

# Norbriggs Primary School

Norbriggs Road, Mastin Moor, Chesterfield, S43 3BW

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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 a school that requires improvement. It is not good because

- Pupils' underachievement in Key Stage 2 over the last three years has resulted in lower attainment than should have been expected at the end of Year 6.
- Disabled pupils and those who have special educational needs do not always achieve as well as they should.
- A few weaknesses in teaching hold back the development of pupils' writing skills.
- Teachers do not consistently plan lessons that enable pupils to acquire and to apply their skills systematically and quickly.
- Not enough use is made of assessment and pupils' targets to accelerate their progress in Key Stage 2.
- Some leadership roles and responsibilities are not fully developed across the school. This limits the contribution these leaders make to checking teaching and learning and to improving the school's effectiveness.

### The school has the following strengths

- Most pupils from Nursery to Year 5 are now making good progress.
- Gaps between the achievement of pupils known to be eligible for extra funding and their classmates have closed.
- Pupils have positive attitudes to learning and behave well in lessons and around school. The school ensures they are kept safe.
- The new headteacher is already making an impact on school improvement. Staff morale is good.

## Information about this inspection

- Inspectors observed teaching in 14 lessons taught by 10 teachers or teaching assistants. Two of these lessons were observed together with the headteacher.
- Samples of pupils' work in writing and mathematics were analysed. An inspector listened to a sample of Year 2 pupils reading.
- Meetings were held with school staff, a group of pupils, governors and a representative from the local authority.
- Inspectors took account of the 25 questionnaires completed by staff. There were insufficient responses to the online questionnaire (Parent View) for them to be published. However, inspectors took into account the results of the school's own recent surveys of parents' views. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; consultants' reports; the school improvement plan; the school's own data on pupils' attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Geoffrey Dorrity

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most primary schools.
- Most pupils are from White British backgrounds. Very few pupils are at an early stage of learning English as an additional language.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is above average.
- The proportions of disabled pupils and those who have special educational needs supported through school action, at school action plus or with a statement of special educational needs are a little above average.
- The headteacher and deputy teacher took up their posts in September 2013. Since then three other new teachers have joined the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Make teaching consistently good or better, especially in Key Stage 2, by ensuring all teachers:
  - provide more consistent support for disabled pupils and those who have special educational needs
  - choose lesson activities carefully to enable pupils to acquire and to apply new learning systematically and at a brisk pace
  - make better use of assessment and pupils' targets to accelerate pupils' learning and progress.
- Improve pupils' achievement in writing by ensuring all teachers:
  - pay close attention to pupils' handwriting and correct any mistakes as they occur
  - discuss topics that they wish pupils to write about fully to enable pupils to organise their ideas clearly and to write in sufficient depth.
- Improve the effectiveness of leadership and management, including governance, by ensuring:
  - all leaders carry out robust checks on teaching and learning within their areas of responsibility to enable them to contribute fully to school development planning and the raising of pupils' achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Over the last three years, after a good start in Reception and Key Stage 1 and generally above average attainment by the end of Year 2, pupils' progress has slowed and attainment at the end of Year 6 has been no better than average.
- The proportions of pupils in Year 6 in 2013 who made and exceeded expected progress in reading, writing and mathematics were below national averages.
- While Key Stage 2 pupils' attainment in writing has risen considerably in the last three years, weaknesses in handwriting skills hold back their progress. For example, bad habits made in Key Stage 1 in forming letters are sometimes not corrected. Not all lessons offer more-able pupils the level of challenge they need to perform really well, which reduce the opportunities they have to write extendedly and in depth.
- Pupils with a statement of special educational needs benefit from one-to-one help from teaching assistants and mostly make good progress. Other disabled pupils and those with special educational needs are not consistently well supported. Although short-term support programmes have helped some individual pupils to catch up, gaps in learning have, more commonly, not been tackled quickly or systematically enough. This flaw has slowed the progress of these pupils in the current Year 6 class.
- The attainment of Year 6 pupils known to be eligible for the pupil premium improved in 2013, especially at the higher Level 5. Nonetheless, these pupils were working, on average, about two terms behind their classmates in reading and writing, and one term behind in mathematics. Small-group tuition is now helping these pupils to make faster progress.
- Children join Nursery with levels of skills and aptitudes which are well below those typically expected for this age. They make fast progress in Reception.
- Pupils also do well in Key Stage 1. Results in the Year 1 screening test for phonics (the sounds that letters make) matched the national average. Year 2 pupils understand letters and sounds well and read accurately.
- The picture in Key Stage 2 is now considerably brighter. The proportions of pupils making good progress in Years 3 to 5 are much improved. Attainment in Year 5 is well above average and, across the school, pupils eligible for pupil premium funding are achieving as well as their classmates.

### The quality of teaching

### requires improvement

- The quality of teaching in Years 3 to 6 has, over time, been too variable to ensure that pupils make good progress in Key Stage 2.
- Weaknesses in the use of assessment and pupils' targets have reduced the impact of the useful actions which have been taken since the previous inspection to tackle identified areas for improvement in pupils' skills in Key Stage 2.
- Teachers do not consistently plan lessons to enable pupils to acquire and to apply their new

skills systematically. Teachers sometimes do not consider closely what they want pupils to have achieved by the end of the lesson. They do not routinely choose activities carefully enough, make the best use of resources or guide pupils' learning well. This reduces the time available for pupils to build their knowledge and skills. It also restricts opportunities for teachers to review and to develop pupils' knowledge.

- Mistakes in the formation of individual letters or numbers are sometimes overlooked. In some lessons teachers do not question pupils or discuss topics in sufficient depth before pupils start to organise and to express their ideas in written tasks. However, good use has been made of visits and visitors to provide pupils with a wider range of opportunities for writing for 'real life' purposes. In other lessons teachers make purposeful use of resources to extend pupils' descriptive vocabulary.
- Teachers do not always plan lessons carefully with teaching assistants so that they can better accelerate the learning of different groups of pupils, including disabled pupils and those who have special educational needs.
- In the best lessons teachers demonstrate a clear view of the skills they expect pupils to have acquired or developed by the end of the lesson. They select activities carefully to ensure pupils achieve these aims and use time expertly to review, clarify and extend the learning of different groups of pupils, including the more-able.
- In Reception and Year 2, good examples were seen of teachers' high expectations for pupils' progress; their sharply focused lessons ensured that pupils acquired knowledge and added depth to their learning quickly. For example, more-able Reception children, prompted by the teacher, suggested more complex words such as 'cauldron' as alternatives to 'pot' and moved on confidently from their knowledge of two-dimensional shapes to identify the properties of three-dimensional shapes.

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

- The behaviour of pupils is good. Children settle well in the Early Years Foundation Stage. They respond quickly to adults' prompting, take a keen interest in their work and most children show initiative, for example in helping each other out or in selecting materials to work with.
- From Year 1 upwards pupils also have positive attitudes to learning. They interact well with each other in most lessons to practise and to check their learning. Year 5 pupils, in particular, are very keen to answer the teacher's questions and help each other out willingly by suggesting alternative ways of solving problems. Staff manage pupils well and relationships are respectful and supportive.
- Pupils behave well in corridors and in the dinner-hall. They report few problems with behaviour, apart from the occasional 'fall-out' in the playground. Pupils' attendance is checked closely. It recovered in 2013 after a dip in 2012 and is now average. There were very few exclusions last year and there has been only one fixed term exclusion since September 2013.
- The school's work to keep pupils safe and secure is good. Staff have a detailed knowledge of the medical and social needs of younger pupils and use this information well to keep a close eye on pupils' welfare, for example during playtimes. Parents, as indicated in the school's own questionnaires and discussions with an inspector, are very satisfied with staff's efforts to ensure pupils' well-being in school.

- Pupils know how to play safely and can, for example, explain why safety barriers are in place to guard against potential dangers from the building site. They are confident that teachers would deal effectively with any instances of bullying. School councillors play their part too, through having a say in changes to the school's behaviour policy and anti-bullying initiatives.

### **The leadership and management** requires improvement

- The well-considered actions which have been taken since September 2013, for example for tightening up assessment procedures, are not yet deeply rooted in the school's work. Although new staff have settled well, consistency, for example, in the use of marking and pupils' targets has not been achieved.
- Senior and middle leaders, including new appointees, have not carried out checks on teaching and learning within their areas of responsibility in sufficient detail to enable them to exert a strong influence on the school's work and direction. The progress of disabled pupils and those with special educational needs is not monitored closely enough to ensure these pupils make good progress in lessons led by class teachers.
- The new headteacher has an accurate view of the quality of the school's current work. He quickly identified causes of pupils' underachievement in Key Stage 2 and developed clear plans to tackle them systematically. The benefits of the school's new tracking system are already apparent in pupils' improved rates of progress in Years 3 and 4. Questionnaires indicate that his forceful leadership enjoys staff's full confidence and morale is good.
- Pupils' spiritual, moral, social and cultural development is fostered adequately through the curriculum. Enrichment activities, for example visits to the Viking Centre, support the development of pupils' writing effectively. There are few planned opportunities outside the classroom to promote pupils' awareness of cultural diversity.
- The local authority was slow to take effective action to tackle the underachievement of Key Stage 2 pupils. Since the new headteacher's appointment they have increased their level of support.
- The first instalment of the recent national sports funding for primary schools has been spent suitably, for example in employing professional coaches to improve staff's and pupils' skills. This expenditure, together with a recent, successful National Lottery bid has enabled the school to run an extended range of sports clubs every evening and boost pupils' participation in sport, including in competitive events.
- **The governance of the school:**
  - Governors acknowledge that, in the past, they have not held senior leaders rigorously to account. They have been considerably more effective in the last six months. They have taken sensible decisions over pupil premium funding through appointing a teacher to oversee this area of the school's work. They have undertaken a skills audit and rearranged committees to help them review the school's work more closely.
  - They keep targets for the headteacher's performance under regular review and now participate more fully in decision-making. They are aware of the aspects of pupils' skills which require improvement and have an adequate overview of the quality of teaching.
  - They are making sure that suitable procedures are followed when decisions are taken about staff pay rises and promotion.
  - Governors make sure that the school's systems for safeguarding are secure and meet current national requirements.

## 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>	112705
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	440356

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Tidd
<b>Headteacher</b>	Tim Clarke
<b>Date of previous school inspection</b>	14 October 2010
<b>Telephone number</b>	01246 473398
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