



Norbury Manor Primary School

Inspection Report

Unique Reference Number 101785
Local Authority Croydon
Inspection number 286182
Inspection dates 14–15 December 2006
Reporting inspector Mike Smith

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

Type of school	Primary	School address	Abingdon Road
School category	Community		Norbury
Age range of pupils	3–11		London SW16 5QR
Gender of pupils	Mixed	Telephone number	020 8679 3835
Number on roll (school)	413	Fax number	020 8679 1464
Appropriate authority	The governing body	Chair	Mr Ken Morcombe
		Headteacher	Mr Paul Mathews
Date of previous school inspection	20 May 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Norbury Manor Primary School is larger than most primary schools with pupils coming from a variety of social and economic backgrounds. Around thirteen percent of pupils are of White European heritage. Other pupils represent a wide range of ethnic groups, the largest being from Black African, Caribbean and Asian backgrounds. Nearly half of pupils have home languages other than English and one in twelve is at an early stage of learning English. A small number are the children of refugees or families seeking asylum or are pupils who are looked after. An above average percentage of pupils are eligible for free school meals. An above average percentage of pupils receive support for their special educational needs. Just over a third of the pupils join and/or leave the school other than at the end of Year 6 or at the end of an academic year. The school is part of a local Extended Schools cluster. There have been several headteachers since 2001 and the interim headteacher was appointed in September 2006.

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 an acceptable standard of education. In a very short period of time the interim headteacher with the support of the deputy headteacher has managed to implement a range of improvement strategies. These strategies are clearly focused on improving the school's provision and raising pupils' progress and achievement. This focus has already had a positive impact upon teaching and learning and the use of assessment, which are now satisfactory. Because of the headteacher's clear vision and purposeful leadership, most parents are right in believing that, as one put it, 'I can see and hear of improvement which I hope will continue in a positive way'. Although the basics have been established for future success, much remains to be done. A small, but significant number of parents still need convincing that the school is now in a stable and positive position to successfully address some of the identified weaknesses.

Children in the Foundation Stage make satisfactory progress from low standards on entry, because staff organise a wide variety of enjoyable, play-based activities which are leading to improved learning. This progress is maintained as pupils move up the school and at the end of Year 6 pupils are working at levels which are broadly average in English, mathematics and science. However, more able pupils do not achieve as highly as they could. Pupils with learning difficulties or disabilities, and those with English as an additional language gain the basic skills for learning and make satisfactory progress. Pupils from minority ethnic groups make the same progress as their classmates.

Pupils' personal development is satisfactory. They have good attitudes, enjoy school and understand the importance of keeping safe and leading a healthy lifestyle. A small number of parents voiced their concerns about pupils' misbehaviour, although inspectors found behaviour to be satisfactory. There are clear guidelines to encourage good behaviour and pupils are clearly aware of what is acceptable and what is not. Attendance is satisfactory. The school is aware of the importance of good attendance and punctuality and positively encourages individual improvements. Pupils like to take on individual responsibility, such as being part of the school council or acting as playground friends. They learn useful skills in literacy and numeracy through their involvement in fund raising activities. Pupils' spiritual, moral, social and cultural development is satisfactory and they make positive contributions to the community. Pupils' care, guidance and support are satisfactory and pupils have a good regard for each other.

The school's self-evaluation and monitoring strategies are satisfactory. The school now has an accurate view of the quality of education and what needs to be improved and how to achieve it. The quality of teaching is satisfactory and has improved due to systematic monitoring and support. This is because teachers now follow agreed practices and expectations have been raised. However, it does not always provide enough challenge for more able pupils to excel. Pupils with learning difficulties and disabilities have appropriate targets in place which they achieve as a result of the support strategies employed by teachers and support staff. The curriculum is satisfactory. It caters for pupils' personal development and provides adequate opportunities for them to enjoy

learning in a broad range of subjects. There has been satisfactory improvement since the last inspection. Standards have risen in literacy, assessment procedures are understood, and attendance is gradually improving. The schools' leadership is clearly demonstrating that pupils' achievement is at the heart of all decisions and it has the capacity to improve and to raise standards further. However, governance is inadequate. Governors have insufficient involvement in school self-evaluation, monitoring or strategic management.

What the school should do to improve further

- Improve standards in English, mathematics and science, especially for the more able pupils.
- Improve the overall quality and consistency of teaching and learning by ensuring greater challenge and match to pupils' abilities.
- Improve communication with parents.
- Strengthen the governance of the school so that there is systematic involvement in monitoring, self-evaluation and strategic management.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. Provision and quality are satisfactory in the Foundation Stage. Children start school with skills and knowledge which are below those expected for their age but they grow quickly in confidence. They make satisfactory progress and are well prepared for more formal learning when they enter Year 1.

Results in national tests at the end of Year 6 were well below average in 2005. Senior leaders recognise that there has been a legacy of weak teaching and has taken steps to eliminate this. A combination of support from the local authority and more effective teaching has contributed to much improvement. Standards rose significantly in the 2006 tests and are now broadly average. However, more able pupils are not stretched enough and should do better in English, mathematics and science. Inspection evidence confirms that recent initiatives to raise standards and achievement are proving successful, although more work remains to be done to ensure that this improvement is sustained. The school is on its way to meeting its challenging targets and prepares its pupils soundly for the next stage of their education.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils enjoy school, have positive attitudes, and respond well to encouragement from staff. This is reflected in improved rates of attendance, which are now satisfactory.

Pupils' spiritual, moral, social and cultural development is satisfactory. They show respect for each other, although some playtime behaviour is boisterous. Despite this

pupils say they feel safe and that staff deal with any problems quickly. Inspectors agree with some pupils who say that there is not enough equipment to encourage play. Pupils are developing satisfactory skills for the future and their improving skills in English and mathematics help contribute to their economic well being. The school council gives pupils a voice in the life of the school and older pupils act as playground friends. Pupils have a satisfactory awareness of how to be healthy, enjoy doing exercise and know how to keep themselves safe both in school and in the wider world.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory with some examples of good practice across the school. Teachers' expectations are clear. They are aware that teaching needs to be consistently better if it is to ensure that pupils' progress and achievement continue to improve. The quality of teaching and learning in the Foundation Stage is satisfactory, enabling children to make satisfactory progress.

In most lessons throughout the school, teachers give clear explanations and specify learning objectives and intentions, so pupils know what is expected of them. There are good relationships and behaviour management is effective, so that pupils are happy in their work. Senior leaders along with external support closely monitor teaching and learning and there is evidence that these actions are bringing about improvement. Improvements can be seen in teachers' assessment, planning and the recording of pupils' progress. However, work is not always pitched at different levels to reflect the wide range of pupils' abilities and not enough challenge is given to more able pupils. Teaching assistants effectively support pupils with learning difficulties and those who are at the early stages of learning English, so they make the same rate of progress as other pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is relevant and varied but not sufficiently challenging for more able pupils. The school has rightly concentrated on English and mathematics. However, links between other subjects, which make learning meaningful, are as yet underdeveloped. The school's strength in art is seen in the many examples of pupils' work which brighten up the corridors. Pupils enjoy practical work. One said, 'I like lessons especially physical education and swimming'. The Foundation Stage curriculum provides satisfactory support for children's personal and academic development. In the rest of the school, provision for personal, social, health and citizenship education (PSHCE) is satisfactory and improves pupils' self esteem.

Outdated hardware for information and communication technology (ICT) is being replaced and a new computer suite is currently being installed. This has meant that pupils' progress in ICT skills and their applications to learning have been temporarily

delayed during the changeover and installation period. Appropriate support for pupils with learning difficulties and disabilities and those with English as an additional language enables them to participate effectively in school life. There are residential visits for Year 6, and Years 3 and 4 have undertaken local fieldwork. However, the school recognises that the current programme of visits and curricular enrichment is underdeveloped. The staff also recognise that the number of after-school clubs is insufficient and have produced well founded plans to address this.

Care, guidance and support

Grade: 3

Care support and guidance are satisfactory. Effective links with outside agencies support pupils at risk. Parents appreciate the fact that pupils in need of help are identified early and satisfactory arrangements are made to enable them take a full part in school life. One said, 'My daughter has learning difficulties and has been supported all the way'. Academic guidance is satisfactory. Teachers have improved their tracking and assessment procedures so that it is easier to identify pupils who need extra help or who are at risk of underachieving. As a result, standards have started to rise, although more remains to be done to ensure that more able pupils achieve the standards they are capable of. Personal, social, health and citizenship lessons help pupils to have a good regard for their own and others' safety in lessons and on the playground. As a result, pupils know how to treat and understand each other. Procedures for child protection, risk assessment and health and safety are satisfactory.

Leadership and management

Grade: 3

The headteacher inherited a number of significant challenges on taking up the post at the start of this term. He now has a clear view of the strengths and weaknesses of the school and has acted promptly in addressing the major issues that relate to the quality of teaching and learning and pupils' progress and achievement. A small number of parents have a range of concerns that include the management of pupil behaviour, their care, and the general lack of communication between the school and themselves. Although the school has successfully tackled many of these issues, it has not communicated these improvements, and others, adequately to parents.

Improvements have been brought about in teaching and learning and in the use of assessment where expectations are clear and higher. Although curriculum leaders monitor their subject across the school, it is not until recently that they have been fully involved in strategic management through the implementation of the school's action plan. There has not been any formal process of managing the performance of teachers and this is now being addressed. However, there are satisfactory induction and support procedures in place for the newly qualified teachers. The governing body have not been adequately involved in school self-evaluation, monitoring, and strategic management. However, the link governor for special educational needs has a good working relationship with the special educational needs co-ordinator. There has been

effective external support from local authority officers and consultants in developing and monitoring improvements. Overall, leadership and management are having a positive impact on provision and the school shows it has the capability to bring about the necessary improvements. A number of important weaknesses have been confronted and resolved and the school is now well placed to raise standards through increasingly consistent and effective practice.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
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

How well do learners achieve?	3
The standards ¹ reached by learners	3
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

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

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	4
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

Thank you for welcoming us into your school and a special thank you to the school council who met with me 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 make things even better for you. We noticed that you really enjoy coming to school and working in your lessons and you all get on with each other so well.

Some of your parents are still concerned about things like, bad behaviour, your safety and communication between school and home. We looked carefully at their concerns and agree that communication could be improved. In particular, your parents need to know what improvements have taken place and how they too can help improve the school.

We particularly liked the fact that:

- you have good attitudes to learning which makes lessons enjoyable
- you show respect for each other and feel safe in school
- you particularly like practical subjects like physical education and swimming
- the headteacher and staff are working hard together to make the school better.

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

- all pupils need to keep up their progress in English and mathematics
- teachers need to make sure that your lessons offer you challenging activities and support all your different needs so all of you can make the best progress you can
- the school needs to improve communication with your parents/carers
- the governors of the school need to become more involved in the life of the school and help it to become even better.

You too can help the school improve by attending every day, being on time, and behaving the best you can. Once again, thank you for being so friendly and we hope you all do very well in 2007.

Yours sincerely

Mike Smith.

Lead inspector