

# Inspection of a good school: Normanby Primary School

Main Street, Normanby-by-Spital, Market Rasen, Lincolnshire LN8 2HE

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Inspection date:

8 March 2022

## Outcome

Normanby Primary School continues to be a good school.

## What is it like to attend this school?

Normanby is a welcoming and inclusive school. Pupils enjoy coming to school. They know each other well and treat one another with respect. Pupils are proud that everybody at the school is treated equally. The school's values include, 'We value being individuals.' Pupils demonstrate this value by respecting the differences between themselves and other people. One pupil told the inspectors: 'It is good to be different and you shouldn't be ashamed of it.'

Pupils are trusted with additional responsibilities, such as those of class councillors and lunchtime monitors. They carry out these duties maturely and responsibly. Pupils develop into thoughtful young citizens. They are confident and believe in themselves. They are well equipped for their next steps.

Pupils behave well in lessons. Relationships between staff and pupils are warm and respectful. Pupils feel safe. Pupils say that bullying is rare. They understand what bullying is and are confident about reporting it. Staff deal with bullying effectively.

Leaders want all pupils to 'be the best that you can be'. Leaders' high expectations ensures that pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious curriculum.

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

Senior leaders have a clear understanding of the curriculum they want pupils to receive. They think carefully about what they want the pupils to learn in different subjects. Leaders have ordered the most important knowledge and skills from early years onwards. They ensure that new learning builds on what pupils, including children in the Reception class, know. Staff have good subject knowledge. Relevant training has built their confidence to teach across the curriculum.

Some curriculum plans have recently been implemented. Leaders have not yet checked how well teachers deliver these curriculum plans. Therefore, leaders are yet to see how effective these plans are in helping pupils know and remember more of their learning.

Leaders have introduced a new scheme to ensure that phonics is taught systematically. Staff are well trained, so their phonics teaching is precise. Children in the Nursery Year are introduced to reading through stories, books and rhymes. In the Reception Year, children make a quick start in learning to read. Pupils have positive attitudes to reading. They practise their reading often with books that are well matched to the letter sounds they know. Leaders ensure that pupils at risk of falling behind receive the precise support they need to keep up.

Leaders have ensured that the curriculum is carefully sequenced so that pupils' knowledge builds on their previous learning. New learning is broken into manageable steps. Pupils revisit previous learning to strengthen their understanding. Leaders use assessment well to identify gaps in pupils' learning. They have prioritised teaching the most important knowledge to strengthen as a result of the COVID-19 pandemic. Pupils enjoy their lessons. For example, pupils were excited when they were challenged to solve mathematical problems.

Teachers identify pupils who need extra support. They adapt their teaching to help pupils learn alongside their classmates. Pupils with SEND are involved fully in school life. Staff know their specific needs well. As a result, these pupils access the same curriculum as their peers and achieve well.

Pupils behave well in classrooms and around the school. Low-level disruption in lessons is rare. This means that the teachers and teaching assistants can focus fully on the planned curriculum. Pupils say that the systems for managing behaviour are fair. They value the rewards given to them for trying their best.

Leaders ensure that pupils benefit from opportunities to learn about the world in which they live. Pupils discuss with confidence what they have been taught about keeping safe, including online safety. The curriculum helps pupils understand the importance of healthy relationships. Pupils have opportunities to learn about different faiths and cultures. They have a good knowledge of fundamental British values and how these apply to life in the school. Pupils in Year 6 are well prepared for their transition to secondary school. They speak with sadness when discussing leaving Normanby. They hold the school in high esteem.

Staff feel valued and supported by leaders and governors. Staff spoke about leaders being approachable and supportive. Staff appreciate the steps that leaders have taken to reduce their workload. Staff said that leaders consider their well-being. Governors are mindful of the pressures on staff in a small school and are taking action to ensure that they look after staff's mental health.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Staff are well trained in identifying and reporting safeguarding concerns. Leaders work effectively with pupils and families who may need extra help and support. Leaders keep appropriate records and engage well with external agencies to protect pupils. They gather the necessary information to ensure timely support for pupils' well-being and safety.

Governors check the school's single central record. They ensure that all the appropriate checks are made on adults before they go into school.

Pupils know how to keep themselves safe, including when learning online.

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

### **(Information for the school and appropriate authority)**

- Some curriculum plans are newly implemented. Leaders are at the early stages of evaluating the implementation of these plans and therefore the impact is yet to be seen. Leaders must ensure that they fully evaluate the implementation of their plans to ensure that all pupils learn and remember more of the curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

## **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

<b>Unique reference number</b>	120468
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10211599
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Hough
<b>Headteacher</b>	Kerri Grummell
<b>Website</b>	<a href="http://www.normanbyprimary.org.uk">www.normanbyprimary.org.uk</a>
<b>Date of previous inspection</b>	22 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Fair Acres Federation.
- The school uses no alternative provision.

## Information about this inspection

This was the first routine inspection the school had 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.

- During the inspection, inspectors discussed the curriculum with the headteacher, the two senior teachers, the SEND coordinator, curriculum subject leaders and teachers from across all year groups, including an early career teacher.
- Inspectors also met with members of the governing body, including the chair of the governing body. Inspectors spoke to a representative from the local authority.
- Inspectors spoke with several groups of pupils to talk about their learning across the curriculum.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and geography. Inspectors discussed the curriculum with the leaders of these subjects.
- Inspectors visited lessons, spoke with pupils and teachers, listened to pupils read and looked at pupils' work and documentation to understand the quality of education.
- To evaluate the effectiveness of safeguarding, inspectors reviewed school policies, procedures and records. Inspectors spoke with the designated safeguarding lead.
- Inspectors also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered 12 responses to Ofsted Parent View, as well as 10 free-text comments. Inspectors also considered the views of staff from meetings with groups of staff and from the 14 responses to the staff survey. Inspectors also considered the views of 12 pupils from Ofsted's pupil survey.

### **Inspection team**

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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