



Normanby Primary School

Inspection Report

Unique Reference Number 111650
Local Authority Redcar and Cleveland
Inspection number 289014
Inspection dates 15–16 February 2007
Reporting inspector Delia Hiscock

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

Type of school	Primary	School address	Flatts Lane
School category	Community		Normanby, Middlesbrough
Age range of pupils	3–11		TS6 0NP
Gender of pupils	Mixed	Telephone number	01642 469529
Number on roll (school)	513	Fax number	01642 467778
Appropriate authority	The governing body	Chair	Mr Lawrence Strange
		Headteacher	Mrs M O Dale
Date of previous school inspection	1 June 2001		

Age group	Inspection dates	Inspection number
3–11	15–16 February 2007	289014

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This popular school serves a semi-urban population. The proportion of pupils eligible for free school meals is below average and the number of pupils who have learning difficulties and disabilities is broadly average. Nearly all the pupils are of White British heritage. Of the few pupils from minority ethnic families, a tiny proportion speaks English as an additional language. The school is much larger than average. It has gained a Healthy School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school that provides satisfactory value for money.

Standards on entry to the school are below average. Children make good progress and attain average standards by the end of the Foundation Stage. This is because there is exciting teaching and provision that moves the children on well. Pupils go on to make satisfactory progress in Key Stage 1 and attain average standards in reading, writing and mathematics.

Standards are average by the end of Year 6 and the overall achievement of pupils is satisfactory. Staffing turbulence has affected consistency of teaching and learning since the last inspection but the school now has greater stability and has implemented a series of actions to improve achievement. As pupils now move through Key Stage 2, they gain an exciting array of skills in art, they appraise and edit their work effectively and they know what to do to improve. In addition, their handwriting and presentation of work are very good. Fresh approaches to the teaching of writing are injecting rigour and enjoyment into the pupils' work. Teaching does not ensure that all groups of pupils are fully stretched, in particular the more able in investigative aspects of mathematics and science. Part of the reason for this is that although the school measures pupils' progress well, the information is not always used effectively to set the level of challenge needed for these pupils. Nevertheless, all the school's strengths are harnessed to ensure that pupils are equipped with the basic skills and knowledge they need for the future.

There is a sense of optimism about the potential of some exciting new initiatives. The school has invested effectively in expanding its good curriculum and there is an impressive range of enrichment and extension activities. These open up a delightful breadth of new experiences and provide plenty of enjoyment and new skills for pupils. Some of these are the fruition of the school's creative partnerships and others are the result of the school's improvement plans. These make a positive contribution to pupils' good personal development and well-being, to their maturing qualities as individuals, and to their impressive cultural development. The school puts the pastoral care and support of its pupils and their families at the centre of its work but the effect on achievement is not always productive. This is because the school's evaluation of its work is not sharp enough to make a positive difference.

Leadership and management are satisfactory; capacity to improve is also satisfactory. The re-formed leadership team is making some good improvements to accelerate progress but the dynamic features that are accelerating improvement are still dependent on the headteacher and some key leaders. There has not been enough time for their exciting work in writing and other developments to have improved standards by the end of each key stage.

Although the school accurately identifies improvement needs, the evaluation of performance is overly generous. Pupils' skills in information and communication technology (ICT) are satisfactory, having improved since the previous inspection. Above all, the pupils develop good qualities as individuals and a good understanding

of other cultures and lifestyles. They take responsibility seriously and see that their contribution can make a difference to others.

What the school should do to improve further

- Improve the achievement of more able pupils, particularly in the investigative aspects of mathematics and science.
- Ensure that the teaching caters fully for the needs of all groups of pupils.
- Improve the accuracy of the school's self-evaluation.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, including the pupils who have learning difficulties and disabilities and those of minority ethnic heritage. Most pupils make satisfactory progress and attain average standards by the end of Year 6.

Children start the Nursery with below average levels of development. They make good progress and begin Year 1 broadly attaining the expected level for their age. Pupils make satisfactory progress in Key Stage 1 and the school's results of the 2006 national assessments for seven-year-olds show that standards are average.

Currently, the school is emerging from a period of turbulence in staffing; it is using this opportunity to take firm action to raise standards and quicken the pupils' progress. These actions are well chosen and, although relatively recent in implementation, are showing signs of better progress for most groups of pupils. The exceptions are the most able pupils, who are not sufficiently stretched to achieve their full potential in basic subjects, especially in the investigative aspects of mathematics and science. The school's results in 2006 are consistent with this pattern of progress and show that achievement overall is satisfactory; because the more able do not do as well as they should, standards are average. This is one of the main reasons why the school did not meet its targets for performance in 2005 and 2006. The clearest signs of improvement are in English where many pupils reach a good standard in their handwriting and in the presentation of their work. Standards in art and design are above average and much of the work in this subject is of a stunning quality.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The pupils' cultural development is particularly strong and they gain a deep understanding of the culture and heritage of countries such as Jamaica, through the use of music and personal research. Pupils' increasing awareness of others in need and of environmental issues in the world are reflected in their fundraising to provide resources for example, for a school in Africa and in their work as an Eco-School.

The pupils respond well to the many additional activities available to them and their personal qualities blossom as they work in different ways. As they say, they 'feel close to friends and, it feels like a family.' This is why pupils take on responsible roles, why they are well behaved and make a good contribution to the community. Levels of attendance are average. Pupils regularly perform for parents and the community. They feel safe, are safety conscious in school and are knowledgeable about a healthy diet and the effect of exercise. This helps them to make their own informed choices. Their skills for life are satisfactory, including those they gain in ICT.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Greater stability in staffing and beneficial actions taken by the school's leaders to improve aspects of the teaching, are successfully overcoming inconsistencies in the quality of learning. Despite this general improvement, the teaching does not always provide enough challenge for the more able pupils. For example, although teaching focuses upon that which pupils are expected to learn, too many activities are aimed at consolidating learning rather than challenging all pupils to make good progress. Consequently, in some lessons, more able pupils are often capable of learning at a faster pace or working at a higher level. Improvements in the teaching are evident in the teaching of writing, which is succeeding in improving the pupils' skills, increasing their motivation and accelerating their progress.

Relationships are good in lessons throughout the school. Pupils listen well to their teachers and often enjoy lessons. They feel stretched in their reading and writing, and they like the activities that take account of how they learn best. Some good and, occasionally, outstanding features of teaching, are reflected in how well pupils understand what they need to learn next and exactly how to get there. In these lessons, all pupils are well challenged. The quality of teaching is good in the Foundation Stage because resources are used to best effect to challenge and inspire the children.

Curriculum and other activities

Grade: 2

The curriculum is good overall. Provision is enriched through a good range of programmes including French, environmental work, creative work through partnerships with outside professionals and through good use of visiting specialists. Some of these, such as the whole school 'Take one Picture' project make an outstanding contribution to pupils' cultural and personal development. The tremendous range of extra-curricular activities appeal hugely to youngsters and the take-up is high. Personal, social and health education is very effective and is central to everything the school does. Satisfactory provision is made to develop pupils' skills for the future but there are too few opportunities for pupils to investigate in mathematics and science. Provision in

the Foundation Stage is good and features an extensive range of activities, indoors and out, for children to choose from. This contributes to the good start they make to their education.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Good pastoral care is provided which ensures that pupils feel valued and listened to. Procedures meet all the requirements to safeguard pupils. Staff and governors are vigilant to ensure pupils are safe and well cared for. Child protection arrangements are robust and all staff have received recent training. Induction arrangements for children entering the Foundation Stage, along with arrangements for transition between classes, are secure and ensure that children are confident and settle well. Good links are maintained with external agencies to support those with learning difficulties and disabilities but the day to day guidance they receive is satisfactory. There are satisfactory tracking arrangements in place that monitor pupils' progress in great detail but they are not used incisively enough to drive up standards, to improve achievement and ensure that all pupils make good progress. This gap is critical to the school's improvement. Greater focus has recently been given to helping pupils understand what they are doing well, what they need to learn next and the goals they should aim towards in their studies. This is ensuring that pupils have a clearer understanding of what they need to do in order to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides satisfactory leadership and has ensured that standards have been maintained at average levels during a period of instability. The recently regrouped leadership team provides satisfactory leadership and, through strategies introduced recently, have improved the quality of provision and accelerated pupils' progress. Their work successfully develops pupils' confidence and self-esteem and ensures the well-being of all pupils when they are in the school's care. With competent governance and generous staff teamwork, leadership has overcome the restrictions in the accommodation and created an attractive environment where pupils want to learn and where creativity is promoted strongly to add a zest and some excellence in the arts to the curriculum.

Leadership of the Foundation Stage is good. Although other key staff have the skills and knowledge to monitor and advise other teachers, their impact on improving overall standards and quality in their subjects is in its infancy and as such, satisfactory. Although there is good day to day management of the school, the school is mainly reliant for its leadership on the dedicated headteacher and a small core of very able leaders who provide insight and experience. Overall, there is satisfactory capacity for the school to improve further because the skills of some leaders are satisfactory rather than better. Recent monitoring of teaching has been limited and reliant on the school's

assessment information as a check on progress and learning. The school's view of itself is over-generous.

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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?	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

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?	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

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?	2
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	3
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

Normanby Primary School

Flatts Lane

Normanby

Middlesbrough

TS6 0NP

19 February 2007

Dear Pupils

We really enjoyed our visit to your school. You were very courteous and helpful towards us. We were particularly interested in listening to what you had to say and were delighted to hear about all the things you like and all the clubs you join.

There are so many activities to help you to develop your talents in art, music and sport, and to keep fit and healthy too. This is particularly good.

Everyone in the school tries hard to make sure that you are well looked after so that you can do as well as you can in your work. We found that you are growing up to become kind, thoughtful youngsters who think of others and who try to help in ways that you can.

We found also that that you behave well and that you work hard. This is one of the things that help you learn the skills you need for your life ahead. We found your school to be satisfactory. To help you to do even better, we have asked the school to:

- help you make better progress and reach higher standards in English, maths and science by the end of Year 6, particularly those of you who can work easily and quickly
- make teaching even better to help you learn better
- check more closely what is going well and what needs to be done better.

Look after each other and keep working hard. We saw many good things at your school including your art work and the many views of 'Take One Picture.' It was a real treat to see them!

Yours sincerely

Mrs Delia Hiscock, Mrs Gianna Ulyyat and Mr Derek Sleightholme

School Inspectors.