

# Norbury Manor Primary School

Abingdon Road, London, SW16 5QR

**Inspection dates** 5–6 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- From low starting points, the standards that pupils achieved at the end of Key Stage 1 and 2 were below average in 2014. Progress is now improving but remains inconsistent.
- Although improving since September 2014 when the new leadership team arrived, the impact of teaching over time is not good. This is particularly the case in Key Stage 2. Teachers do not always fully engage pupils in their learning or have high enough expectations of what pupils, particularly the most able, can achieve. Work set is frequently based on an inaccurate assessment of abilities and does not always fully challenge pupils.
- Current leadership has had limited time to make an impact. It has focussed on improving the quality of teaching. Senior leaders are not fully aware how all pupils are progressing.
- Middle leaders do not take enough responsibility for the progress of pupils in their subject areas.
- Governors are not fully aware of the school's performance and how the school is doing when compared to national averages.
- The requirements of those who have special educational needs or disabilities are not identified quickly enough. Not enough support is given in literacy and numeracy. The headteacher now monitors the work of those who have special educational needs.
- Pupils' make slower progress in writing than in reading and mathematics, particularly for lower attaining pupils in Key Stage 2. They are not given enough chances to write at length in literacy and other subjects of the curriculum.
- Behaviour, particularly in Years 4 and 5, is not always good. Pupils report that sometimes the behaviour of others affects their learning.
- Although starting to improve, many children in the early years provision are not well enough prepared for Year 1. What they need to learn next is not clearly identified. Activities that are set by teachers are not planned well enough to ensure that children make good progress.

### The school has the following strengths

- Staff, parents and pupils praise the new leadership team. The new headteacher has already had an impact. She has identified weaknesses in the quality of teaching and acted to address underperformance. She has improved progress in Key Stage 1. The new marking policy is enabling pupils to have a better understanding of how they have done and what they need to do to improve.
- Pupils' spiritual, moral, social and cultural development is good. All aspects of British values are well promoted. The school celebrates its diversity.
- Pupils feel safe in the school. Parents report that they consider that their children are safe.
- Disadvantaged pupils sometimes make better progress than their peers.

## Information about this inspection

- Inspectors observed learning in 25 lessons and part lessons. Many were observed jointly with senior leaders. In addition, inspectors heard pupils reading in Year 2 and Year 6.
- Pupils' work in every year group was examined, including learning journals in the early years provision.
- Meetings were held with two groups of pupils, the Chair and other members of the Governing Body, and school staff. A meeting was held with a representative from the local authority.
- Inspectors took account of 17 responses to the online questionnaire, Parent View, and one response submitted to the inspection service provider. Inspectors also spoke to parents at the end of the school day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 22 responses to the staff questionnaire

## Inspection team

Elizabeth Bowes, Lead inspector	Additional inspector
Kanwaljit Singh	Additional inspector
Peter Thrussell	Additional inspector

## Full report

### Information about this school

- Norbury Manor Primary School is a larger-than-average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is much higher than the national average. Pupil premium is additional funding provided by the government for disadvantaged pupils, including those eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs on the school roll is similar to the national average. There are currently no pupils with an education, health and care plan.
- Pupils come from a variety of different heritages, including African, Caribbean and Pakistani. Over half of all pupils do not speak English as their first language%. This is much higher than the national average.
- In 2014 the school met the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and an after-school club.
- The early years provision consists of a part-time nursery and full-time reception classes.
- High numbers of pupils enter and leave the school at times other than the beginning of the Nursery.
- A new headteacher has been in post from September 2014. The senior leadership team has been restructured recently. Staff turnover has been high since the previous inspection in March 2013.

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

- Improve the quality of teaching so that it is good or better by ensuring that:
  - teachers have high expectations, including for the most able, and set work based on an accurate assessment of pupils' abilities
  - teachers fully engage pupils in their learning so that behaviour, particularly in Years 4 and 5, is always good
  - the needs of disabled pupils and those with special educational needs are quickly identified and appropriate support is given in literacy and mathematics for those who may be struggling.
  - those who speak English as an additional language are given the support they need to consistently make good progress
- Improve achievement in writing across the school, especially for lower attainers in Key Stage 2, by giving pupils frequent opportunities to write at length in literacy and other subjects.
- Make sure that a larger percentage of children in the early years provision are better prepared for learning in Year 1 by ensuring that:
  - learning always builds on what children already know and can do
  - teachers plan activities that have clear learning outcomes to make sure children always make good or better progress
- Increase the impact of leadership and management on achievement by ensuring that:
  - assessment through the school provides senior leaders with clear information about how all pupils are progressing
  - middle leaders take more responsibility for the progress of pupils in their subject areas
  - governors have a greater understanding of the school's data and how the school is doing when compared to national averages.

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 leadership and management

### require improvement

- Leadership and management require improvement because progress has until recently been too slow. Standards were significantly below average at the end of Key Stage 1 and 2 in 2014. However, work in books of current pupils indicates that they are now making expected progress.
- The new headteacher and her team are aware that information about how different year groups are progressing is limited because the system for analysing how well pupils are doing in Years 1, 3, 4 and 5 is very new.
- Those who are middle leaders do not take sufficient responsibility for the progress of pupils in their subject areas. This has an impact on the consistency of progress of pupils in the different year groups and classes. However the senior leadership team are now training middle leaders to be more effective in their roles.
- The arrival of the new headteacher has led to a culture of improvement. The quality of teaching is now improving and inadequate teaching has been addressed. Progress in Key Stage 1 is now stronger and school data indicates that results in Key Stage 1 will be better than last year. The headteacher has quickly implemented a consistent marking policy that provides pupils with a clear understanding of how well they are doing and the next steps they need to do to improve. Plans for school improvement are now clear and focused on improving pupils' achievement. The headteacher has also implemented a behaviour policy that both pupils and staff say they like and it is now starting to have an impact.
- Leaders have rightly focused on improving the quality of teaching and teacher underperformance has been quickly addressed. The monitoring of teaching is now more regular and teachers have been given clear targets for improvement which focus on raising pupils' achievement. Although leaders recognise that there is more to do, improvements in the quality of teaching demonstrate that the school has the capacity to improve further.
- The school uses additional pupil premium funding effectively. Additional staff are employed to ensure that disadvantaged pupils who are at risk of falling behind are effectively supported.
- The impact of the local authority's support has been effective. There has been a range of support for literacy and numeracy - for example, in checking standards achieved against other schools.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. Pupils have ample opportunities to reflect on the beliefs and values of others through assemblies and lessons. Pupils have a good understanding of democracy and the rule of law, and the school prepares pupils well for life in modern Britain. There are respectful relations between staff and pupils and all feel they are equally valued. The school celebrates the diversity of pupils, who between them speak 37 different languages. Discrimination is not tolerated. However, not all work is planned with sufficient care to ensure that pupils of all abilities have an equal chance of success in their learning.
- The primary school physical education and sports funding has been used effectively. The funding has paid for staff training and additional opportunities for pupils to take part in a large range of sports. As a result, pupils' participation in sport has improved and this has had a positive effect on their well-being.
- The effectiveness of the school's safeguarding procedures is good. The school meets statutory requirements and diligently checks the identity, qualifications and suitability of staff and visitors. Staff are well trained in first aid. The school site is regularly monitored for any safety defects.
- **The governance of the school:**
  - Previously governors were not fully effective as they had a limited understanding of the school's data. They were not sure how the school was doing when compared to other schools. This means that they did not fully hold the school to account for the achievement of its pupils.
  - The new Chair of the Governing Body has ensured that governors are becoming better at using data to hold the school to account. Governors know about the progress of pupils when compared to other schools nationally. They are still not fully aware of how pupils are attaining in comparison to other schools.
  - Many governors are new but all are keen to support the school fully in getting back on track. Governors regularly visit the school and so know about how the quality of teaching is starting to improve. They understand the targets set for teachers and how good teaching is rewarded with salary progression. Governors have been very supportive to the headteacher in dealing with teacher underperformance.

**The behaviour and safety of pupils****require improvement****Behaviour**

- The behaviour of pupils requires improvement.
- In some classes, particularly in Years 4 and 5, pupils take a long time to settle and often their attention wanders. For example, in one class pupils were seen to flick bits of paper at each other. When asked, pupils said that the behaviour of others sometimes had a negative effect on their own learning. However many pupils said that behaviour has much improved since the new headteacher arrived.
- The school logs behaviour incidents clearly and there are still some pupils who have to have fixed-term exclusions. The new behaviour policy has been praised by both pupils and staff and clear support for the behaviour management of pupils is starting to have an impact.
- Around the school pupils can be polite and courteous. However, there were examples when pupils were shouting in the corridors during lessons, and this interrupts the learning of others.
- Pupils' spiritual awareness is carefully developed and pupils have a good knowledge of and respect for different religions. Social skills are developed through activities such as the school council.
- The breakfast and after-school club make a positive contribution to pupils' well-being.
- Attendance rates are improving and are now approaching the national average.

**Safety**

- The school's work to keep pupils safe and secure is good.
- All pupils who were asked said that they were safe in school. Parents who were spoken to at the end of the school day or who answered the questionnaire, Parent View, were positive about how the school keeps their child safe.
- In all year groups, including the early years provision, pupils are taught about people who work to keep them safe, such as the crossing patrol officer and the police. Pupils have a good awareness of how to keep themselves safe on the internet. They know about the dangers of substances such as alcohol, tobacco and drugs. As a result, pupils know how to keep themselves safe.
- Pupils considered that there was almost no bullying in the school. They reported that if there was a problem, such as name calling, then they were confident that teachers would sort it out. Pupils know about the different types of bullying.

**The quality of teaching****requires improvement**

- Expectations of what pupils, especially the most able, can achieve have not been high enough. While there are improvements, there still remains inconsistency in progress in the different classes and year groups.
- Teachers do not always set work for pupils based on their understanding of what each pupil knows, understands and can do. In some classes all pupils are given the same work, whatever their level of ability. This results in some pupils finding the work too hard and others finding it too easy.
- Too often, the needs of those pupils who have disabilities or special educational needs are not identified quickly enough. The impact of this is that these pupils do not do as well as they could. Often there is limited effective support given in literacy and mathematics for those who may be struggling. However progress is now improving because the headteacher is monitoring the work of these pupils.
- The school's marking policy is used consistently to help pupils to understand how successful they have been in their work. Pupils are clearly shown what they need to do next, and are usually given sufficient time to act on the advice of teachers to improve their work.
- In Year 6, pupils' progress is accelerating rapidly because the level of challenge is greater. Good teacher subject knowledge and a supportive environment enables pupils to catch up on missed learning.
- Teachers ensure that displays around the school celebrate different cultures, such as in Black History Month. Signs are written in several different languages, contributing to the welcoming atmosphere. In classes, teachers have created displays that provide helpful hints in literacy and mathematics.

**The achievement of pupils****requires improvement**

- Progress in different classes and year groups is too variable. In 2014, in Key Stages 1 and 2, attainment in reading, writing and mathematics was significantly below average.
- Progress in writing is inconsistent for those who are lower attainers in Key Stage 2. Many of these pupils are new to the school and new to learning English. While the school helps new arrivals develop their confidence, it has had less impact on helping these pupils make consistently good progress.
- The most able pupils make inconsistent progress. In Key Stage 1 and 2 a lower number than found nationally reached the higher levels in reading, writing and mathematics. However, those pupils who received more effective teaching, particularly in Year 6, achieved in line with national expectations for the highest level in mathematics.
- Evidence in pupils' books and the school's own data show that pupils currently in Year 6 are now on track to make better progress due to the effective teaching that they are receiving.
- Pupils in Year 2 are now making better progress. School data and evidence in books indicate that these pupils are on track to attain in line with national expectations. Improvements in reading in Key Stage 1 are shown by the increase in results for the Year 1 phonics (the sounds that letters make) reading check. Results are now in line with the national average.
- In other year groups pupils' attainment is starting to rise as a result of the new leadership's effective strategies to raise the quality of teaching.
- From their different starting points, the progress of those who are disadvantaged is similar to that of others in the school. In 2014 the attainment of disadvantaged pupils was less than a term behind their peers in reading and writing. They were over two terms behind in mathematics. Attainment gaps were greater when compared to other pupils nationally; they were about a year behind in reading and mathematics, and over four terms behind in writing. However, gaps are closing rapidly and in some cases disadvantaged pupils make better progress than their peers. This is because the school has made maximum use of the additional funding to support these pupils.
- Disabled pupils and those with special educational needs and those who speak English as an additional language make inconsistent progress. This is because the level of support that they receive is very variable.

**The early years provision****requires improvement**

- The early years provision requires improvement because children do not make consistently good progress from their low starting points. While in 2014 the percentage of children reaching a good level of development at the end of the Reception Year improved from 2013, it is still too low. This means that children are not well prepared for learning in Year 1.
- Teaching requires improvement because teachers do not carefully build on what children already know and can do. By the end of the reception class, skill levels in reading, writing, number and shape, space and measures are still low. However due to the increased support of the new leadership team teaching is now improving.
- Activities that are set by teachers are not planned well enough to ensure that children make good progress. During the inspection in some classes it was unclear what the teacher was expecting the children to learn in an activity. This hinders the amount of progress that children are able to make.
- The new leadership in the early years has recognised that progress needs to be greater. Some initiatives have been introduced to improve, such as a greater emphasis on phonic skills development. However, as yet, these have had a limited impact.
- Children behave well in the nursery and also in the reception classes. They are developing established routines and this helps them to settle quickly to activities. They understand how to stay healthy through, for example, washing their hands after eating fruit. Children feel safe and secure.
- Parents are happy with the care that is provided for their children.

## 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>	453723

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>	528
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maggie Mansell
<b>Headteacher</b>	Iffat Fariduddin
<b>Date of previous school inspection</b>	21 March 2013
<b>Telephone number</b>	020 8679 3835
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