

Inspection of Norbury Primary School and Nursery

Norbury, Bishops Castle, Shropshire SY9 5EA

Inspection dates:	1 and 2 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils at Norbury Primary school thrive in school, academically, personally and socially. This is demonstrated both by the outcomes pupils achieve as well as in how passionately they speak about their learning across the curriculum. By far the majority of parents are positive and grateful for all the school's work. One parent's comment was typical of many when they stated, 'we can't be thankful enough for their work.'

Pupils behave extremely well in this small village school. Relationships between staff and pupils are particularly strong. Pupils are polite and well mannered and show respect for others. They are highly engaged in lessons and work and play together very well. Pupils have confidence that staff will support them if any issues occur.

Leaders have high aspirations for all pupils. The school's motto of 'take a RISK to be the best you can be' are lived and breathed. Resilience, integrity, support and kindness underpin all the school's work. Pupils have a deep understanding of what they are. They practise them in their learning as well as in the wide range of outdoor activities the school offers, such as forest school, residential activities and mountain biking.

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

The school has constructed a curriculum that carefully considers the mixed-aged classes in which pupils are taught. This curriculum builds effectively from the early years. It clearly identifies what pupils need to remember over time. As a result, all pupils develop a rich body of knowledge that enables them to make connections between different subjects and topics. For example, pupils explain how, after learning about circuits in science, they are then able to make circuits to power vehicles they have made in design and technology.

Teachers deliver curriculum subjects very effectively. They use assessment strategies successfully to check that pupils have firmly understood earlier concepts and ideas. When needed, teachers provide appropriate support for pupils to ensure that any gaps or misconceptions in earlier learning are addressed effectively. Teachers ensure that pupils practise and revise what they have previously learned. For example, in mathematics, pupils are encouraged to deepen their learning through the use of 'rainbow questions'.

Staff are well trained to deliver the phonics programme consistently well. Children in Reception quickly learn the sounds that letters represent. Staff provide additional support for those pupils who struggle with reading. This helps these pupils to catch up quickly. The books that pupils read closely match the sounds that they have learned. This supports them in becoming confident, fluent readers by the end of Year 2. A love of reading permeates the school. All pupils are read to daily. They are encouraged to share books they have enjoyed at home in school.

The school is tenacious in ensuring that pupils with special educational needs and/or disabilities (SEND) get the best possible support. Their particular needs are identified

early. The school then ensures that they get the specific support they need in lessons and other support when necessary.

Children in the early years make a fantastic start to school life. Adults spend time getting to know children. They use this information very well to support the children in their learning. There is a real focus on developing children's language and physical development. Children learn well because staff make sure that they practise in their play what has previously been taught. For example, children learn how to make simple repeating patterns with natural objects with the teacher outside. They are then able to make their own repeating patterns using collage materials in their own play inside.

The school makes sure that learning is enjoyable so that pupils want to attend school. As a result, nearly all pupils attend school well. The school works closely with families to support them so that lower pupil attendance can be improved.

Provision for pupils' personal development is exceptional. All pupils visit several cities, including Liverpool and Wolverhampton. This helps them to understand cultural and social diversity. The school provides a range of experiences that enhance pupils' learning and a huge array of extra-curricular activities. Pupils' talents and interests are nurtured. For example, a pupil who has an interest in farming led an educational visit to his farm for younger pupils.

Governors are passionate and share the school's high ambition. They look for ways to reduce staff workload and consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

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	123385
Local authority	Shropshire
Inspection number	10343842
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Rachel Ellen
Headteacher	Leslie Ball
Website	www.shf.shropshire.sch.uk
Date of previous inspection	6 and 7 November 2014, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative providers.
- The school operates a before-school provision.
- The school makes provision for two-year-old children.
- The school shares premises and classes with Stiperstones CofE Primary School.
- The school is part of the Shropshire Hills Federation, which consists of three schools.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher and deputy headteacher. He also met four members of the governing body, including the chair of governors. The inspector held meeting with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, science and history. They met with subject leaders, visited lessons, spoke with teachers and pupils, and viewed examples of pupils' work. The lead inspector also spoke to pupils about their learning in design and technology, geography and computing. He examined work in English, religious education and geography.
- An inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- The inspectors spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. They also considered the responses to the staff and pupil surveys. An inspector spoke to parents at the end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included the school's improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body.

Inspection team

Barry Yeadsley, lead inspector

His Majesty's Inspector

Paul Newby

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024