

Inspection of Norland CE School

Berry Moor Road, Norland, Sowerby Bridge, West Yorkshire HX6 3RN

Inspection dates: 2 and 3 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school where everyone is valued. Staff have high expectations for all pupils. Leaders know pupils well and ensure that vulnerable pupils get the support they need. There is a place for everyone at Norland CE School. One pupil summarised the views of many when they said, 'it isn't about who you are on the outside; it is the inside that matters'. Pupils are clear that prejudice of any sort is not tolerated at their school.

Adults help pupils to resolve problems. Bullying is dealt with quickly and sensitively. Older pupils are proud to be 'buddies' to the younger children in school. Pupils are kind and considerate to each other. They feel safe and they are safe.

Pupils enjoy attending clubs such as sports, cooking and film club. They also value opportunities for trips such as the Year 6 residential. Pupils vote to elect house captains and members of the school council. Pupils say staff listen and take account of their views.

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

Leaders have planned an ambitious curriculum. In subjects such as science, history and English, leaders have thought carefully about how to break learning down into small, well ordered steps. This helps pupils to build their knowledge and understanding over time. Pupils can recall what they have been taught. They confidently use their knowledge to make sense of new topics and ideas.

Children in the early years benefit from a broad curriculum. They build up core skills in reading, writing and mathematics because leaders have considered carefully what they need to know. Children in early years also learn subjects such as history, science and design technology. However, in these subjects, leaders have not considered carefully the precise knowledge children must remember and the order in which it should be taught. This means that sometimes children in the early years miss out on important learning.

Teachers have strong subject knowledge. They regularly check pupils' understanding and quickly clarify any misunderstandings. This supports pupils to make sense of what they are learning and remember important facts.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers ensure that they can access the full curriculum. However, at times, targets on some plans to support pupils with SEND are not precise enough about addressing the support that these pupils need. This means that pupils with SEND do not always receive the precise help they need to become independent.

Pupils value the many learning experiences the school provides beyond the classroom. For example, when learning about the Mayans in history, an archaeologist visited school. Pupils were able to look at artefacts and ask questions. They say this helps them to make sense of what they are learning and brings learning to life.

Leaders place high importance on the teaching of reading. Reading is taught well. Phonics lessons effectively build on what pupils already know. Pupils have regular opportunities to practise reading and writing the sounds they are taught. If they fall behind, pupils catch up quickly because staff are well trained to support them.

Leaders have thought carefully about how they develop pupils' understanding of life in modern Britain. Pupils enjoy discussing topics through planned 'think and talk' activities across the curriculum. For instance, Year 6 pupils debate gender stereotyping before writing palindrome poems. As a result of these opportunities, pupils develop an understanding of bias and prejudice. They are mature and respectful when sharing their views with others.

Pupils behave well. Teachers ensure that any low-level disruption is not allowed to stop learning. Most pupils listen well to teachers and work hard. Pupils understand how to be active and responsible citizens. One of the many opportunities available to pupils is to sell produce at the scarecrow festival in order to raise funds for local charities.

Leaders are ambitious for all pupils. They reflect on what the school does well and what it needs to do to improve. Governors visit the school regularly. They work closely with the local authority and diocese to provide challenge and support to school leaders.

Staff are proud to work at this school. They appreciate the opportunity to work with staff from across the federation of schools. Some parents expressed concerns about the number of staff who have left in recent years. Leaders have taken effective steps to minimise the impact of this on pupils.

Safeguarding

The arrangements for safeguarding are effective.

The safety and well-being of pupils is an absolute priority for everyone. Staff are well trained and understand their safeguarding responsibilities. Leaders act quickly when they have concerns about pupils. They work well with external agencies to support vulnerable children and families.

Leaders ensure that pupils are taught about the risks they may face in the local community. Pupils are encouraged to talk about things that worry them, such as knife crime. Pupils value this opportunity. It helps them to make sense of complex issues and to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, targets on some plans to support pupils with SEND are not precise enough about addressing the support that pupils need. This means that pupils with SEND do not always receive the precise help they need to become

independent. Leaders must ensure that pupils' needs are accurately assessed and clearly identified to staff, and that they have access to the right support.

- In some subjects within the early years, curriculum leaders have not thought carefully about the precise knowledge children must learn and the order in which it should be taught. This means that children miss out on important learning. Leaders should ensure that children learn important knowledge sequentially, in a way that helps them to remember what they have been taught 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 information from Ofsted Parent View 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 school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107537
Local authority	Calderdale
Inspection number	10211082
Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair of governing body	James Franklin Smith
Headteacher	Yvette Sullivan
Website	www.norland.calderdale.sch.uk
Date of previous inspection	13 December 2016, under section 8 of the Education Act 2005

Information about this school

- This school is one of two schools in the Calderdale Village Schools Federation.
- The school's executive headteacher works across two schools in the federation. There is also a head of school who works at Norton CE School full time.
- The school is smaller than the average-sized primary school.
- The school is voluntary controlled. The last section 48 inspection carried out by the diocese took place in October 2017.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, the school's special educational needs coordinator and subject leaders.

- Inspectors scrutinised a number of school documents, including improvement planning, a range of policies, minutes of governing body meetings and the school's behaviour and attendance records.
- Inspectors carried out deep dives in these subjects: reading, English, history and science. They reviewed curriculum planning, visited lessons, looked at pupils' work and met with teachers and pupils.
- Inspectors reviewed the responses from 33 parents to Ofsted's survey, Ofsted Parent View. They also met with parents in person. They also reviewed the responses of 11 staff who took part in Ofsted's staff survey and spoke to groups of staff.
- The lead inspector spoke to members of the governing body, including the chair of governors. Inspectors also met with a representative from the local authority and the diocese.
- Inspectors met with groups of boys and girls from Years 4 and 6 to talk about safety and well-being.
- Inspectors scrutinised the school's safeguarding documents, including the single central record, records of staff safeguarding training and samples of the school's child protection records.

Inspection team

Natasha Greenough, lead inspector	Ofsted Inspector
Juliet Wright	Ofsted Inspector

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