

# Normandy Primary School

## Inspection report

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<b>Unique Reference Number</b>	101450
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	286064
<b>Inspection dates</b>	30 April –1 May 2007
<b>Reporting inspector</b>	Mike Smith

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	444
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Smiles
<b>Headteacher</b>	Mrs Wendy Greateorex
<b>Date of previous school inspection</b>	14 January 2002
<b>School address</b>	Fairford Avenue Barnehurst Bexleyheath DA7 6QP
<b>Telephone number</b>	01322 333998
<b>Fax number</b>	01322 333998

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Normandy school is a large primary school in Bexleyheath. Its pupils come from a variety of backgrounds, including small numbers from minority ethnic groups, the largest being Black African families. A very small proportion of pupils is from refugee and asylum seeking families and a very small proportion of pupils is at the early stages of learning English. Currently one pupil is looked after by the local authority. The proportion of pupils eligible for free school meals is slightly above average as is the proportion of pupils with learning difficulties and/or disabilities (LDD), including those who have a statement of special educational need. The school has a registered After School Care facility and provides support for family learning. The school holds the Healthy School Award and the PE Active Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory quality of education. It has a number of good features and is improving. Strategies for improvement resulting from regular monitoring, self-evaluation, and a reorganisation of roles and responsibilities, are now having a positive impact on provision and pupil achievement. Through regular checks, the headteacher, leadership team and subject leaders have gained a clear view of what needs to be done to improve standards and achievement. A parent reported, 'I would like to thank the school for their ongoing commitment to happiness, success and achievement.'

From low levels of attainment on entry, children in the Foundation Stage make good progress, particularly in their personal and social development and communication skills. This is because of the very well organised curriculum and consistently good teaching which allows them to explore their own learning and develop useful skills. Despite their good progress, children's attainment is still well below average, particularly in their reading and writing. Standards in Years 1 and 2 are well below average, but are beginning to improve due to a more rigorous approach to the teaching of letters and sounds. By the end of Year 6, pupils' standards are still well below average in English, mathematics and science. This is because teaching and learning, and the curriculum, although improving, are still only satisfactory overall. Although support and improvement strategies are having a positive impact on learning and teaching, there is still not enough consistently good teaching across the school to significantly raise pupils' achievement and standards. Information on pupils' previous achievement is not used enough in planning to ensure all pupils receive the appropriate levels of challenge.

Good care and support ensures pupils make good progress in their personal development. Pupils with learning difficulties or disabilities and higher attaining pupils who have been identified to receive 'catch-up' or 'booster' strategies receive effective support and make satisfactory and sometimes good progress. Teaching assistants give good support to pupils, enabling them to take full advantage of all their learning opportunities. The curriculum offers a satisfactory and interesting range of activities. Although there is a good focus on promoting pupils' speaking and listening and improving opportunities for reading, there are missed opportunities for pupils to read frequently and to learn how to write quickly, edit, and extend their writing. Additional learning opportunities and before and after school clubs are greatly appreciated by both pupils and parents.

Pupils' spiritual, moral, social and cultural development is good, and the school works hard at encouraging improved attendance and punctuality, but attendance still remains just below average. Pupils have positive attitudes towards others and enjoy their learning experiences. Their behaviour is good. Parents are consistent in their praise for the school. One wrote, 'I am very happy with the education my son is receiving. He enjoys school, his lessons and the club activities.' There has been satisfactory improvement since the last inspection and the school works hard at encouraging parents to take an active part in their children's learning. The school clearly shows that improving achievement is at the heart of all decisions, demonstrating the school's satisfactory capacity for further improvement. Governors are clearly very aware of the strengths and weaknesses of the school and are fully involved in the monitoring, evaluating and the strategic management of the school in its drive to raise standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What the school should do to improve further**

- Improve standards in all core subjects, and especially in English, by ensuring pupils read more frequently and produce more extended pieces of writing
- Ensure that teaching is more consistently good. In particular, ensure that teachers plan their lessons so that pupils of different levels of attainment all have achievable challenges.

## **Achievement and standards**

### **Grade: 3**

On entry to the Nursery class, childrens' attainment is well below what is usually expected due to their underdeveloped language, communication and, social skills. Good progress is made in the Foundation Stage, and by the beginning of Year 1 pupils reach average levels in their social development and in elements of their speaking and communication skills. However, their reading and writing skills are lower than average. Parents are very happy with the provision in the Foundation Stage and one parent commented, 'My daughter enjoys Nursery so much and she has developed really well emotionally and mentally.'

Firm action is being taken to address a legacy of underachievement that has now resulted in satisfactory achievement by the end of Year 6. A greater emphasis on group reading and the use of letter and sound work are helping pupils to improve their reading, although opportunities for individual and sustained reading are still too infrequent in some classes to ensure that achievement is lifted from satisfactory to good. The school has been working on an intensive support programme with the Local Authority and the impact of this work shows more pupils reaching average standards in their work and an increasing proportion exceeding this. Catch-up activities are being used well and there is evidence of satisfactory achievement.

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

### **Grade: 2**

Pupils grow in confidence and they enjoy school. They eagerly embrace the school's encouragement of healthy lifestyles. If there is any unkindness reported pupils say that they are dealt with effectively and as a result they feel safe in school. For a few who come from troubled homes, the school is seen as a haven of security. There are very good relationships throughout the school, where pupils from different backgrounds work, play and get on well with each other. A strength of the school is the opportunity it gives pupils to take responsibility. 'Jobs' are advertised and pupils have to formally apply. Many do so and they contribute to the school community by carrying out their roles as helpers with considerable enthusiasm. These opportunities help prepare pupils for the next stage of their education and future working life, but their prospects are currently hampered by the low standards of their key literacy and numeracy skills. The school works hard to discourage avoidable absence and poor punctuality. Too many pupils are kept out of school unnecessarily, for example, because of family holidays taken in term time, and this can affect their progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall, with examples of good and excellent practice across the school. Teaching and learning in the Foundation Stage is good, enabling children to make good progress overall and helping to prepare them for the next stage in their learning. A positive ethos of reward and celebration can be seen in all lessons where learning is made fun and where expectations are rising. Teachers generally give clear explanations of what they intend to teach so pupils know what is expected of them. Relationships are very good and behaviour management is effective, so that pupils are happy in their work. Most pupils are making progress in lessons, although information about previous attainment is not always best used in planning to ensure they always receive the appropriate level of challenge. Lessons are occasionally delivered too slowly and this can lead to pupils losing interest. The school knows that teaching needs to be consistently better if it is to make up the deficit in pupils' achievements. Senior leaders, together with external support, monitor teaching and learning closely, and support is leading to improvements. Teaching assistants provide good support for both pupils and teachers.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory with a number of good features which help to make learning enjoyable. It is especially well planned, organised and fun in the Foundation Stage where children can explore things for themselves and gain important speaking and social skills. The good range of extra activities help pupils to learn new hobbies and the skills to work well with others. In particular, pupils value belonging to the 'Smart Club,' which celebrates their efforts and helps them to care for others and take a pride in their appearance and work. A good range of practical activities and links between subjects help pupils to improve their skills and knowledge. The science curriculum has been recently and effectively updated and there are increased activities to emphasise investigative work in both mathematics and science. These features are having a positive impact upon improving standards. The school recognises that English skills remain a significant area for improvement.

### **Care, guidance and support**

#### **Grade: 2**

Pupils feel secure because they are looked after very well. Arrangements for dealing with minor injuries and for administering medicines are good. Child protection procedures are very effective, and the school liaises closely with outside agencies when pupils need extra support. Pupils generally know their individual targets to improve their work. They sometimes, however, have a better understanding of their personal targets, for example, on behaviour or neat presentation, than of their targets in literacy and numeracy. Although most targets are specific and appropriate, there are some that are unhelpful because they are too vague or are set at an overly low level. For example, pupils in Year 5 using more advanced punctuation still had literacy targets that reminded them to remember to use a full stop.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall with some good elements. There is a clear understanding of what needs to be done to improve provision and achievement, and how to go about it. Self-evaluation strategies and outcomes guide development planning and the headteacher and senior leaders clearly demonstrate they are focused on improving and promoting good quality care and education. Expectations are clear and monitoring roles are carried out by committed staff who are convinced they can make a difference. All staff work effectively as a team, their work is valued, professional development opportunities are good, and consequently their morale is high. Improvement strategies are having a positive impact, and areas of teaching and the curriculum are slowly improving as is pupils' achievement as a result. The school is aware that there is no time to waste in ensuring pupils get the best opportunities to achieve and raise their current standards. Overall the school shows it has the capability to bring about the necessary improvements to raise standards through increasingly consistent and effective practice.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

11 May 2007

Dear Pupils

Inspection of Normandy Primary School, Fairford Avenue, Barnehurst, Bexleyheath, DA7 6QP

Thank you for welcoming us into your school and a special thank you to the school council who met with us and explained their work and what they thought about the school. We think your school provides an acceptable standard of education and importantly, it knows what it has to do to help you reach higher standards in your work. We noticed that you really enjoy working in your lessons, and you all get on with each other very well. A small number of you need to improve your attendance and punctuality, otherwise your learning and progress will suffer.

We particularly liked the fact that:

- you have good attitudes to learning and your behaviour is good
- you show respect for each other and feel safe in school
- you particularly like the lunchtime and after school clubs
- you really enjoy taking responsibilities and applying for school jobs
- the headteacher and staff are working hard together to help you achieve well in your learning.

There are a few things the school knows it can improve upon.

- It can help you to achieve higher standards and make better progress in mathematics, science, and particularly English.
- It can make sure there is more good teaching and that work in lessons meets your needs and always makes you think.

You too can help by concentrating on your reading and writing. You could also make sure you know your personal learning targets and remember to work towards achieving them each day in your lessons. Once again, thank you for being so friendly and we hope you all do very well in 2007.

Yours sincerely,

Mike Smith Lead inspector