



Saint Norbert's Catholic Primary School

Inspection Report

Unique Reference Number 118040
Local Authority North Lincolnshire
Inspection number 291004
Inspection dates 24–25 January 2007
Reporting inspector Gianna Ulyatt

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary	School address	Fieldside
School category	Voluntary aided		Crowle, Scunthorpe
Age range of pupils	3–11		DN17 4HL
Gender of pupils	Mixed	Telephone number	01724 710249
Number on roll (school)	122	Fax number	01724 710249
Number on roll (day care)	24	Chair	Mrs Freda Robinson
Appropriate authority	The governing body	Headteacher	Mrs Pam Tonge
Date of previous school inspection	1 March 2003		
Date of previous day care inspection	1 November 2004		

Age group	Inspection dates	Inspection number
3–11	24–25 January 2007	291004

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Norbert's is a small school that serves the rural town of Crowle and the wide surrounding area. All pupils are White British. Very few pupils are entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is more than double the national average because its provision for these pupils is highly regarded by parents locally. The percentage of pupils who join the school between Years 3 to 6 is higher than in most schools. The school has part-time nursery provision for 20 children and offers wrap-around care in the form of a breakfast club and after-school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with St Norbert's that it is a good school and that it provides good value for money. Parents speak very highly of the care and education their children receive. One parent wrote, 'The standard of care from all members of staff has always been very good.' Parents are also pleased about the way the school takes account of their views. The quality of provision in the Foundation Stage is good. Staff are very caring and welcoming. They visit children at home before they start school and this good introduction to their teachers gives very young children confidence and helps them settle well in school.

Pupils' personal development is well promoted and their spiritual, moral, social and cultural development is outstanding. This is reflected in the way they welcome newcomers and help them to feel safe as they gradually become part of the school community. Pupils willingly undertake responsibilities within school and the Clean Air Award shows their deepening awareness of global issues. The Activemark Gold and Healthy Schools Awards are signs of the school's commitment to developing pupils' understanding of how to keep fit and healthy. Pupils say teachers make learning fun and the after-school clubs also contribute to their enjoyment of school. Attendance is above average.

Standards are above average by the ages of seven and eleven. This is very impressive in view of the high numbers of pupils who have learning difficulties or who join the school in junior classes. Achievement throughout the school is good in all subjects for nearly all pupils. A minority of boys, and in particular those of above average ability, do not achieve as well in writing as they do in mathematics and science.

Teaching and learning are good and have improved since the last inspection. As a result, pupils concentrate well in lessons and show a high level of pride in their work. Effective assessment and tracking systems are used well to ensure that the work teachers plan matches pupils' ability. The curriculum is good and offers pupils many enrichment opportunities to make their contribution to the school and local community through a rich array of visit and visitors.

Leadership, management and governance are good. Staff and governors are very effective in fostering the school's Christian and spiritual values, while maintaining strong links with the town and faith communities. The school is fully inclusive and values each pupil as an individual. It prepares them well to be very successful, confident and independent learners.

The school's good improvement since the previous inspection is due to the good leadership of the headteacher and the committed staff and governors who work as a united team. The school's own evaluation of its effectiveness provides an accurate insight into the quality of its provision and establishes clear areas for action. For example, the recently introduced systems for monitoring and evaluating the performance of pupils have improved standards, particularly in science. The school recognises that some boys do not make enough progress in writing, but has not yet

evaluated the reasons for this. Nevertheless, the school clearly has good capacity for further improvement.

What the school should do to improve further

- Raise standards and achievement in writing for boys of above average ability.

Achievement and standards

Grade: 2

Standards are above average throughout the school and achievement is good. The fluctuation in standards over the years is due to the small numbers of eleven-year-olds taking the tests and to the percentage of pupils with learning difficulties and/or disabilities. Children's attainment when they start the Nursery is broadly average. They make good progress in the Foundation Stage and exceed the levels expected for this age group by the end of the Reception year.

The good progress continues through the infant and junior classes. For the past five years, standards for pupils by the age of seven have been rising faster than the national trend. As a result, standards in 2006 were significantly higher than average. An above average proportion reached the higher levels in reading, writing and mathematics. School records show that pupils in the current Year 2 are likely to achieve similar standards.

In the 2006 tests, standards for eleven-year-olds in English, mathematics and science also rose. Almost all pupils reached the expected level. Standards in science were significantly higher after a dip in 2005 because more pupils than average achieved the higher level, as they did in English and mathematics. The school predicts a similar picture for pupils in the present Year 6. Pupils who have learning difficulties and/or disabilities achieve as well as other pupils. Teachers' analysis shows that, although pupils make good progress in most subjects, boys of above average ability achieve better in mathematics and science than in writing.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural education is outstanding and their personal development is good. Spirituality features prominently in the curriculum and in the life of the school. Pupils' awareness of cultural diversity is enhanced through strong links with a school in China and through the annual multi-cultural week. Pupils are well behaved, collaborate well and show respect and care for each other. The school council is overwhelmingly positive and takes its responsibilities seriously. It was instrumental, for example, in changing the lunch providers to improve the quality of food.

Pupils feel safe in school and circle time is used well to discuss any issues of concern. When pupils were asked if they like school, they responded with a resounding 'Yes'. It is no surprise that attendance is good. Many trips and extra-curricular activities

enhance their enjoyment. A significant majority of pupils attend after-school sporting activities. Pupils' contribution to the school and community is particularly strong. They raise funds for local and national charities and participate successfully in local and county events. The setting of homework on a weekly basis promotes personal skills of organisation and independence which, along with good literacy and numeracy, stand them in good stead for their future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good across the school. In the Foundation Stage, teachers know children very well and work with them in very small groups. This develops children's confidence and accelerates their learning. Throughout the school, teachers set clear objectives in lessons so pupils concentrate well. Effective learning targets for English and mathematics give pupils good individual goals to aim for. Relationships in all classes are very good and, as a result, pupils work sensibly in groups and pairs discussing and sharing ideas. Older pupils are encouraged to be analytical about their learning by evaluating the work of their classmates.

Teachers are very clear about the progress pupils are making and ensure that the work set for them matches their ability and challenges them to think and work harder. They are well supported by the skilled contributions of teaching assistants. The regular marking of pupils' work makes clear to them what they have done well and what needs to be improved. However, in some year groups, marking does not provide enough detail for pupils about how they can improve their writing.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and meets statutory requirements. Children in the Foundation Stage have a good balance of teacher-directed activities and activities from which they can choose. The school has recently developed a comprehensive four-year plan, based on a two-year cycle to cover learning for mixed-year groups. The plan focuses on making better links between subjects so that pupils' knowledge, skills and understanding can be enhanced. As the plan is in the early stages of implementation, the school regularly reviews its impact on learning. This enables early identification of any concerns and action to be taken. An example of this is in science, where planning was improved to ensure better timing and presentation of aspects of the curriculum. As a result, pupils' progress and standards considerably improved. The curriculum is well enriched by the provision of modern foreign languages, including Chinese. An extensive range of extra-curricular activities is very popular and all are extremely well attended.

Care, guidance and support

Grade: 2

Care, guidance and support are good with effective procedures to safeguard pupils' welfare, health and safety. Caring Christian values permeate all aspects of school life and have a strong, positive influence on pupils' personal development and attitudes to learning. In this small school, every pupil is known individually and consequently pupils say they feel safe and well cared for. They value the 'worry box' where they can share any concerns. The good procedures for settling new pupils to the school help them feel safe and support them as they make new friends. The good induction arrangements for children in the Foundation Stage ensure they develop confidence and enjoy school. The needs of pupils with learning difficulties and disabilities are very quickly identified and the necessary support is put in place. Pupils receive good academic and personal guidance through the rigorous tracking of their progress which is recorded in their individual 'learning logs'. This means that pupils know what they should do to improve and leads to good progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets a clear direction for educational developments and places strong emphasis on improving provision. Since the last inspection, teaching and learning have been shrewdly monitored and, as a result, the quality of teaching has improved and standards are above average. Shared leadership underpins the work of the school and the recently developed systems to analyse performance data are now being used well by all subject leaders. This consistent approach is having a positive impact on the pupils' performance because any signs of progress slowing down are quickly identified and strategies are put in place to halt underachievement. The improved standards in science are a direct result of analysing data. However, detailed analysis of boys' progress in writing is not yet under way.

The school improvement plan provides a good basis for moving the school forward. The priorities link closely to the issues raised through whole school self-evaluation. These are shared with parents, who appreciate their involvement. The school genuinely values the views of its parents and has introduced many new initiatives in response to requests. Examples of these are additional after-school clubs and the inclusion of all-age groups in clubs, as well as the timing of mass, so working parents can attend with their children.

The governors are well informed and make a good contribution to the school's place in the community. They are proud of their role and are truly committed. Since the last inspection they have responded well to the challenge of becoming more actively involved in monitoring the work of the school.

Effectiveness of registered day care

Grade: 3

'Goldstar Childcare' provides satisfactory care overall. There are some good features in the learning and the extent to which children enjoy their activities and achieve through them. However, staff do not have a clear understanding of child protection procedures.

Staff are very aware of the need for high standards of hygiene in food preparation and they share good practice with the children to help them develop healthy attitudes to cleanliness and diet. For instance, before the food technology activity, the manager of the group ensured that children washed their hands thoroughly and discussed the various dietary options as they made their tuna wraps for tea. The room is large enough to give children opportunities for significant physical pursuits although their activities generally exercised finer movement and control. Provision to ensure the immediate safety of children is satisfactory in relation to security measures and the use of the environment and equipment. Children enjoy the activities that are provided for them and there is a good balance between those from which they may choose and others that are directed by the staff, that are often of a creative and practical nature. For example, staff worked with children creating and applying designs for T-shirts and, in another area, preparing tea for the day. Children and staff enjoy good relations, resulting in good behaviour and a calm atmosphere. This enables children to make a positive contribution to each session. Staff talk with the children, encouraging them and discussing options in their creative activities. Boys and girls play equally well together, sharing and taking turns, in almost all activities, with the exception of the DVD games. Staff are aware of the occasional need to move on a small number of boys and have provided a ringing timer to give a gentle reminder that their time is up. Routines are in place for registering children's presence, safe handing-back to parents and carers and the administration of medication. Policies and procedures are well documented.

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Recommendations or actions to improve the registered day care

Ensure that all staff have an appropriate understanding of child protection policies and procedures in the absence of the designated member of staff and act in accordance with the Local Safeguarding Children Board's procedures.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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	1
The behaviour of learners	2
The attendance of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	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	2
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

The effectiveness of the registered day care

The quality and standards of the registered day care	3
How effective is the day care in helping children to be healthy?	3
How effective is the day care in protecting children and helping them to stay safe?	3
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	3
How effectively is the day care organised?	3
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	No
Does the day care require enforcement action?	NA
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Saint Norbert's Catholic Primary School

Fieldside

Crowle

Scunthorpe

DN17 4HL

25 January 2007

Dear Pupils

I had two very enjoyable days in your school. I particularly enjoyed talking to you over lunch time. You are very friendly and caring. It is very good to see the way you make new-comers to your school welcome, so they quickly make new friends. You are very kind in the way you support charities in the developing world. You are growing up into confident young people. It is good to see how well you concentrate in lessons and how you listen very carefully to the ideas of your classmates. I can tell you like school because your behaviour in lessons and around the school is really good. You are very lucky to have teachers who care very much about you.

I know you work hard and try your best at all times because your teachers certainly make learning fun. Your standards are good in English, mathematics and science. In mathematics and science you all do particularly well. Although many of you say you like English, school tests show that some of you, boys in particular, are not getting the high results in writing that you get in mathematics and science. The school is going to look at ways in which writing can be more interesting for you. They are going to make sure that you discover precisely what you need to do to make your work better. Your job now is to work very hard at your writing and try your best, so your parents and teachers can be even more proud of you.

Thank you again for being so helpful and don't forget – the harder you work, the better your future chances in life.

With very best wishes

Gianna Ulyatt

Lead inspector