



Norwood Primary School

Inspection Report

Unique Reference Number 116078
Local Authority Hampshire
Inspection number 290413
Inspection dates 6–7 November 2006
Reporting inspector Peter Thrussell

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

Type of school	Primary	School address	Chamberlayne Road
School category	Community		Eastleigh
Age range of pupils	4–11		SO50 5JL
Gender of pupils	Mixed	Telephone number	02380322582
Number on roll (school)	159	Fax number	02380653223
Appropriate authority	The governing body	Chair	Mr Richard Harvey
		Headteacher	(Acting) Mr Marcus Roe
Date of previous school inspection	21 October 2002		

Age group	Inspection dates	Inspection number
4–11	6–7 November 2006	290413

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Norwood is a small primary school with a falling roll. It has an acting headteacher. Social deprivation is relatively high for the area, with an above average proportion of pupils known to be eligible for free school meals. The majority of pupils are from White British heritage. A small, but growing proportion from other White backgrounds are learning English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school has declined since its last inspection, when it provided a satisfactory standard of education for its pupils and was reported to be in a good position to raise standards. However, since that time overall standards by Year 6 have remained too low, with standards in English and mathematics being below average. Given their just below average standards by Year 2, pupils are not making sufficient progress by Year 6. The school, therefore, is not providing an adequate standard of education. The leadership and management, including governors, have failed to bring about sufficient improvement since the last inspection in relation to raising standards, improving provision for information and communication technology (ICT) and the use of assessment data. The school has only just started to develop the use of assessment data to track and predict pupils' attainment and progress. The school has not fully identified its weaknesses nor taken sufficiently rigorous and focused action to bring about improvement. The acting headteacher has been in post for the last year and is currently supported by another local headteacher. Recent successful action has eliminated unsatisfactory teaching and started to improve provision for literacy and numeracy, so that the majority of pupils are now starting to make satisfactory progress in these key areas. Plans to improve provision in ICT are delayed due to structural damage in the ICT suite. The start of an intensive support programme this term further shows the school's determination to tackle underachievement and that it has sufficient capacity for improvement.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and standards in English and mathematics and weaknesses in the provision for ICT and leadership and management.

The school is attentive to the care of pupils and, where necessary, draws on its good links with outside agencies. Parents are encouraged to play their part in supporting children in their well-being and learning. This starts with the very good induction arrangements for children in Reception where links are forged. Parents are 'very impressed with these'. Consequently children settle very quickly into school. From lower than average starting points they make good progress in Reception, particularly in their personal and social development and language and communication skills. The provision in Reception makes a good balance between directed teaching and opportunities for children to choose and explore. Teaching throughout the rest of the school is now satisfactory. Pupils with learning difficulties are well supported and generally make satisfactory progress towards the targets set for them. Relationships are good, so that pupils behave well in lessons and around the school. Teachers' planning sets a clear direction for learning although their expectations of what pupils could achieve are not always high enough. Assessment information is used well to organise ability groups within classes and sets but is not used well enough to identify and plan more precisely what pupils need to learn next.

Pupils are encouraged to be involved in the life of the school. The school council are proud that their suggestions for playground improvements were carried out. However, there are too few opportunities for them to be involved in their own learning. Individual learning targets for pupils to work towards are not set. This contributes to pupils' sometimes passive attitudes, especially where teaching does not fully engage them in lessons, and to some lack of enjoyment in their learning. Although their personal development is satisfactory, pupils' weak grasp of academic skills means that they are not being prepared well enough for their future life and learning.

What the school should do to improve further

- Raise standards, particularly in writing and mathematics, by improving the use of assessment information to plan work that challenges all pupils.
- Ensure that full provision is made for ICT.
- Improve marking and set individual learning targets for pupils to show them how to improve their work.
- Ensure that the school fully evaluates and monitors its performance in order to plan effective action.

Achievement and standards

Grade: 4

Standards are below average and pupils make inadequate progress. Following a good start in Reception, pupils have not been making satisfactory and consistent progress, particularly in writing and mathematics. By Year 6, standards have been below average. New setting arrangements in Years 3 to 6, and opportunities for Year 1 to work as a year group, are helping teachers to plan work that is appropriate for the age and ability of pupils. Consequently they are now starting to make satisfactory progress. A focus on real-life problem solving and developing mental skills in mathematics, the use of phonic and spelling programmes and more carefully planned opportunities for writing, are starting to raise achievement.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. They generally enjoy coming to school. They particularly enjoy playtimes and the opportunities to be with friends and to care for younger children. However, the attendance level is below average although the school is doing all it can to improve this. Opportunities for sport and regular exercise and finding out about healthy eating develop a satisfactory understanding of healthy lifestyles. Pupils generally feel the school is a secure and safe place. They trust staff and know that any unpleasant incidents are dealt with fairly. They develop a sense of the wider community through a range of fundraising activities. Some undertake work experience in a local library. A good contribution is made to the school community through the school

council. One pupil commented, 'We are always thinking of good ideas to improve our school'.

Quality of provision

Teaching and learning

Grade: 3

Recent improvements mean that teaching and learning are satisfactory and this contributes to pupils' improving rate of progress. Lessons are generally well prepared. Pupils know what they have to do and quickly settle to work. In one lesson seen, Year 6 pupils were challenged to calculate the different angles in a complex diagram. They quickly attacked this activity with enthusiasm, enjoyment and success. Some lessons, however, do not offer sufficient challenge or motivate pupils enough to be more fully productive or independent in their learning. Classroom learning assistants provide good support that enables pupils, especially those with learning difficulties, to make satisfactory progress. Pupils are not involved sufficiently in assessing their own learning and expressing, for example, what they have found easy or how to tackle difficulties they have met. Marking provides few constructive comments that give pointers for improvement.

Curriculum and other activities

Grade: 4

The school's curriculum is inadequate. This is mainly due to the lack of planned provision for ICT, which slows pupils' progress. The school is starting to look at ways of linking subjects so that basic skills can be taught and used in more relevant and purposeful settings. There is a satisfactory range of clubs, visits and visitors that add interest and extend pupils' learning. Examples include the school's successfully run homework club, and football and netball clubs that encourage pupils to be physically active. The programme for pupils' personal social and emotional skills is well planned and this is now resulting in pupils developing better self-esteem and more positive attitudes to learning.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for its pupils. The school places a strong emphasis on their well-being and safety. The school fully undertakes risk assessments and procedures for child protection are securely established. The support programmes for pupils with learning difficulties and those with social and behavioural needs are effective and well managed. Pupils at an early stage of learning English receive adequate support although external support takes too long to organise. The school has started to monitor the progress that pupils make in their learning. This is now helping it to focus support and to identify and plan more effectively for the range of ability within different years. Pupils themselves are not guided well enough

in their learning. They are not made sufficiently aware, for example through learning targets, of how well they are doing, what they need to learn next or how they could improve their work.

Leadership and management

Grade: 4

Leadership and management are inadequate. The school promotes a high quality of pastoral care for its pupils but has done too little to improve the quality of education. Consequently, pupils have made inadequate progress in their learning. The school is inaccurate in its self-evaluation, failing to consider the impact of its actions, particularly in relation to raising achievement and standards. More recent action taken by the acting headteacher, involving the school management team, has met with some success. Weaknesses in teaching and learning have been identified. Performance management targets and further professional development have resulted in satisfactory and improving classroom practice and pupils making better progress. Governors are supportive of the work of the school but have failed to hold it to account for its ongoing weaknesses. The school is working hard to promote links with parents and to involve them in the life of the school and their children's learning. Parents report that they are appreciative and very positive about the school. One parent said, 'I have been made to feel very welcome by the staff and now help out within the school on a regular basis'.

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?	4
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	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
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	2
The attendance of learners	3
How well learners enjoy their education	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

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?	4
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?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
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	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and telling us about your work.

We liked these things the most:

- Good support is given to those who find learning difficult.
- The staff care for you and help you to feel safe and secure in school.
- The school listens to you and acts on your suggestions. You were keen to tell us about your improvements to the playground and the Friendship Stops.
- You behave well in lessons and around the school.
- Children in the Reception class make a good start to school.

Although there are some successful aspects to the school overall it is not doing well enough and needs to get better quickly.

We have asked your school to:

- Plan challenging work for all of you, especially in writing and mathematics so that you all do as well as you possibly can.
- Ensure that you are taught computer skills and have the opportunity to use them
- Let you know how well you are doing in school and give you targets to aim for, so that you all do even better
- Check that the plans to make the school a better place for learning are working well

We did enjoy visiting your school and watching you learn.

All best wishes

Yours sincerely

Peter Thrussell

Additional Inspector