

# Norbriggs Primary School

## Inspection report

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<b>Unique Reference Number</b>	112705
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	289379
<b>Inspection dates</b>	15–16 January 2008
<b>Reporting inspector</b>	David Matthews

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	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Morehen
<b>Headteacher</b>	Mrs S Eyre
<b>Date of previous school inspection</b>	13 June 2005
<b>School address</b>	Norbriggs Road Mastin Moor Chesterfield Derbyshire S43 3BW
<b>Telephone number</b>	01246 473398
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school serving an area of economic and social disadvantage. Almost all of the pupils are from White British backgrounds. An above average proportion of pupils is known to be eligible for free school meals. The percentage of pupils with identified learning difficulties and disabilities is similar to that nationally, while the proportion of pupils with a statement of special educational need is above the national average. The school has gained the nationally recognised Investors in People, Basic Skills Quality Mark, Active Mark, International Schools and Health Promoting Schools awards.

## 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 an effective and an improving school. Progress since the last inspection has been good, and standards overall have risen. The culture of striving to improve is reflected in the school's achievement of numerous nationally recognised awards, in the rising standards, and in communicating to pupils a 'can do' philosophy. Central to this improvement is the headteacher's strong leadership, her clear sense of direction and her effectiveness in drawing together an increasingly cohesive team with a shared sense of purpose. The school's capacity to improve further is good.

Pupils' achievement overall is sound. Children receive a good start to their education in the Foundation Stage. Elsewhere standards overall are rising. In 2007 they were above average by the end of Key Stage 1 and below average, but improving, at the end of Key Stage 2. The school's assessment information shows that standards in the current Year 6 are broadly average. In recent years too few pupils have reached the higher level 5 in the core subjects at the end of Year 6, and standards in writing have been too low. The school has put measures in place that are raising standards year on year.

Teaching is at least satisfactory overall and there are a number of strong features including the very effective use of teaching assistants to enhance learning. However, opportunities are missed sometimes to extend the learning of more able pupils and so accelerate their progress. Nevertheless, pupils make satisfactory progress overall.

Governors are supportive and provide satisfactory and improving governance. The school's self-evaluation is accurate and there is a clear awareness of what needs to be done to raise standards, accompanied by the necessary action.

The pupils' personal development is good. They behave well and have positive attitudes to learning. Pupils have a good understanding of healthy lifestyles and are very aware of how to keep safe. Spiritual, moral, social and cultural development is good. There is good support for pupils' welfare and a positive, secure climate for learning. The curriculum is good. Information and communication technology (ICT) has improved since the last inspection, and there is a strong and effective emphasis on numeracy and literacy that supports the rise in standards. Parents are overwhelmingly supportive of the school.

## Effectiveness of the Foundation Stage

### Grade: 2

The effectiveness of the Foundation Stage is good. Children make good progress in their knowledge, understanding and skills and in their personal development. They enjoy their education because learning is engaging and fun. Children join the Nursery with below expected starting points for their age. By the time they leave Reception most meet the early learning goals in the six areas of learning and many exceed them. Children contribute well in classes, joining in with speaking and listening activities and learning to work well with others in groups. Children feel happy and confident in these secure settings. Children have good access to outdoor space even in inclement weather. ICT is promoted well in the Reception class. All adults are well deployed to ensure that individual children are carefully nurtured and that they make good progress in their learning and their personal development.

## What the school should do to improve further

- Raise standards in the core subjects in Key Stage 2, particularly in writing.
- Build on the good practice in teaching so that more able pupils are consistently challenged to do their best.

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.

## Achievement and standards

### Grade: 3

Signs of improving standards are more obvious in the recent year on year assessment results at the end of Key Stage 1, than in the test results of pupils at the end of Key Stage 2. This is because the older pupils did not benefit from the good foundations for learning that younger pupils are currently receiving. The school's efforts to help Key Stage 2 pupils to make up for this lost ground are beginning to show signs of success in their improving progress.

After a good start in the Foundation Stage, pupils continue to make good progress in Key Stage 1. In the 2007 assessments they reached standards that were generally above average in the subjects assessed. A higher than average proportion reached the higher Level 3 in writing and reading than pupils nationally, while an average percentage reached Level 3 in mathematics. Standards in science were broadly average.

Standards at the end of Key Stage 2 have been below average in recent years. Although results overall fell in 2007, pupils starting points were lower than those in previous years. Therefore, by the end of Year 6, a lower than average proportion of pupils reached the higher Level 5 in the subjects tested, particularly in writing. However, given their starting points, test results showed satisfactory progress.

The school's assessment information presents a picture of improving progress in Key Stage 2, in that the current Year 6 pupils' attainment is broadly average and they are on track to reach higher standards than those in the past. Pupils with learning difficulties and disabilities make good progress throughout.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils behave well, show obvious enjoyment during lessons and display positive attitudes. This, together with good spiritual, moral, social and cultural development, is at the heart of this school's caring, friendly community. Pupils have a good understanding of healthy lifestyles and are very aware of how to keep safe. They enjoy a wide range of lunchtime and after school clubs on offer. The Eco Council is heavily involved in developing the garden area. Those with responsibilities, especially the school council, make a good contribution to the school and wider community. By the time pupils leave, most have acquired sound academic and very secure personal skills that prepares them well for the next stage of their education. Due to very effective monitoring and follow-up, there has been good improvement in attendance, which has risen to average levels.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall, with examples of good practice. Planning is detailed, and ICT is used well to support learning. Impressively good relationships encourage pupils to succeed. Teaching assistants make a very strong positive contribution, particularly towards the good achievement of pupils with learning difficulties and disabilities. Where teaching is at its most effective, activities are lively and challenging for all abilities, enthusing pupils to make speedy progress.

Rigorous monitoring has improved the overall quality of teaching and learning but the picture is not yet totally consistent. When activities lack sufficient challenge and teachers' expectations are not high enough, more able pupils do not make as much progress as they could. Teachers track progress with greater precision than in the past, and marking now plays an effective part in helping pupils to improve.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum. Effective emphasis on literacy and numeracy, through initiatives such as 'Big Writing', has played an important part in raising standards and preparing pupils for future life. ICT has improved significantly since the previous inspection and now plays an integral role in pupils' learning. Carefully thought through experiences, such as Africa Week, successfully bring the curriculum alive and greatly enhance pupils' enjoyment. The very good personal, social and health education programme makes a good contribution to pupils' personal development. The school works well with its Excellence Cluster partner schools, in order to meet the needs of gifted and talented pupils. Those with learning difficulties and disabilities receive high quality effective support.

There is a good range of activities outside lessons for all age groups. These, together with residential experiences and a wealth of enrichment opportunities, extend the curriculum well.

### Care, guidance and support

#### Grade: 2

The quality of care, guidance and support is good. The school richly deserves its Investors in People award, and successfully provides a supportive environment in which pupils flourish and thrive. Procedures for safeguarding pupils, including child protection, are secure and pupils' care is at the heart of all the school's work. The rare incidents of inappropriate pupil behaviour are dealt with promptly and efficiently. The school works closely with parents, carers and a range of outside agencies to maximise pupils' learning in school. Support for pupils with behavioural and/or learning difficulties through, for example, 'Positive Play' is good.

The school is developing its support for gifted and talented pupils well. It has also done much to enhance pupils' academic development. Improved systems for tracking progress and assessing standards are beginning to contribute to the better progress pupils are making.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. The headteacher provides impressive leadership, and has been pivotal in bringing about improvements through her extremely clear vision and dedicated commitment. She has been highly successful in developing an increasingly effective team and in creating a climate where pupils are 'confident to succeed'. The headteacher has 'grasped the nettle' in addressing past weaknesses in teaching and in bringing about a trend in rising standards and improved achievement, particularly for pupils with learning difficulties and disabilities. Her drive for improvement, strongly supported by an increasingly cohesive and effective staff, gives the school good capacity to improve.

The deputy headteacher and the middle managers fulfil their roles with increasing success. Subject coordinators provide satisfactory leadership. Good features include the impact of the team coordinating ICT and the shared determination of all coordinators to raise standards. However, there is scope to involve all leaders more in monitoring and evaluating the school's performance so that skills and expertise can be used even more effectively in moving the school forward.

Through the headteacher's guidance, the school's self-evaluation is accurate, and as a result staff now know exactly what to do to improve, and are taking necessary action. Targets set for the proportions of pupils to reach different standards by the end of Key Stage 2 are used satisfactorily to raise standards. Sometimes, however, they are not as challenging as they might be, particularly in supporting the school's drive to increase the numbers of pupils reaching the higher Level 5. Governance is satisfactory. Governors are very supportive of the school and are increasingly able to hold the school to account for the standards attained. They, and parents, greatly value the headteacher's strong sense of direction, and the school's caring culture. One parent wrote 'Mrs Eyre and all the staff have done a brilliant job in turning the school around'.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	2

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

### 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?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

17 January 2008

Dear Pupils

Inspection of Norbriggs Primary School, Norbriggs Road, Mastin Moor, Chesterfield, Derbyshire, S43 3BW

Thank you for making us welcome when we visited your school to see how well you are learning. You told us a lot about your school. This helped us to decide what the best things are and what can be improved.

These are the best things about your school.

- Your headteacher and all the other adults look after you well and they are helping you to get better and better at your work.
- They are helping you to be 'confident to succeed.'
- They make sure that those of you who need extra help get lots of encouragement and support.
- Most of you say that you enjoy school.
- We are pleased that you attend regularly and everyone's attendance is getting better and better.
- You behave well.
- You know how to stay safe and healthy.
- There are lots of interesting things happening in and out of lessons.
- Your parents are rightly pleased with your school.

This is how things could be better.

- Although standards are rising in Key Stage 2 we think they could be even better, especially in writing.
- We have asked teachers to make sure that in all lessons they challenge those of you who learn quickly and easily so that you always do as well as possible.

As everyone tries hard to put these things in place you can help by continuing to try hard and by behaving as well as usual. The inspectors agree with your headteacher that these are the things that will help the school to become even better. We wish you well.

D Matthews Lead inspector