



# Normanby Primary School

## Inspection Report

**Unique Reference Number** 120468  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280821  
**Inspection dates** 28 February 2006 to 28 February 2006  
**Reporting inspector** Ms. Tricia Pritchard LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Community		LN8 2HE
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01673 878216
<b>Number on roll</b>	56	<b>Fax number</b>	01673 876129
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Lynda Watson
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs. Hazel Wheatley

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

## Description of the school

Normanby Primary School is a small community primary school with 56 pupils on roll. Numbers within each year group fluctuate considerably from year to year and, for example, in 2005, there were eleven pupils in Year 6 whereas in 2006 there are four pupils. The proportion of pupils with learning difficulties and disabilities is above average and a higher than average number join the school after the start of the reception year. The proportion of pupils from minority ethnic backgrounds is very low. There are no pupils with English as an additional language and six pupils are eligible for free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

Normanby Primary School is a highly effective school that is well regarded within the community. Staff, governors, parents and pupils are rightly proud of the education it offers and their overall judgement about the overall effectiveness of the school is supported by the inspector. Standards at the end of Year 2 and Year 6 are consistently above, or well above, the national average in reading, writing, mathematics and science. Most pupils make good progress throughout the school and meet their targets by the end of the year although some higher ability pupils could do better, particularly in English. Parents are overwhelmingly positive about the way that the school promotes the well-being of all pupils and the inspection confirms this judgement. Pupils are happy at the school and attendance is above average. The curriculum offers a rich variety of experiences and is firmly underpinned by a strong focus on developing pupils' literacy and numeracy skills. The quality and standards in the Foundation Stage are good and children learn effectively and make good progress. Key strengths of the school are the excellent relationships that exist between staff and pupils, the planning of the curriculum, the high quality academic support and guidance that is provided, particularly for those with additional learning needs and the outstanding leadership and management. It is very obvious that staff enjoy working at the school and that pupils enjoy learning. This contributes to the very positive ethos throughout the school and the school's capacity to improve further. The school provides excellent value for money.

## **Achievement and standards**

### **Grade: 2**

Pupils' attainment on entry is broadly in line with the national average. During the reception year, most pupils make good progress in developing their skills, particularly in the social, mathematical and linguistic areas of learning. Throughout the school, pupils are set challenging targets, which are generally met in all subjects. In Years 1 and 2, pupils make good progress in all subjects and those with additional learning needs make exceptionally good progress. By the end of Year 2, their attainment is well above the national average. Higher ability pupils achieve very good results in mathematics. All pupils do better in reading than in writing. Despite this, by the end of Year 2 the school's overall performance in writing is above the national expected level. In Years 3, 4, 5 and 6, pupils make significantly higher than average progress compared with pupils in other schools. In 2005, all Year 6 pupils attained the national expected level in English, mathematics and science at the end of the year. The school was in the top ten percent of schools nationally for pupils' overall progress in mathematics. However, in 2005, not all higher ability pupils met their targets to exceed the national expected level, especially in English. Standards in science are consistently good throughout the school.

## **Personal development and well-being**

### **Grade: 1**

The pupils make very good progress with their spiritual, moral, social and cultural development. Their social skills are particularly well developed. The school is a vibrant and a welcoming place where pupils enjoy learning. They contribute effectively to the life of the wider community by, for example, performing in local festivals. They gain a good appreciation of life in other cultures through raising money for charity. Pupils show high levels of respect for each other and for the school environment. Their behaviour is exemplary. Relationships between staff and pupils are very strong and are founded upon mutual trust. An outstanding feature is the school's commitment to encouraging pupils to become involved in decision-making and gain their independence. The members of the Children's Parliament take their roles seriously and are very effective at articulating the views of their peers. All pupils are very aware of the benefits of adopting a healthy lifestyle. They enjoy eating fruit at break-times and are actively engaged in researching, with the local community, the possibility of providing a hot and healthy school dinner. They have plenty of ideas and their views are valued by staff and governors.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Pupils are grouped according to ability across year groups for literacy and numeracy and this is proving to be an effective way of meeting the needs of all groups of pupils. At Key Stage 2, they are taught by teachers who possess good levels of subject knowledge and because they teach numeracy and literacy to every child, they ensure that there is maximum continuity and progression in pupils' learning. Pupils' progress is assessed regularly and accurately, and teachers use the information well to set realistic individual pupil targets. Pupils know their targets are and are becoming increasingly adept at evaluating their own progress. Teachers' marking is constructive and helps pupils to understand how best they can improve their work. Pupils' work is well presented. In class, lessons generally proceed at a good pace and are interesting. Teachers select resources well to support their teaching. They are competent at using interactive whiteboards and teach the pupils how to use them too. Homework complements the teaching in class. Parents are keen to support their children and help them to succeed.

### **Curriculum and other activities**

#### **Grade: 1**

Curriculum planning and organisation are outstanding strengths. From the Foundation Stage onwards, the pupils have access to a broad, balanced and creative curriculum which is enjoyable and is very well planned to meet their individual needs. Staff are confidently adopting a thematic approach to planning pupils' learning so that key

literacy, mathematical and information and communication technology skills are reinforced across the whole curriculum. There is a clear and appropriate focus on providing pupils with excellent opportunities to write for different purposes and audiences. Very good attention is paid to timetabling the humanities and creative arts subjects. The curriculum is enriched significantly by specialist teaching, including the teaching of French, visiting speakers, residential visits and an extensive programme of extra-curricular sporting activities. Personal, social and health education has a high profile and an increasing emphasis is placed on promoting a healthy lifestyle, to outstanding effect.

## **Care, guidance and support**

### **Grade: 1**

Pupils are very well supported pastorally and academically. The attention paid to supporting pupils with additional learning needs is exemplary and this is reflected in the very good progress they make. Staff know the pupils really well and are highly committed to enabling each child to succeed and gain the maximum enjoyment from their learning. Very secure systems are in place to track pupils' progress and to identify vulnerable pupils. Teaching assistants are deployed very effectively by teachers and provide excellent support to pupils. Pupils learn happily in a calm, safe and well ordered environment. High quality displays of pupils' work indicate the importance staff attach to celebrating the pupils' achievements. Pupils are well supervised in the playground and play happily together.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher is ably supported not only by a senior teacher and the governing body but by all the staff, who work together very effectively to monitor the quality of provision. There is a strong sense of teamwork throughout the school. The headteacher and governors provide clear strategic direction and adopt a rigorous approach to self evaluation. They know that improving the quality of writing is an area for development and are taking effective steps to address the issue. An exemplary feature is the way the leadership team makes good use of the staff's individual strengths and interests to enhance all pupils' learning and guarantee their entitlement to a broad and balanced curriculum. A good example can be seen in the deployment of three teaching assistants to teach science, art and design and technology when teachers have their planning time. The school is very well resourced. Financial planning is well matched to priorities outlined in the school improvement plan. Pupils, parents and staff take a full part in the planning process and, for example, the pupils' suggestions for developing the school grounds are included in the school improvement plan and are being acted upon. Since the last inspection, standards have continued to rise and in information technology, they are now good. The school demonstrates that it has the capacity to sustain this improvement.



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

I thoroughly enjoyed meeting you all very much when I visited your school. Thank you for talking to me and for telling me about your work. Your school is a very good school and your teachers work very hard to plan lessons which are interesting and which help you to do well. They are very good at using the interactive whiteboards in lessons and I enjoyed seeing you learn to use them too. Most of you make good progress with your reading, writing and mathematics but just a few of you, who are really good at these subjects, could do even better, especially in English. I looked at your books and was pleased to see that you take a pride in presenting your work. Your teachers give you helpful advice when they mark your work. You have lots of opportunities to belong to clubs and contribute to the life of the local community. Well done for raising funds for charity too! It is obvious that you enjoy being pupils at Normanby School. Your headteacher and governors are very good at leading and managing the school. They value your suggestions for improving the grounds and the play area and I know that you are looking forward to the pond being completed. All the adults in the school look after you very well and you look after each other very well too. It was good to see so many of you eating fruit at break-time and being aware of the benefits of healthy eating and regular physical exercise. Good luck for the future. Your school is a welcoming school and an exciting place!