wanted to make sure it would really work.
- Many enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development well. For example, pupils spoke enthusiastically about exploring the woodland areas and considered why and how they should look after the world in which they live. High quality art work shows that pupils enjoy practical activities that bring learning alive and extend their understanding of the world.
- The school involves parents well in school activities. Staff organise meetings, for example on reading, to encourage parents to support their children's learning at home and raise achievement further.
- The local authority's light touch support provides the school with good opportunities for staff and governor training.
- **The governance of the school:**
 - Governors are very committed to the school and the community it serves. They ensure, for example, that they have the relevant, up-to-date training to keep children safe and meet all safeguarding requirements. They ensure that everything possible is done, in partnership with other agencies, to support the children that are most in need. They check that policies are up to date and that the finances are managed efficiently. For example, they ensure that the pupil premium funding is used to support the pupils for whom it is intended and they know what difference it makes. The governing body implements effective arrangements to ensure that pay awards are linked to teachers' performance, and know through their understanding of school data and acknowledge that not enough of the teaching is yet of sufficiently high quality to raise achievement to outstanding.

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	106713
Local authority	Doncaster
Inspection number	412389

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Suzanne Jobson
Headteacher	Julie Joy
Date of previous school inspection	18 October 2007
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