

Inspection of Norton-Le-Moors Primary Academy

Norton Lane, Norton-in-the-Moors, Stoke-on-Trent, Staffordshire ST6 8BZ

Inspection dates: 28 and 29 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Norton-Le-Moors Primary Academy is a school that gives pupils a rich, diverse and meaningful start to their education. Leaders have high expectations of pupils. Pupils rise to these expectations and achieve well as a result.

Pupils are happy, feel safe and enjoy their learning. They are proud of their school, the pupils and the staff. One pupil said, 'The teachers in this school are amazing. They all have special qualities and talents. Just like us.'

Pupils' personal development in the school is exceptional. All pupils in school are given the opportunity to develop their own individual gifts and talents. For example, pupils are given the opportunity to learn how to horse ride, ski and play golf. Leaders develop pupils' wider skills, for example collaboration and responsibility. This was illustrated when pupils explained how they cared for ducks, chickens and rabbits in the school's farm.

Pupils behave well. They are respectful and polite. Pupils said that bullying rarely happens and when it does, it is swiftly dealt with by teachers. Pupils know that if fallouts occur, adults will help to resolve any issues quickly. One pupil said, '[Adults] take care of us physically and mentally.'

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

Leaders want the very best for pupils. This ambition is shared by all staff and governors. One governor said, 'We want pupils to know that they can conquer the world.'

Leaders ensure that all pupils see the value of reading. Pupils, including in early years, read daily to an adult in school. This helps to ensure that pupils develop fluency and become confident readers. Leaders have thought carefully about the books pupils read during their time in school. Books are deliberately used to support pupils' learning across the curriculum. For example, pupils in Year 1 read a story about the Queen, before reading Mary Poppins and visiting London when in Year 4.

Children in the early years learn phonics well. In Nursery, children are exposed to the sounds they will be learning in Reception. The books that children take home are well matched to the sounds they have been taught. This helps children in the early years to make a quick start in learning to read.

The mathematics curriculum is ambitious. Pupils achieve well because teachers carefully identify when pupils need additional support or when they are ready to move on with new learning. Teachers have good subject knowledge.

Leaders have ensured that pupils study a broad and balanced curriculum. In subjects where leaders have refined the curriculum and identified the precise

knowledge they want the pupils to know, pupils achieve well. This is because the curriculum in these subjects builds on what pupils already know. Staff check that pupils have remembered the essential knowledge. However in a minority of subjects, the curriculum is at an earlier stage of refinement. In these subjects, pupils do not remember the knowledge they should. This is because their learning does not always build on what they have been taught previously. While subject leaders have had training to be able to make these changes to their subject curriculum, some do not yet have the experience and expertise to do so.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. Leaders make sure that appropriate support is put in place. Pupils with more complex needs receive support from well-trained adults. Carefully constructed plans identify the support that pupils need. The special educational needs coordinator ensures that plans are in place. Pupils with SEND are fully included in all aspects of school life. For example, nearly all pupils with SEND attend extra-curricular clubs and activities.

The school has a wealth of extra-curricular activities, including a young farmers' club that runs the school's mini farm, as well as art, media magic and mindfulness. Pupils have the opportunity to go on a wide variety of educational visits, for example to Italy, Paris and London. Careers education begins in Year 5. The school holds a careers fair so pupils learn about a range of jobs.

Pupils are very accepting of each other and value their differences. They learn about different faiths and cultures. They know that people have different views to their own and they respect these views. Pupils value the support in place from the school's pastoral team. They know that they can go to adults, 'even if it's a bit embarrassing to talk about'.

Pupils behave well. They nearly always have positive attitudes to learning which means that lessons are rarely disrupted. In lessons, pupils listen well and ask pertinent questions. They are not afraid to make mistakes. Pupils know the school's golden rules and this guides their behaviour in school. Playtimes are harmonious. Well-structured activities such as cricket and football engage pupils, both boys and girls.

Staff appreciate the support they receive from school leaders to help manage workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training. Staff know how to recognise the signs of abuse and neglect. They know how to report any concerns that they might have about a pupil's welfare.

Leaders keep very detailed safeguarding records. They use these to analyse patterns that may indicate pupils are at risk of harm. Leaders have a detailed knowledge of the pupils and their families. They ensure families receive the help and support they need in a timely way.

Pupils have extensive knowledge of how to keep themselves safe online and in the wider world. Pupils know how to maintain a healthy lifestyle.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders have not identified the precise knowledge that pupils need to remember. This means that pupils do not always recall the important knowledge that they should know. Leaders should ensure that subject leaders identify and sequence the key knowledge that pupils need in these subjects.
- Some subject leaders do not yet have the experience and skills to be able to refine the curriculum in their subjects. This means that pupils' learning does not always build on what they have learned previously. Leaders should ensure that all subject leaders are given the skills to be able to revise the curriculum in their subjects and then monitor the impact of these changes.

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.

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	140859
Local authority	Stoke-on-Trent
Inspection number	10242116
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Ann Ballard
Headteacher	Suzanne Rawlings
Website	www.norton.stoke.sch.uk
Dates of previous inspection	4 to 5 July 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders use one unregistered alternative provision.
- The school is part of Inspirational Learning Academies Trust.

Information about this inspection

The inspectors carried out this graded 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 held meetings with the headteacher, head of school and other leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the designated safeguarding leader and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors spoke with those responsible for governance, including local governors and executive leaders from the multi-academy trust.
- Inspectors spoke with staff and pupils, both formally and informally throughout the inspection.
- Inspectors considered the responses to Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Rob Bourdon-Pierre

Ofsted Inspector

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