

# Inspection of Norbury Court School

Norbury Court, London Road North, Poynton, Stockport SK12 1BZ

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Inspection dates: 22 and 23 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not previously inspected
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils at Norbury Court School said they like being in a small class where the staff know them and understand them. Pupils are successful because leaders and staff have high expectations of them. Pupils said that they trust staff. As pupils gain self-belief, they settle well into the secure routines of school. They arrive each day eager to learn.

Pupils behave well in school. They show respect and understanding for the feelings and views of others. Pupils feel safe and happy because adults listen and care for them. Bullying is not tolerated. If it does occur, it is dealt with swiftly.

Pupils succeed well in the calm and nurturing environment. Pupils take pride in their achievements. For example, pupils shared a poem written to help others understand what it feels like to live with attention deficit hyperactivity disorder. Pupils enjoy taking on responsibilities, including preparing and cooking meals for each other. This helps to prepare them for the future. Pupils enjoy a wide range of other activities, such as trips to the local beach and places of interest which broaden their horizons. They quickly develop their confidence, resilience and self-esteem.

## **What does the school do well and what does it need to do better?**

Pupils join the school having spent considerable time out of education. Many have previously struggled to learn well. Pupils have many gaps in their knowledge and understanding across all subjects. Positive relationships with staff help pupils to feel confident enough to start learning again.

Teachers use assessment information, and detailed education, health and care plans, to identify what pupils know and can do. This helps teachers design and deliver an appropriate curriculum for each pupil.

In most subjects, including English and mathematics, plans are detailed. The knowledge pupils will learn is carefully sequenced over time. Teachers plan opportunities for pupils to revisit, practise and consolidate prior learning, before new knowledge is introduced. This helps pupils to remember what they have been taught. For example, in mathematics, pupils apply their knowledge of calculations to solve increasingly challenging problems. Pupils persevere when things do not always work out as they expect them to. However, not all subject plans are as detailed. They do not identify the key steps of knowledge that will help pupils to learn more and remember more over time.

Pupils are polite, respectful and well mannered. They conduct themselves well and there is little disruption to learning. Pupils are keen to learn and work hard.

Through carefully selected texts, teachers develop pupils' love of reading. Pupils talk enthusiastically about the books that they have enjoyed. Pupils are encouraged to

read across a range of subjects when carrying out research. This may include when learning about key events in the past or how to keep fit and healthy. Teachers use every opportunity to build and widen pupils' vocabulary. They skilfully check that pupils understand what they are reading. As a result, pupils are becoming confident, fluent readers.

Wider opportunities beyond the academic curriculum help to prepare pupils well for the future. Teachers effectively promote pupils' understanding of different faiths and cultures. Pupils understand the importance of tolerance and respect for the views of others. Pupils can explain how laws are made and how it is important to follow rules, especially those that keep people safe.

Teachers ensure that pupils receive impartial advice on careers. This allows pupils to make an informed choice about their future. Pupils are ambitious to gain qualifications by attending college or by building specific skills such as those necessary to become a mechanic.

Members of the proprietor body use their knowledge and experience well to hold leaders and teachers to account for the quality of education that pupils receive. They ensure that teachers have the appropriate training and resources that they need. They also ensure that the school is well maintained and that the independent school standards are met. Staff feel supported with regards to their well-being and workload.

The proprietor body has ensured that a detailed accessibility plan is in place.

## **Safeguarding**

The arrangements for safeguarding are effective.

Effective strategies are in place to ensure that pupils are safe, behave in a safe way towards others and know how to keep themselves safe. Safeguarding procedures are understood by all staff. Staff work closely with other agencies to ensure that pupils receive the additional help that they need.

Staff receive appropriate training. This helps them to identify when pupils are concerned or worried. Staff support pupils' emotional needs well. Pupils know that there is always an adult who will listen to them.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- Leaders use assessment information effectively to identify what pupils know and can do and to identify any gaps in their learning. In most subjects, including English and mathematics, curriculum plans carefully sequence the key knowledge that pupils need to learn in a logical order. Pupils achieve well in these subjects. However, not all subject plans are as detailed. They do not identify the key

components of knowledge that pupils need to learn in order. Leaders should ensure that curriculum plans in all subjects clearly set out what pupils need to learn across the key stages, so that pupils' knowledge builds effectively over time.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	147660
<b>DfE registration number</b>	895/6009
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10193274
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Proprietor</b>	Supporting Futures Limited
<b>Chair</b>	Julie Collings
<b>Headteacher</b>	Julie Ahern
<b>Annual fees (day pupils)</b>	£36,000.38
<b>Telephone number</b>	01625871363
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:julie.ahern@supportingfutures.co.uk">julie.ahern@supportingfutures.co.uk</a>

## Information about this school

- All pupils who attend this school are in the care of a local authority.
- All pupils who attend this school have an education, health and care plan related to their social, emotional, behavioural and mental health needs.
- This is the school's first standard inspection since the school opened in April 2020.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with leaders and have taken that into account in my evaluation of the school.

- I held telephone conversations with the chair of the proprietor body and a representative from one of the local authorities who place pupils at the school. I spoke with the headteacher who is also responsible for the day-to-day management of the school. I also spoke with pupils.
- There were no responses to Parent view, Ofsted's online questionnaire. There were no responses to the pupil or staff questionnaires. I spoke with a member of staff from the residential home.
- During the inspection, I considered the following subjects: English, including reading, mathematics, history and personal, social, health and economic education. I also considered geography and science. I spoke with the teacher, visited lessons and looked at pupils' work. I also spoke to pupils about their learning and the life of the school.
- I checked the school's premises and reviewed a range of documentation, including documentation relating to safeguarding and information relating to the independent school standards. I also looked at records of pupils' attendance and pupils' education, health and care plans.

## Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

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