



# Norton Community Primary School

Inspection Report

**Unique Reference Number** 121456  
**LEA** North Yorkshire  
**Inspection number** 281019  
**Inspection dates** 27 March 2006 to 28 March 2006  
**Reporting inspector** Mr Mike Driver CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Grove Street
<b>School category</b>	Community		Norton
<b>Age range of pupils</b>	3 to 11		Malton, North Yorkshire YO17 9BG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01653 692104
<b>Number on roll</b>	479	<b>Fax number</b>	01653 696284
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs A Cottam
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Tracey Ralph

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 March 2006 - 28 March 2006	<b>Inspection number</b> 281019
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## **Introduction**

Three additional inspectors carried out the inspection.

## **Description of the school**

This larger than average primary school is set in a rural town and most children come from the surrounding residential areas. Although the area shows some indicators of social and economic deprivation, the proportion of children eligible for free schools meals is below average. Very few children come from minority ethnic groups or are learning English as an additional language. The proportion of children with learning difficulties and/or disabilities is below average. The headteacher took up her post in September 2004.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, which provides good value for money. Standards are broadly average but inspection evidence shows they are improving rapidly. Children are now making good progress. Those with learning difficulties and disabilities make outstanding progress because they are very well supported. The gifted and talented children make satisfactory progress, as they are not sufficiently provided with challenging tasks in lessons. Provision in the Foundation Stage is good.

Although teaching is good overall, differences in pace, challenge and effective use of assessment strategies remain. In particular, extremely strong systems for involving children in assessing their own work are not consistently used to accelerate learning. The school has, rightly, focused its efforts on improving English and mathematics. Other subjects have received less attention and information and communication technology (ICT) teaching has been restricted by limitations in resources.

Children enjoy school, show good behaviour and respond well in lessons. They feel safe and are prepared well for life after school. Children develop well personally and are well cared for. Effective tracking systems mean that extra support can be targeted appropriately.

Leadership and management are good throughout the school. The school's self-evaluation is outstanding, although the school, conscious that progress has been rapid, has evaluated itself modestly. Specific areas for improvement have been systematically identified, prioritised and targeted effectively. Improvement since the last inspection is good. The school has an extremely strong capacity to improve.

### What the school should do to improve further

The school's clear and detailed strategic plan for improvements addresses issues in all aspects of its work. Within this context it should:

- improve the consistency of teaching through the school, particularly in ensuring all children are very clear about what they need to do to improve their work, through the use of the very effective assessment strategies
- improve the achievement of gifted and talented children through more effective teaching strategies to target work to their needs
- develop the curriculum further to link learning in different subjects, ensuring children make good use of their basic English, mathematics and ICT skills; this requires improved ICT provision.

## Achievement and standards

### Grade: 2

Standards on entry to the school are broadly average, although with significant weaknesses in literacy and personal and social development. The progress children

make in the Foundation Stage is now good as a result of creative approaches that engage children's interest and enthusiasm.

Standards in Year 2 have been average in recent years. Year 6 test results have improved recently though they were still below average in 2005. This reflects satisfactory progress for these pupils. However, rapid improvement in progress is evident in the children's current work throughout the school, though this is not yet reflected in national test results. Significant improvements in the quality of teaching and learning are having a positive impact on children's progress, which is now good. This is clearly seen through the school's rigorous assessment procedures, which show how well children have made up lost ground.

Children with learning difficulties and/or disabilities make outstanding progress as a result of very effective support systems. Children who are gifted and talented make satisfactory progress, because at present there is no special provision to provide them with extra challenge.

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

### **Grade: 2**

Children's personal development and well-being are good. Children's spiritual, moral, social and cultural development is good overall, with particular strengths in moral and social development. There has been a marked improvement in the children's behaviour and attitudes in the last two years as a direct result of effective initiatives by the school leadership. The key has been the responsibility that the children have been given, and accepted, for their own development. They have helped to devise the rules, rewards and sanctions that govern their behaviour. They have also begun to keep a check on their own academic progress. Consequently, they know that they are achieving well so they have a more positive attitude towards their work.

Children develop many good habits for their future well-being. They work well individually or in groups and are ready to accept responsibilities. Older children even check and evaluate one another's work. They are clear about what they have to do to stay fit, healthy and safe. Attendance levels match national figures and unauthorised absences are lower.

Children develop a clear sense of being part of a caring school community from the Foundation Stage onwards. Children all feel they have a genuine part to play. For example, when a Community Governor could not be found, School Council members made an appeal through the local paper to seek a volunteer. They take their responsibilities very seriously indeed.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning has improved significantly and is now good overall. As a result, children show positive attitudes, learn well and make good progress. The provision for children with learning difficulties and/or disabilities is excellent. Of particular note are the high quality, child friendly, action plans that indicate next steps for improvement. Gifted and talented children make satisfactory progress, as teaching does not consistently challenge them.

Teaching ranges from satisfactory to outstanding. The main reason some lessons are not as successful as others is because expectations of the children vary. In some lessons, the level of challenge is lower and children do not have to work hard enough. Mainly, however, lessons are well planned with a clear structure. Here, teachers pitch the work well to challenge and engage all the children, and the children are fully aware of the learning objectives. Teachers use an increasing variety of teaching methods, although insufficient ICT resources have restricted the use of computers and whiteboards. Teaching assistants provide good support in lessons.

There is some outstanding practice in assessment in certain parts of the school. There is good target setting throughout, and in some classes, children are given easy to understand criteria to assess their own work and identify how they might improve. This engages children more in their own learning. The school has plans to share this outstanding practice to promote greater consistency throughout the school.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. Teachers' use of national and local guidance ensures children's work meets their needs and satisfies statutory requirements. This is supplemented by effective enrichment, such as the visit by 'Florence Nightingale' and out of school clubs and activities. Well-planned activities across all the Foundation Stage areas of learning ensure that these children learn well. In Years 1-6, the current emphasis on improving children's English and mathematics skills is appropriate and having a good effect in raising standards in these subjects. The school is aware of the need to widen its approach further and has begun to monitor and improve aspects of learning, such as children's writing in history and religious education. There are good outline plans to help children to reinforce their learning by increasing the planned connections between subjects. This is particularly important in ICT, where weak resources have limited children's learning and some opportunities to apply skills have been missed.

## Care, guidance and support

### Grade: 2

Care, guidance and support is good throughout the school. Vulnerable children are cared for very well. Children with learning difficulties and/or disabilities benefit from outstanding support. Each one receives an individual programme of work, used daily to promote excellent progress in key areas. There is not yet equally good individual provision for those with identified gifts or talents.

Arrangements for safeguarding children are good. Child protection systems are very secure and well-understood and proper attention is paid to assessing risks involved in activities. Parents much appreciate the care their children receive.

Systems to track children's levels of attainment, and their progress, have been strengthened. The system is rigorous, and regular checks are used to target intervention with particular groups. The system has been instrumental in raising standards of teaching, leading to children making good progress.

## Leadership and management

### Grade: 2

Leadership and management are good. The new headteacher's charismatic and highly effective leadership has been a prime factor in spearheading improvements. She has worked diligently to gain the confidence of staff, governors, children and parents and has established an extremely strong foundation for further improvements. She has established strong systems for monitoring, tracking and evaluating provision, progress and results. Her clear and accurate evaluations of teaching and standards have led directly to higher expectations and a rapidly improving level of provision, and teaching is now good.

A strong feature has been the building of very effective teamwork and all staff are clear about the school's main priorities. They recognise their own roles and responsibilities in moving the school forward and contributing to improvements. Senior leaders and subject leaders support their colleagues well through improved monitoring and evaluating of standards, teaching and learning, helping them to identify and take forward necessary developments. However, the systems are still quite new and continue to be developed and established.

Governors have improved their working systems to ensure the school fulfils its responsibilities. Closer involvement in shaping developments and better monitoring are giving them a more accurate picture of children's standards and achievements. As a result, they are better placed to ensure that resources are used efficiently to achieve value for money.

Parents and children strongly appreciate what the school now offers, 'an excellent school. there have been marked improvements'. There are very good opportunities for adults and children to express their views and opinions and have a positive influence on future action.

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## 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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	2	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

We enjoyed visiting your school and talking with you, as well as meeting with the headteacher, teachers and governors. We listened carefully to what you told us, including how you enjoy school and feel you are making good progress. We also listened to the views of your parents or carers.

We have reached the conclusion that this is a good school. It has improved as a result of being well-led by the headteacher and other teachers. Good teaching ensures that you make good progress in lessons and, as a result, standards in the school are improving. Teachers use some very good ways to help you find out for yourselves how well you are doing and what you need to do to do to improve, but these are not yet used in all classes.

We agree with the school that it cares for you all well, and helps you develop well as a person. The school has produced clear plans to help improve your progress.

To help the school to keep improving we are saying:

- teachers should continue to share good ideas on teaching and especially in helping you know how to improve your own work
- the school needs to help children with special gifts and talents make better progress
- teaching needs to make links between the different subjects, including better use of information and communications technology.

Thank you again for helping us in the inspection. We are sure your school is going to become an even better place for you to learn.