

# Inspection of a good school: Norbury Manor Primary School

Abingdon Road, Norbury, London SW16 5QR

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Inspection dates:

22 and 23 February 2023

## **Outcome**

Norbury Manor Primary School continues to be a good school.

## **What is it like to attend this school?**

Leaders and staff ensure that the school motto of 'make every moment count' is part of the everyday culture of the school. Parents and carers typically agree, expressing the view that 'the diversity of topics, trips, speakers and projects is amazing. It gives children access to a range of places, people and ideas'.

Leaders provide a variety of class trips and events. For example, pupils visit the British Museum to learn about daily life in Greece. They celebrate Diwali when they are studying Hinduism. Leaders prioritise outdoor learning through 'Natural Norbury' lessons. Through this, pupils learn about gardening, camping, tying knots and using tools.

At the end of each half term, pupils take part in a 'challenge week'. This extends their knowledge about the topic they are studying. As part of this, pupils learn presentation skills and how to work in a team. They use these skills to complete the challenge and explain it to others in a presentation.

Pupils are happy and safe. Pupils' behaviour is exemplary. They have positive attitudes to learning and pay attention in lessons. In the early years, children follow routines and share resources. Bullying is not tolerated, and leaders deal with it quickly when it occurs.

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

Leaders have ensured that pupils study a broad range of subjects. They have detailed what they want pupils to learn in each year group, including the early years. Leaders have ensured that the curriculum is sequenced logically. Lessons build on previous lessons. For example, in mathematics, pupils learn about different units of measurement. Following this, they learn how to convert measurements, such as converting kilometres to metres.

Teachers present information clearly and ensure that it is accessible to pupils with special educational needs and/or disabilities (SEND). They check that pupils understand new

ideas and support pupils if they have any misconceptions. Teachers emphasise subject-specific vocabulary such as using 'digital' and 'analogue' to describe clocks.

Teachers ensure that pupils revisit important ideas. This helps pupils to remember them for longer. Teachers regularly check pupils' learning. They use their checks to identify concepts that pupils find difficult. These are then prioritised for revisiting in future lessons.

Teachers use the detailed information that leaders provide to adapt their teaching for pupils with SEND. Leaders work closely with external agencies to support pupils, particularly those who are deaf.

Leaders have recently revised the curriculum in a small number of subjects. Teaching does not yet take full account of these changes. As a result, progression through some aspects of the curriculum in these subjects is limited.

Reading is a priority in the school. Children start learning phonics as soon as they start in Reception. Leaders ensure that staff receive regular training so they are confident in the teaching of early reading. Pupils read books that match the sounds they have learned. Leaders regularly assess pupils' progress. They use this to identify those who need additional help. Leaders focus on these pupils. They provide them with additional support and ensure it is precisely matched to their needs.

Teachers promote reading and read to pupils daily. There are frequent school events, such as World Book Day, and a welcoming library. Parents can attend reading workshops to find out how to help their children learn to read.

In lessons, low-level disruption is very rare. When it occurs, staff deal with it calmly and quickly. Pupils are keen to receive rewards for good behaviour. These include the 'Rainbow Award' and 'Golden Certificates'.

Leaders have carefully considered the personal development programme. As part of personal, social and health education, pupils are taught about healthy lifestyles and mental health. Pupils are taught fundamental British values such as respect for all. This includes visiting places of worship and taking part in the 'We are Norbury' cultural festival. Pupils can participate in sports clubs, science club and chess club. Parents can take part in family learning with their children.

Leaders encourage pupils to take on positions of responsibility. They provide them with training to carry out their roles. 'Young Interpreters' support pupils who are new to learning English. 'Playground Leaders' organise games at lunchtime. The school council recently arranged for a Remembrance Day statue to be placed in the school.

Leaders are considerate of staff's well-being. Staff can take part in well-being activities. They can get support from the 'Haven' mentoring room. Staff believe that leaders support them with their workload. Governors have a detailed knowledge of the school. They use this to hold leaders to account and to support them. Governors fulfil their statutory responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities. Staff are encouraged to report any concerns. They attend regular training so they know what signs suggest that a pupil may be at risk of harm. Pupils learn about staying safe. This includes safety online and the influence of gangs.

Pupils can report their concerns by speaking to staff or through notes placed in worry boxes. Leaders act on all reports. They work with external agencies so that pupils receive additional support when it is needed.

Leaders carry out relevant checks on the suitability of adults working at the school.

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

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

- Leaders have recently introduced a new curriculum in some subjects. Some of these plans have not been fully implemented. As a result, pupils are not learning some aspects of the intended curriculum in these subjects. Leaders should ensure that the revised curriculum is implemented effectively.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

## **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

<b>Unique reference number</b>	101785
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10255500
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	411
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Keran Currie and Alison Hatt (Co-Chairs)
<b>Headteacher</b>	Sonia Potter
<b>Website</b>	<a href="http://www.nmp.croydon.sch.uk">www.nmp.croydon.sch.uk</a>
<b>Dates of previous inspection</b>	19 and 20 October 2017, under section 5 of the Education Act 2005

## Information about this school

- This school has a specially resourced provision for deaf pupils for up to 15 pupils.
- The school does not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders and teaching staff. The inspector held a discussion with four members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the inspector 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.
- The inspector held meetings with school leaders about behaviour and personal development.

- The inspector observed behaviour in lessons and around the school. The inspector held formal and informal discussions with groups of pupils from different year groups.
- The inspector spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding records and documentation. The inspector also checked the single central record of checks made on the suitability of staff.
- The inspector considered the responses to Ofsted’s pupil survey, responses to the staff survey and responses to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Gary Phillips, lead inspector

His Majesty’s Inspector

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