

## **INSPECTION REPORT**

**Norwood Primary School**

Southport.

LEA area: Sefton.

Unique reference number: 1104865

Headteacher: Mr Kenneth Milne

Reporting inspector: Kevin Cassidy  
RgI's Number 14848

Dates of inspection: 10<sup>th</sup> to 11<sup>th</sup> July 2000

Inspection number: 181917

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Norwood Primary School Norwood Crescent Southport
Postcode:	PR9 7DU
Telephone number:	01704 211960
Fax number:	01704 232712
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jackie Hilton
Date of previous inspection:	12 <sup>th</sup> to 16 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Norwood primary school is situated in Southport. There are 479 pupils in 14 classes, on the school roll, making it much larger than many other primary schools. It has low levels of pupil mobility, and the attainment on entry is broadly average. There are 60 pupils in the reception classes, of whom six are under the age of five. When compared nationally the number of pupils with special educational needs is low and there are only four pupils with statements of special educational needs. The number of pupils entitled to free school meals is below the average nationally. There are very few pupils from ethnic minority backgrounds.

### **HOW GOOD THE SCHOOL IS**

Norwood is a good school, and by the time the pupils leave school aged eleven, many have achieved high standards, as indicated by the test results, when compared with other schools nationally. In turn, the school has successfully identified and addressed the necessary improvement in standards in reading and writing at Key Stage 1. The year 2000 test results reflect the rising standards in these two areas of English.

The quality of teaching is strong with the whole staff working very well as a team to support pupils of all abilities in their learning. They work hard to stretch pupils to achieve even higher standards and the consequences of this are found in the standards achieved by the oldest pupils. Since the previous inspection the quality of teaching has improved.

The headteacher's clear vision guides his team of managers and staff, helping to lead the school forward. The behaviour of the pupils is very good, and they work hard to succeed, responding very well to the challenges set. Their listening abilities are good, and their well developed speaking skills are supportive to their learning.

The pupils leave at the age of 11, after achieving high standards and making very good progress. There are average costs per pupil, and the quality of education provided is good. These factors taken together indicate a picture of a school giving very good value for money.

#### **What the school does well**

- **There are high standards in English, mathematics and science at the end of Key Stage 2.**
- **The quality of teaching is good.**
- **The curriculum is enriched by a range of very positive influences.**
- **The school cares well for its pupils and fosters positive attitudes, as well as very good standards of behaviour.**
- **There are excellent relationships with parents.**
- **Effective leadership, teamwork and staff commitment ensure that the school achieves high standards in all that it does.**

#### **What could be improved**

- **Further developments in information and communications technology to enable the full delivery of the National Curriculum.**
- **Building upon the recent improvements made at Key Stage 1 to raise standards further in reading and writing.**

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996. Since then all the key issues have been carefully and positively addressed. There have been particular and successful efforts made to improve pupils' mathematical skills; to extend the monitoring of teaching; and to share best practices across the school. There has been a spectacular development of the school grounds to make them a more effective resource for teaching and learning. The pupils' access to reference and non-fiction material for independent enquiry has also improved. School development planning now links more closely to the available finance. The school recognises that the effective work of the school bursar has played a significant part in this area of improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	B	A	A	Well above average    A Above average        B Average                C Below average        D Well below average   E
mathematics	A	A	A	A	
science	A	A	A	A	

The school does well for its pupils and the results above speak for themselves. Overall the pupils come into the school with broadly average levels of ability and make steady progress through their early years in the school. Their progress really begins to pick up at Key Stage 2 and continues until they leave the school. In consequence, the school's published test results for the oldest pupils compare very favourably not only with schools having a similar intake to that of Norwood, but also when compared against all schools nationally.

The trends over time show that these results are not just a flash in the pan, as over the last few years results have also been above average. These also indicate that the pupils at Norwood are about a year in advance of those at many other schools. The school sets targets for its achievement, which are higher than national expectations. These targets were exceeded last year and are likely to be exceeded this year. The pupils achieve well in the core subjects of English, mathematics and science, particularly in their ability to use their skills and to apply their knowledge in other subjects. They are starting to become familiar with the uses of new technology, but have not yet had enough access to computers in school to really make the progress they could.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Both in classes and around the school attitudes are good.
Behaviour, in and out of classrooms	Very good overall. The quality of behaviour develops well as the pupils move through the school and usually is at its best among the older pupils.
Personal development and relationships	Very good. The personal development of the pupils is particularly emphasised.

Attendance	Good. Above the average nationally.
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The pupils have good attitudes to school. These are especially evident, in their happiness, their motivation to succeed, their whole approach to the school and to the work provided. The behaviour of the pupils is very good in classes, in the playground and around the school. The staff is justly proud of the extremely high quality of positive relationships in the school. They are also fully aware of the need to focus on the pupils' personal development. The attendance rates are good when compared nationally.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

All the teaching in the school is at least satisfactory and most of it is good. The inspection team observed 34 lessons, and of these 32 per cent were judged to be satisfactory, 53 per cent good, 12 per cent very good, and three per cent excellent. All the very good and excellent teaching is in Key Stage 2, while there is good teaching found throughout the school. In classes, English and mathematics are taught well, so that the pupils learn the basic skills in a systematic way. Literacy and numeracy are taught using the recommended national guidance, which has a beneficial effect on the way the teaching is planned and on the rate of progress the pupils make. Science is also well taught, with very effective experimental and investigative work taking place.

The school's provision for those pupils with special educational needs is very good. For these children the teachers plan their lessons so that anyone with learning difficulties has, either suitable work to do, or is given help in meeting the challenge of harder work. Most other pupils also get work that is geared to their ability throughout the school. The teaching of the oldest pupils at Key Stage 2 helps them to appreciate that they have to concentrate and persevere. For these pupils the lessons often go with a swing and none of the pupils have time to waste because they are very aware of how much work they have to do.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities, including those provided in extra-curricular activities, effectively promote the pupils' learning. The requirements of the National Curriculum are met.
Provision for pupils with special educational needs	Very good, well organised and managed. The requirements of the special educational needs Code of Practice are met in full.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Extremely well promoted and developed in this school. This successful provision makes a very significant contribution to the pupils' personal development.
How well the school cares for its pupils	The standards of care given to the pupils at Norwood school are of very high quality.



The quality and range of learning opportunities, including those provided in extra-curricular activities are good, effectively promoting the pupils' learning. The whole school site is exceptionally well used, especially the excellent school grounds, in order to extend the curriculum even further. The requirements of the National Curriculum are met. The provision for special educational needs is very good, well organised and managed. The spiritual, moral, social and cultural education of the pupils is extremely well promoted and developed. It is also very much the case that these four areas of development are interwoven. This successful provision makes a very significant contribution to the pupils' personal development. The standards of care given to the pupils at Norwood school are of very high quality. There is a focus on the individual and the pupils are happy, secure, and confident.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very effective leadership and management by the Headteacher, well supported by the key staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well.
The school's evaluation of its performance	Effective evaluation of performance.
The strategic use of resources	Very good careful and prudent management of resources.

There is very effective leadership, management and direction for the school, through the clear vision of the headteacher, supported well by his management and staff teams. The governors are careful to carry out their responsibilities to the full and thus support the school well. This is a self critical school, which effectively evaluates its performance, enabling improvements to be made year on year. The school is effective in applying best value principles, through the strategic management and best use of available resources.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The all round standards achieved, but particularly in English and mathematics throughout the school.</li> <li>• The encouragement given to the pupils' self esteem, which helps them to become confident learners, and the ways in which pupils of all abilities are stretched to achieve their potential.</li> <li>• The positive attitudes and values promoted by the school, together with very good behaviour.</li> <li>• The continuing improvement in a range of ways, and the more structured approach over the past three or four years.</li> <li>• The commitment of the staff, combined with a low staff turnover.</li> <li>• The excellent quality of the whole school environment.</li> <li>• The sense of community fostered by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is at times not responsive to parental concerns about pupils' progress, or other requests.</li> </ul>

The inspection team is totally in agreement with the overwhelmingly positive nature of the parental comments. When the team specially focused on the ways in which the school dealt with concerns or requests, the judgement was that the school's response is very good indeed.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### There are high standards in English, mathematics and science at the end of Key Stage 2.

1. The national test results for English, mathematics and science last year, for the eleven year old pupils, show that the school did very well. This is true when Norwood is compared to schools with a similar intake, while remaining so when measured against all schools nationally. The inspection confirms these high standards. The teachers help girls and boys to see the value in learning, and take a real interest in the achievements of their pupils. The mix of male and female staff provides good role models for the pupils. There is no significant difference in the attainment of boys and girls.
2. The pupils have a good understanding of the English language, speaking fluently and confidently in class discussions. For example, when asked to justify their point of view, they think of a valid reason for their opinion, rather than shying away from offering an answer. They understand that they have to direct what they are saying to their audience, which they do very well indeed. For example, they use kindly and simple words when talking to the youngest children in the school, but adopt a much more grown up and formal style when giving evidence to the "Britain in Bloom" judges. The older pupils have a wide vocabulary, knowing for instance the meanings of technical words in like *mnemonic*, *anecdote* and *hypothesis*. The pupils listen well, showing by the expressions of concentration on their faces, that they are really thinking about what the teacher is saying. When they get down to work, they know what they have to do. This demonstrates well that they have listened carefully to their teacher's instructions.
3. The pupils' reading and writing are very good. They read with confidence and expression and have started to appreciate the wide variety of reading materials to which they are introduced. For example, they recognise that "*missing in action*" on a wartime telegram was the portent of bad news. They understood the harsh reality of such a message, showing considerable sensitivity in discussing the news. On the other hand they show anticipation and humour when reading the latest antics of a popular fictional character, discussing with interest and insight the various scrapes that he and his wizard companion get into. The pupils develop their ideas well and can produce well structured texts, in a range of writing styles, including prose, poetry, diary work and reports. They have a well developed understanding of the intended purpose of these various writing styles.
4. The pupils attain high standards in mathematics, as they move through the school. They have a very confident approach, springing from the "*can do*" atmosphere in the classroom. In mental mathematics, the oldest pupils speed up during the first ten minutes of the lesson, when they work out in their heads the difference made to the answer, when and where brackets are used in an equation. For example what the difference would be between  $(4 \times 7) + 6$ , as against  $4 \times (6 + 7)$ . The pupils rely on these useful mental skills during the main part of the lesson, when they have to complete thirty such equations in ten minutes. They apply their knowledge of mathematics across the curriculum very well. For example, when they input data using a software package which helps them to make various kinds of graphs and charts relating to the schools they will be going on to after leaving Norwood.

5. In science the high standards are very well supported, through the high quality of the experimental and investigative work. The oldest pupils, for example, demonstrate a practical and theoretical understanding of both parallel and series circuits, in constructing games, using one or more pressure pads. There was clear evidence of the pupils' previous learning, as they settled down to complete their tasks with gusto and confidence.

**The quality of teaching is good.**

6. One of the most significantly good aspects of Norwood primary school, is that it has a high proportion of good teaching, with none unsatisfactory. This is a particular improvement since the previous inspection of 1996. Now, when compared to other schools, the amount of teaching that is good or better is almost double the national average. This quality of teaching undoubtedly is the most significant influence contributing to the high standards achieved. This is a tribute to the dedication, commitment and professionalism of so many of the staff.
7. At Key Stage 1 the best teaching is especially evident in the teaching of literacy and numeracy, where the teachers plan and organise well, showing developed knowledge of the subject matter. At Key Stage 2 there is consistently good teaching, which at times is very good. Additionally, there is some excellent, teaching of the oldest pupils. The very best teaching is inspiring and is a real pleasure to observe. Where the teaching is most effective, the pupils are stretched to achieve even higher standards. The teachers have a good grasp of the subjects taught. They are also able to bring subjects alive for the pupils, relating the content of lessons well to the pupils' individual levels of understanding. An example of this occurred in a mathematics lesson, when the teacher wanted the pupils to remember that the last operation in equation was subtraction. He humorously reminded them, saying "*Remember that the last thing you do is have a take away.*" The pupils smiled, understanding both the helpfulness and witty nature of his remark. This directive enabled the pupils to remember what they had to do in the lesson, while also helping them to know what they have to do if they are faced with similar equations in the future.
8. The teachers are interested in the pupils and encourage them to do their very best. They know them very well, guide them in a caring way, encouraging them to take on appropriate responsibilities. They are very keen for all their pupils to succeed, making sure that the lessons build on what the pupils know, understand and can do. The teachers have no difficulty in getting them interested in the lessons, teaching them at the right pace, so that the pupils do not become restless. The teachers are very keen to listen to what their pupils have to say, and show genuine interest in their responses. The pupils respect their teachers, and in consequence there is little misbehaviour. They also willingly volunteer to do jobs in the class, knowing that in doing so they are helping their teacher. This mutual trust and respect underlies the whole vibrant spirit of the school, and creates a very good ethos for learning within which each pupil feels secure and valued.

**The curriculum is enriched by a range of very positive influences.**

9. The quite outstanding quality of the school environment adds very considerably to the learning opportunities for the pupils. This is achieved through the immense care and pride taken in maintaining the fabric of the building, the high quality and range of the displays of the pupils' work, and particularly the quality and use of its excellent grounds.

10. The school has made almost unbelievable progress since the previous inspection, in terms of ensuring that the grounds are now a major educational resource. These excellent developments offer so much to the extremely positive atmosphere, which is so typical of this school. The woodland and grassed areas offer a wide variety of habitats for animals and plants to thrive, and to help pupils to learn more about nature. The site is also considerably enhanced by the imaginative developments in the playground areas, and the enrichment provided by the imaginative use of flowers and shrubs, some grown in planted pots, of which the pupils take such diligent care. The words contained in the final part of the exceptional document, *School Grounds Development Plan*, that when the project is complete, “*the scope for environmental education...will have been increased, and the staff and children will have better and more pleasurable facilities for learning about their immediate vicinity,*” have quite demonstrably come to fruition.
11. Springing from its determination, and dedicated work to ensure the highest quality of care for the environment, Norwood has justly received the accolade of “*Eco*” status. In so doing it focused particularly upon paper, foil and can re-cycling; upon the saving of energy sources by taking special care to economise on lighting and heating; on ensuring that the whole environment is absolutely litter free, and upon the overall cleanliness of their school, by very special care. An older pupil proudly remarked, “*Our school is clean and tidy because we always remember to throw our rubbish in the bins.*” The impact of this *green* approach interacts powerfully upon the whole exceptional quality of the school site. The caretaker and his cleaning staff have very high standards and as real members of the school team, their work impacts so much on the whole high quality of the environment.
12. The words from a funding application, “*We aim to create an environment in which our children experience happiness, a sense of community and one which nurtures a ‘caring attitude’ and a sense of ownership,*” encapsulates the whole nature and purpose of this provision so beautifully.
13. This aspect of the school’s work also impacts substantially on the pupils’ spiritual, moral social and cultural development, which are so extremely well promoted and developed in this school. It is also very much the case that these four areas of development are interwoven. This successful provision makes a very important contribution to the pupils’ personal development. A single example will help demonstrate well the linked nature of this provision.
14. Two groups of young pupils were creating very large, colourful pictures of what they thought the world should look like. One picture was beautifully bright and the other one rather dull. When one of the pupils was asked what the dull picture was all about, she replied, with absolute delight, “*This is a messy picture and we’re glad.*” When pressed to explain why she was glad to be making a messy picture, the child pointing to the bright picture, replied, “*This is what God wants the world to look like and our messy picture shows what it is like when people throw rubbish about, and don’t care.*” Here there is spiritual, moral and social development all at once. The children show awe and wonder of the world about them; they see it as their moral obligation and socially, as members of the community, to maintain their environment in good order. It is in the effective use of its grounds, combined with other creative work produced, for example, during the very impressive Arts Festivals, that their cultural understanding is further developed.

**The school cares well for its pupils and fosters positive attitudes, as well as very good standards of behaviour.**

15. The standards of care given to the pupils at the school are very good indeed. A personal and individual approach characterises the school's strong pastoral care. This area of the school's work is particularly enhanced by a caring staff who know the pupils so very well as individuals. Family events and celebrations are carefully recorded. In consequence the school sends appropriate messages of congratulations, for example, on the birth of a new baby. It is fitting that each staff meeting starts with an opportunity to discuss any concerns about pupils. This enables the staff to make extra efforts to ensure that pupils who experience any problems are properly cared for.
16. The school also cares very well indeed for those pupils who may need particular attention, such as those who have special educational needs. Here, there is early and effective identification of these pupils, and the procedures for placing pupils on the special educational needs register are very thorough. The individual planning produced for these pupils is focused, and especially relevant to each pupil's requirements. A significant feature of the pre-inspection meeting with the parents was the praise which they gave to this aspect of the school's work. The plans are fully carried through, by the very well organised coordinator and other support staff. The liaison between the school and the expert agencies outside the school is very thorough. The pupils with statements of special educational needs are very effectively catered for, with all the available extra help being efficiently utilised.
17. When pre-reception class pupils visit the school for the first time, they are "*shown the ropes*" by their future friends. A very well-illustrated booklet and a home visit complement the considerable time and effort the staff give to making all new comers feel so welcome. Consequently, these very young children display an avowed liking for their school.
18. The school is extremely effective in using a range of information for assessing how well the pupils are learning. This monitoring of their academic progress, through formal testing and personal profiles, enables the tracking of each pupil as they move up through the school. The school works hard to ensure that it obtains relevant information about the pupils when they join the school. This all helps to give a consistent picture of what the children can do, usefully supplementing the school's baseline assessments of its new starters.
19. The pupils' achievements are suitably celebrated in assemblies, where they are encouraged to speak about what they have achieved. This provides an effective support for their personal development. The school, through well developed policies, prides itself on remembering to accentuate the positive and reminding staff "*to look for the behaviour you want.*" Hence, the staff has an extremely positive approach to maintaining good order and effective relationships throughout the school. As the pupils mature, they show an increasing eagerness to soak up knowledge, and thus become confident learners.
20. Personal development opportunities abound and all pupils are encouraged to work for the good of the school family. For example, they take turns in answering the telephone early in the morning, look after the younger pupils and tend the school grounds with quite remarkable care. Often pupils will offer help to the teachers with lesson preparation. This led a Year 5 teacher to remark, "*I'll really miss her help next year, it is like having my own personal assistant!*" The parents really appreciate this aspect of the school's work, recognising that it helps to move their children on towards being well balanced and responsible citizens.

21. As a consequence of the high quality of care provided, together with the promotion of very positive behaviour and attitudes, the school is very successful in providing a secure learning platform. It can justly be claimed that when the pupils leave Norwood school, they have been helped to achieve standards in line with their individual abilities and are well prepared for their continuing journey through educational life.

**There are excellent relationships with parents.**

22. Norwood primary school is proud to serve its community and the unity and family atmosphere created, does absolute justice to the word *community*. One major factor contributing to this is the excellent relationships the school enjoys with its parents. The comments from the parents' meeting, and the parental questionnaires were overwhelmingly positive, and the inspection team completely endorses their views.
23. This is a pro-active school and the parents are enthusiastically encouraged to become involved in the total life of Norwood. Many things encourage them to want to do more, and know more. The school's "*Families and School Together*" initiative has given the parents the confidence to help in classes. In the words of a parent her "*natural thirst for knowledge*" has been fuelled and enhanced by the quality of the course of training given. Similarly, the parents are extremely pleased about being able to help with the upkeep of the school's grounds and environment. The very active Parent Teacher Association makes a tremendous contribution to the school, through the organising of social and fund raising events. The money raised enables it, for example, to contribute towards the costs of the school's well-renowned *Arts Festival*.
24. The quality and range of the information provided for the parents is quite outstanding. They are very appreciative of its content, clarity and focus, which enables them to be fully informed, to be in active partnership and real members of the school family. For example as one parent remarked, "*We are really helped to know what our children are learning and we have a great idea of how we can help at home.*"
25. The parents are particularly appreciative of the accessibility and approachability of the headteacher. His presence outside the school each day provides a fine opportunity for parents to ask questions, make comments and to clarify any concerns.
26. However, the school firmly believes that there is no room for complacency in its excellent relationships with the parents. The headteacher has his finger on the pulse of parental opinion and the "*Home School Agreement*" was a consequence of active and mutual consultation. It remains quite clear that continuous improvement is always on this school's agenda in terms of maintaining, and even improving, these immensely positive and productive relationships with the parents.
27. This high quality of parental support makes a very real impact on the standards achieved by the pupils. The parents comment favourably about how their children are cherished and treated as maturing individuals. A parent summed up the quality of education provided by saying, "*We continually congratulate ourselves in having such a lovely, happy school, with dedicated staff, in our area.*"

**Effective leadership, teamwork and staff commitment ensure that the school achieves high standards in all that it does.**

28. The headteacher, with his team of senior managers, provide effective leadership and hence clear direction for the school. Between them they have a blend of experience, and expertise, which enables them to hold on to all that is good about the school, whilst also fostering a real sense of continuing innovation. The senior managers have well defined responsibilities, and they work very closely with the subject coordinators to lead the school forward and to shape the curriculum offered. In consequence, appropriate professional advice is always on hand to guide and assist all the staff, helping them to make their individual contributions to the further achievements of the school.
29. In essence, the staff work as a really committed team, determined and dedicated to self, and to school improvement. The headteacher makes a particular contribution by conducting staff reviews of performance and individual professional development needs. This leads very efficiently to the provision of suitable programmes of staff training, for example, the present focus on information and communications technology. Such practice positively enables the staff and the school to develop even further.
30. The succinct planning for school improvement shows clearly the current priorities. The headteacher consults widely and in consequence, the staff feel empowered to make active contributions towards future plans. The aims of the school are lucid and are fully reflected in its work. The governors are fully supportive and act as *critical friends* in setting and reviewing plans for improvement. Flowing from this very effective quality of leadership, the whole school community demonstrates an almost tangible sense of *ownership* of all that Norwood stands for. This, in turn, helps towards ensuring that the school continues to achieve high standards in all that it does.

**WHAT COULD BE IMPROVED**

**Further developments in information and communications technology to enable the full delivery of the National Curriculum.**

31. The school has very wisely and prudently used the extra funding provided in order to upgrade the facilities for information and communication technology and there is now a new computer suite. Its use is intended by the Headteacher and coordinator to help to “*work towards the full provision of the information and communications technology curriculum.*” The staff has already shown a remarkable enthusiasm to transform this vision into reality, by a readiness to attend training sessions, which improve their confidence and competence to teach the whole range of the requirements of the National Curriculum in information and communications technology. It is a quite determined expectation of the school that the most effective use of the suite will “*be firmly in place during the coming school year.*”
32. The inspection evidence confirms the rapid strides being made to improve and broaden the curriculum offered. The school development plan sets out very clear targets for improvements and intentions to update the policy for the subject, and to produce an individual information and technology improvement plan. These targets in essence are aimed at making the full use of all the available facilities, in order to make a real impact across the whole curriculum and hence support the pupils’ learning more widely.

**Building upon the recent improvements made at Key Stage 1 to raise standards further in reading and writing.**

33. The headteacher has made very effective use of the range of test result data available, to help identify areas for improvement in the school. Thus, with his staff, he saw clearly from the trends in test results over time, that there was need to focus on the quality and consistency of the results at Key Stage 1, in reading and writing.
34. He is pleased to report the “*immense improvement*” in the latest results in the Year 2000 in these very important areas of the core curriculum. The inspection findings confirm his pleasure in these rising standards. The school intends that in future years similarly successful measures will be taken to continue to help raise standards even further.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The headteacher and the senior management, with the support of the staff and the governing body should now:

- bring about further developments in information and communications technology, to enable the full delivery of the National Curriculum;
- build upon recent improvements made at Key Stage 1, to raise standards even further in reading and writing.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

17

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	12	53	32	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	479
Number of full-time pupils eligible for free school meals	60

*FTE means full-time equivalent.*

#### **Special educational needs**

YR – Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	69

#### **English as an additional language**

No of pupils

Number of pupils with English as an additional language	0
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#### **Pupil mobility in the last school year**

No of pupils

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

### *Attendance*

#### **Authorised absence**

	%
School data	4.3
National comparative data	4.4

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	35	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	28	33
	Girls	26	27	35
	Total	49	55	68
Percentage of pupils at NC level 2 or above	School	67 (83)	75 (86)	93 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	32	30
	Girls	28	30	29
	Total	56	62	59
Percentage of pupils at NC level 2 or above	School	77 (90)	84 (89)	81 (99)
	National	82 (80)	80 (79)	86 (85)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	32	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	29	36
	Girls	31	27	31
	Total	62	56	67
Percentage of pupils at NC level 4 or above	School	89 (79)	80 (85)	96 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	35
	Girls	31	28	30
	Total	62	58	65
Percentage of pupils at NC level 4 or above	School	87 (87)	83 (88)	93 (91)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	19.1
Number of pupils per qualified teacher	26.9
Average class size	34.2

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	3
Total aggregate hours worked per week	89

### ***Financial information***

Financial year	1999-2000
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	£
Total income	820861
Total expenditure	812975
Expenditure per pupil	1701
Balance brought forward from previous year	5796
Balance carried forward to next year	13682

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	479
Number of questionnaires returned	65

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	71	21	5	0	3
Behaviour in the school is good.	58½	37	1½	1½	1½
My child gets the right amount of work to do at home.	56	35	6	0	3
The teaching is good.	69	28	0	1½	1½
I am kept well informed about how my child is getting on.	58	31	6	5	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	1½	1½	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	59	35	6	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	61½	37	0	0	1½
The school provides an interesting range of activities outside lessons.	36	32	14	3	15