

Norfolk Community Primary School

Guildford Avenue, Sheffield, South Yorkshire, S2 2PJ

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Attainment by the end of Key Stage 2 has been rising more slowly than by the end of Key Stage 1 and in 2013 remained significantly below average.
- By the end of Year 6, too few pupils make better than expected progress in reading and mathematics.
- Teaching has not been good enough over time. Consequently, there are gaps in what pupils know and understand, particularly in upper Key Stage 2.
- Lessons are not always planned well. For example, in some lessons, the most able pupils are given work that is too easy. They finish quickly and then have to wait for the rest to catch up.
- Pupils' attendance has not improved enough since the time of the last inspection and remains lower than in most other schools. Also, the attitudes of some pupils to their work are not always as good as they could be.
- Leaders have not ensured that the quality of teaching is consistently good. As a result, it varies from class to class, and last year was particularly weak in Year 5.
- Leaders and teachers do not always use data well enough, which limits how quickly they respond to support pupils who are not making fast enough progress.
- The governing body does not ask probing enough questions of school leaders to hold them robustly to account for the progress that pupils make.

The school has the following strengths

- Since the appointment of the new leadership team, the school is improving and there are now examples of good teaching and better achievement.
- Children make a really good start in the Early Years Foundation Stage, which is much better than at the time of the last inspection.
- Pupils are now also making much better progress in Key Stage 1. As a result, attainment improved significantly last year.
- The school provides a safe and caring environment. There is a strong focus on developing pupils' self-esteem.

Information about this inspection

- Inspectors observed 29 lessons or small-group activities, of which four were conducted jointly with members of the senior leadership team.
- Meetings were held with the governing body, senior leaders and school staff.
- Inspectors talked to pupils about their work in lessons, looked at work in books, listened to pupils read and met with a group of pupils from Key Stage 2.
- Inspectors took account of 66 responses to the on-line survey (Parent View) and a recent school survey. Inspectors also spoke to a number of parents during the two days.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and safety, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Tony Price	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium funding is above average. The pupil premium is additional government funding provided for children in local authority care, those from service families, and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is also above average.
- The proportion of pupils from minority ethnic groups is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection, a number of new appointments have been made, including the headteacher, the deputy headteacher and the Early Years Foundation Stage leader.
- The school runs a breakfast club for pupils and parents to attend.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is always good or better, by:
 - making sure teachers plan lessons that suitably involve all pupils, so everyone makes good use of the time available, developing good attitudes to their learning
 - providing work that challenges the most able pupils to persevere in order to achieve as well as they can
 - encouraging pupils to respond more quickly to the guidance they are given to improve their work.
- Raise attainment by the end of Key Stage 2 by:
 - ensuring more pupils make better than expected progress in Year 3 to Year 6, especially in Year 5
 - providing more opportunities for pupils in Key Stage 2 to have further support in their reading
 - building upon recent improvements in how mathematics is taught.
- Improve the quality of leadership by:
 - acting swiftly to raise attendance and reduce the proportion of pupils who are frequently absent
 - using data about pupils' progress more sharply in order to act more quickly if pupils' achievement is not as good as it should be
 - enabling governors to be better informed about the school's performance so that they can carry out their responsibilities to challenge leaders and teachers more rigorously.

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

Inspection judgements

The achievement of pupils

requires improvement

- Attainment by the end of Year 6 has been significantly below average for the past four years and has not risen quickly enough, particularly in reading and mathematics. This does not represent good progress from pupils' individual starting points in the school.
- Last year, the majority of pupils in Key Stage 2 made expected progress, but few did better than this. Pupils' progress was particularly weak in Year 5.
- Most children start the Early Years Foundation Stage with skills that are well below those typically expected. However, regardless of their starting point, children settle quickly and soon make good progress. They obviously enjoy learning and playing together and benefit from the range of activities that are on offer indoors and outside.
- Pupils who did not read as well as expected by the end of Year 1 have been given additional support and now an increasing proportion are reading at the expected standard.
- Attainment in reading by the end of Year 2 improved significantly last year and was broadly average. This was the highest it has been for many years. Attainment in mathematics also improved and it, too, was in line with the national average. While attainment in writing also improved significantly, it remained just below average.
- School data, lessons observed and work in pupils' books all demonstrate that pupils' achievement is improving further this year. However, progress in writing remains generally stronger than progress in mathematics and reading.
- The school has recently introduced a new approach to the teaching of mathematics. It is already starting to make a positive difference to the way pupils develop and use their mathematical skills. However, it is not yet fully established in every class, which still limits the progress some pupils make.
- In Key Stage 2, pupils are heard to read in small groups. A number of these groups help pupils make good progress, but other groups do not work so well. This is because adults pay more attention to some pupils while others are more passive and included less. This slows their progress.
- The vast majority of disabled pupils and those with special educational needs make similar progress to others in the school.
- Pupils who are supported by the pupil premium funding, including those known to be eligible for free school meals are making increasingly good progress, so that last year they were typically only six months behind others in the school. This is one example of the school's commitment to tackle discrimination.
- Pupils from minority ethnic groups, including those who speak English as an additional language, generally make slightly better progress than others in their classes.

The quality of teaching

requires improvement

- Since the time of the last inspection, teaching has not been good enough to ensure that pupils make good progress by the time they leave Year 6.
- While the quality of teaching is improving, there remain some lessons that are still not good enough.
- In lessons observed where learning was not good, the tasks the most able pupils were given did not stretch their thinking or challenge their understanding well enough. They explained, 'sometimes the lessons aren't challenging enough; they're a bit boring really'. This is particularly the case in mathematics.
- In other lessons where learning requires improvement, some pupils are given too much to do and then struggle to complete tasks in a given time. On these occasions, some can become disheartened and then not work to their best ability. While none overtly misbehaved, their

attention did wander and some pupils began to talk amicably to their friends; their time was not used well.

- There are a growing number of lessons where pupils now make good progress. Activities are planned to capture pupils' imagination from the start. An example of this was observed in a Year 4 writing lesson, where pupils were taken outside to see the debris of an alien spacecraft which had crash landed in the playground. The discussion that took place greatly enhanced the quality of writing that followed.
- The quality of marking is also improving rapidly, but pupils are not always encouraged to respond quickly enough to the guidance they are given to improve the quality of their work. Guidance offered during reading activities can also vary in quality and pupils can then lack the enthusiasm to really try their best.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. This is because their attitudes to learning are not always as good as they could be. Also, pupils' attendance has not improved quickly enough since the time of the last inspection and too many pupils are frequently absent without providing a good enough reason. A small number of pupils quite regularly arrive late for school and this can delay how promptly their lessons start.
- Most pupils enjoy their time at school and appreciate what teachers are doing to 'make lessons more fun and exciting'. The majority of pupils show a great deal of respect for one another and this allows a growing number of lessons to move along without interruption.
- The majority of pupils are now capable of settling quickly and are able to concentrate for extended periods of time, encouraging one another to do their best.
- Playtimes and lunchtimes are happy occasions and most pupils behave well. However, a number were observed dropping food onto the floor to avoid finishing what was on their plate, so they could quickly get outside.
- Pupils are knowledgeable about all types of bullying and know 'teachers will listen and helps us if we need to talk'. School records show that incidents of bullying are rare and always well managed.
- The school's work to keep pupils safe and secure is good. The school is a calm and peaceful place and this helps pupils feel confident. The vast majority of parents who responded to the on-line questionnaire agree that the school is a safe and happy place for their children.
- Pupils are also aware of how to keep themselves safe, when using the internet, for example.
- School staff are united in their drive to build pupils' self-confidence. One teacher commented that at the start of this year 'my most able pupils were scared of having a go in case they got it wrong'. She went on to explain that 'learning attitudes have now significantly improved and pupils are much more willing to take risks and learn from mistakes.'

The leadership and management

requires improvement

- Leadership and management require improvement because leaders have not yet ensured that all teaching is good. Data is not used effectively enough to ensure swift action is always taken when pupils are not making enough progress. Leaders also recognise that pupils' attendance has not improved quickly enough since the time of the last inspection.
- The recently appointed headteacher, deputy headteacher and leader of the Early Years Foundation Stage have quickly established an effective team spirit within the school. There is a shared determination that this now improving school once again becomes a good school.
- Senior leaders have reorganised the structure of the leadership team to enable the effectiveness of all staff to be better supported and challenged. The headteacher has set clear expectations for middle leaders on a higher salary, and that pay progression is not automatic.
- The headteacher and deputy headteacher are making further necessary improvements to the

system for tracking pupils' progress and measuring their attainment. Even so, this information is not yet used well enough by all staff to keep careful watch on pupils' lateness, attendance or their progress in lessons.

- The new primary school sports funding is being used to provide more clubs for pupils to attend, as well as improve the quality of teaching in physical education lessons. While this is still at a relatively early stage of development, more pupils are attending clubs than ever before.
- The pupil premium funding is used to provide some small group and one-to-one activities. These are increasingly effective, helping eligible pupils catch up with others in the school.
- Pupils benefit from a wide range of clubs and activities outside the school day. The breakfast club is well attended and provides an opportunity for families to choose to eat together at the start of a busy day. Pupils really enjoyed their '100% attendance Breakfast Party'.
- The recently appointed leaders have the full confidence of the local authority, in their ability to continue to improve the school which provides appropriate support and challenge when required.

■ **The governance of the school:**

- Governors are very supportive of the school and passionately share the desire that the school provides a good education for all pupils. They ensure safeguarding requirements are met. Governors are informed about the big picture of school improvement and how the school compares with others in the country, but tend to have an overgenerous view of the school's effectiveness. They are making regular monitoring visits and appreciate how hard staff are working to improve the quality of teaching. However, the governing body lacks a detailed understanding of the impact of some aspects of the school's work, especially their inability to rigorously analyse comparative data about pupils' achievement. This hinders governors' ability to hold school leaders robustly to account.

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	130335
Local authority	Sheffield
Inspection number	440876

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Gillian Gehring
Headteacher	Jane Hobley
Date of previous school inspection	14 June 2011
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