

Inspection of a good school: Norwell CofE Primary School

School Lane, Norwell, Newark, Nottinghamshire NG23 6JP

Inspection dates: 4 June 2024

Outcome

Norwell CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils really enjoy being part of Norwell CofE Primary School. They, and their parents and carers, talk about the school being a happy place. Pupils feel safe and respected. Disagreements between pupils are rare. Pupils know that staff will deal with any issues or concerns immediately.

The values of, 'love, forgiveness, respect, hope, generosity, truthfulness and honesty' underpin the school's ethos and vision. They are quietly and meaningfully lived out daily. Pupils know that their actions make a difference to their community and the wider world. They are thoughtful and respectful towards each other. Older pupils lead by example. They show patience and care towards younger pupils.

The school has a calm and orderly environment. Pupils relish the roles that they can take on. The school council is democratically elected. Pupils know their opinions are sought, and listened to, by adults. The school's 'values leaders' and 'reflection leaders' take responsibility for organising social and spiritual activities.

The school cares for each pupil's social, emotional, and academic well-being. For example, Year 5 pupils develop resilience as they strive for their level 1 climbing qualification. For others, the residential trips are an opportunity to develop their skills beyond the classroom.

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

The school prioritises reading for every pupil. Each class has a welcoming and inviting reading area. Children entering the early years enjoy being read to and recounting stories. Staff deliver phonics lessons with consistency. Children in Reception quickly learn to read simple words for themselves. By the end of Year 1, pupils read with fluency. They enjoy linking what they have learned in different subjects to the books that they read. The school gives effective support to pupils who find reading difficult. These pupils catch up quickly and keep up.

The school has improved the quality of mathematics since the last inspection. The curriculum clearly sets out what pupils must know before they move to a new topic. Staff are adept at checking, and addressing, misconceptions and gaps in pupils' knowledge. Pupils are confident when using equipment to help them solve mathematical problems. Teachers model vocabulary and encourage pupils to explain their reasoning. Assessment is accurate and informs what pupils need to learn next.

The school has reviewed and improved subject curriculums during the last 18 months. In geography, for example, pupils now learn much more about their local environment. They undertake more fieldwork to help them become geographers. Currently pupils are learning about the impact of flooding on Norwell village. They will present their learning later this year at the Lincolnshire Show. As with other subjects, the school is very ambitious for pupils with special educational needs and/or disabilities (SEND). Adaptations to teaching ensure that all pupils have the best possible opportunities to learn.

The school is not fully effective in checking what pupils know in some subjects that have been recently revised. Assessment practices are not well enough developed in these subjects, which means that teachers cannot know for certain what pupils have learned and remembered.

Pupils' behaviour is often exemplary. The school has high expectations of every pupil. Older pupils are excellent role models for younger pupils and those new to the school. Pupils show consideration towards others. They are polite and courteous to adults and their peers. They settle quickly to their lessons. They are eager and enthusiastic learners. The school has been very successful in improving pupils' attendance. Almost all pupils now attend regularly. The school supports the families of pupils who do not attend regularly enough.

Pupils' personal development is a strength of the school. The school's ethos of service to others is continually evident. For example, at lunchtimes, older pupils sit with younger pupils to chat and help with cutting up food. The curriculum is rich with cultural opportunities, which enhance pupils' academic learning. Leaders have prioritised pupils' knowledge and understanding of different faiths and cultures. This ensures pupils are equipped for life beyond the school's small rural setting. Pupils enjoy tending to the school's allotment. Their produce is used to decorate the parish church at harvest time. Staff and pupils highly prize the school's Royal Horticultural Society award.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's processes for checking what pupils have learned is not as strong in some subjects as it is in others. This means that subject leaders and teachers cannot always be sure what knowledge pupils have remembered. The school needs to ensure assessment practices in every subject are thorough, accurate and used to help determine what pupils need to learn next.

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 second ungraded inspection since we judged the school to be good in June 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122766
Local authority	Nottinghamshire County Council
Inspection number	10339670
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Sue Sinclair
Headteacher	Kathryn King (Executive headteacher)
Website	www.norwellcofeprimaryschool.co.uk
Date of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- Norwell CofE Primary School is part of The Kite Primary Federation with St Matthew's C ofE Primary School, Normanton-on-Trent. This means that the two schools share the same governing body, the same executive headteacher, and a number of subject leaders.
- The school does not use any alternative provision.
- The school has a before- and after-school club, managed by the governing body.
- Norwell C of E Primary School is a Church of England voluntary controlled school which was last inspected for its religious character under section 48 of the Education Act 2005 on 1 December 2022.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the executive headteacher, other school leaders and school governors. Inspectors also spoke with a representative of the local authority and the Diocese of Southwell.
- Inspectors spoke with parents at the start of the school day and considered the responses of parents to Ofsted Parent View, including free-text comments.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; reviewed documents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Stephen McMullan, lead inspector	Ofsted Inspector
Karen Slack	Ofsted Inspector

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