



Norbridge Primary School

Inspection Report

Unique Reference Number 122610
Local Authority NOTTINGHAMSHIRE
Inspection number 292460
Inspection dates 11–12 December 2006
Reporting inspector Roger Fry

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

Type of school	Primary	School address	Stanley Street
School category	Community		Worksop
Age range of pupils	3–11		Nottinghamshire S81 7HX
Gender of pupils	Mixed	Telephone number	01909 472322
Number on roll (school)	278	Fax number	01909 531097
Appropriate authority	The governing body	Chair	Mr A Makeman
		Headteacher	Mr A Witte
Date of previous school inspection	5 March 2001		

Age group	Inspection dates	Inspection number
3–11	11–12 December 2006	292460

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Introduction

The inspection was carried out by three Additional Inspectors over two days.

Description of the school

This above average size school takes pupils from the central and northern areas of Worksop. An average proportion of pupils are entitled to free school meals. Virtually all pupils have White British backgrounds. A very small number of pupils have English as an additional language. The number of pupils with learning difficulties or disabilities is average. No pupils have a statement of special educational need. Most children start at the school with knowledge and skills which are below those expected.

In October 2004 the previous school building was destroyed by fire. Subsequently, pupils were accommodated in classrooms at other schools and, in 2005, in temporary classrooms on the present school site. The school will move into a new building one week after the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Norbridge Primary is a satisfactory school where pupils develop their personal skills well. Attainment has fluctuated since the last inspection and fell in 2005 as a result of the fire in late 2004, which seriously disrupted pupils' education and put their progress back by up to six months.

Children make consistently good progress in the Foundation Stage where there is a settled and purposeful working atmosphere. Interesting lessons soon have children wanting to come to school. Pupils' achievement is sound across the school. They make satisfactory and at times good progress in Key Stage 1. Progress is also satisfactory in Key Stage 2 where there is some good and occasionally outstanding teaching, which enthral pupils. In 2006, test results remained a little below expectations at the end of Year 2 and were below the expected standards in Year 6 in English, mathematics and science.

The school has correctly identified the reasons for standards not being as high as they should be. In mathematics many pupils find mental calculations, solving problems and explaining their understanding difficult. In English, some pupils have difficulty reading fluently because their knowledge of letter sounds is incomplete. Pupils' progress is also limited because teachers do not correct their spoken and written grammatical errors often enough. Pupils therefore tend to repeat their mistakes, which lowers the standard of their work.

Pupils' personal development is good because teachers plan activities carefully to raise their esteem and give them a good grounding in, for example, how to stay safe and healthy. Pupils like school because relationships in classes are good and they find the curriculum interesting. Their growing confidence, together with their adequate academic progress, prepares them satisfactorily for the future.

Teaching is satisfactory but there are wide variations in the quality of teaching and learning across the school. Some teaching is of high quality and pupils are immersed in learning new ideas in ways that capture their complete attention. Other teaching does not always provide pupils with work that is sufficiently challenging or well matched to their needs and pupils make less progress.

Leadership, management and governance are satisfactory. The staff, ably led by the headteacher, successfully re-established the school in 2005 and made a good job of ensuring that pupils' social and emotional needs were met. Some areas in need of improvement since that time, however, have been left too long because the school has too positive a view of its work, such as the quality of teaching. Weaknesses in individual subjects have only recently received the attention they need. There is now a much clearer focus on the detail of what needs to be done to improve pupils' standards and progress further in all subjects and a far closer analysis of pupils' assessment results. Consequently, care, support and guidance for pupils are satisfactory overall. The chair of governors has a very good grasp of how well the school is working and he has brought a proper degree of challenge to school leaders to ensure they confront and resolve the school's weaknesses.

What the school should do to improve further

- Raise standards in English by improving pupils' speaking and reading skills and in particular, their knowledge of letter sounds and syllables.
- Raise standards in mathematics by improving pupils' capacity to carry out mental calculations and understand problems.
- Improve teaching and learning by ensuring that pupils' work is more accurately matched to their abilities and properly marked.

Achievement and standards

Grade: 3

Children's attainment on entry to the school is lower than that typically found in children nationally. Their understanding of number is extremely low. Children make a good start in the Foundation Stage. Most children do not reach the expected goals by Year 1 but nevertheless make good progress. By the end of Year 2 pupils reach standards in reading, writing and mathematics that are a little below those expected. In some lessons, pupils make rapid progress because the teaching inspires them.

In Years 3 to 6, pupils make satisfactory progress. In 2006 pupils' standards were below those expected nationally in English and science. Mathematics standards were particularly low. Inspection evidence indicates that this year pupils are likely to reach standards that are slightly below those expected in English and mathematics. Pupils with learning difficulties and disabilities and English as an additional language make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' good attendance reflects their enjoyment of school and their positive attitudes to learning. Relationships are very good and their behaviour is generally good, with only the occasional lapse of interest and attention when lessons are not well matched to pupils' needs. Pupils are polite and considerate and willingly help each other. One assembly, well led by the headteacher, showed how quick they are to acknowledge and praise each other's success.

Pupils' spiritual, moral, social and cultural development is good. Links with children from Sweden, Poland and Germany make a very positive contribution to their cultural development and the school's approach to 'India Week', for example, helped pupils gain a vivid insight into the multi cultural world in which they live. They have a good understanding of the importance of healthy lifestyles, with many selecting healthy options at lunchtime. Through the school's 'What about me?' programme, pupils learn much about keeping safe. There are opportunities for pupils to take on special responsibilities, for example, as librarians and house captains. 'We all have a chance to decide how to make things better here,' said one school councillor. Visits to the local council and a range of visitors from various walks of life help them gain a good understanding of life beyond the school and their role as young citizens. Pupils

contribute well to the local community through links with the hospital and local residential homes.

Quality of provision

Teaching and learning

Grade: 3

On balance, teaching is satisfactory. In each key stage there is good and outstanding practice, where teachers' expectations are high and the pace is brisk and purposeful. In these lessons pupils find learning fun, are keen to answer questions and they make good progress. Inconsistencies in teaching mean that pupils do not always make as much progress as they could, particularly when the work is not well matched to their abilities and they all do the same thing. In some lessons teachers do not give groups working at different levels alternative starting points for their tasks. There are also times when pupils make grammatical mistakes in their speech and written work which are not always corrected. Relationships are warm throughout the school and behaviour is well managed. Teachers and support staff work well together in classes when supporting group activities and good use is made of new technology.

Curriculum and other activities

Grade: 3

Although the curriculum is sound; meeting the National Curriculum requirements it is not planned in sufficient detail to take full account of pupils' differing abilities. This restricts the progress made by pupils. Personal, social and health education (PSHE) is well taught and integrated into the curriculum. Pupils benefit from the involvement of specialist agencies, for example from DARE (drugs awareness education), to support their personal development. The provision for ICT is good and is used well during lessons to support teaching and learning. The school provides a good range of enrichment activities, although the current temporary accommodation restricts participation in physical education and sport. Many pupils take part in the good range of after school clubs as well as educational and residential visits.

Care, guidance and support

Grade: 3

Although the quality of pastoral care is good, the overall quality of care, guidance and support is satisfactory. Staff know pupils and many of their families well. Pupils with special educational needs receive helpful support in class. Pupils feel safe and happy in school and they trust the headteacher and staff to help them with any problems which may occur. The procedures to ensure pupils' protection, safety and well-being meet requirements. The good provision for PSHE helps pupils to look after themselves and have the confidence in lessons to learn new skills. All pupils have increasingly well organised individual targets for English and mathematics which they understand. Most try hard to achieve them. The school has developed satisfactory procedures to measure

pupils' progress, though not all gaps in their knowledge are accurately assessed or identified by teachers. There is scope to provide pupils with more guidance on what they have done well and how to improve, especially through the marking of their work.

Leadership and management

Grade: 3

The headteacher and staff successfully created a working school after the fire and made sure all pupils were safe and well cared for. Since that time the school's leaders have moved the school forward adequately. Pupils' progress has been satisfactory and their personal development has remained good. The temporary accommodation has now been equipped with a good ICT suite and there are interactive white boards for pupils and teachers to use in every class. The headteacher has effectively contributed to the design of many aspects of the exciting new school building.

For part of the last eighteen months, the focus on the building of the new school has detracted from raising standards. Consequently this aspect of the school's work has lacked rigour. Recently however, attention to improving pupils' level of attainment and progress has become sharper. The school has a reasonable grasp of its strengths and weaknesses although the evaluations of the quality of its work are not as accurate as they should be. Nevertheless, there is increasing attention to detail, such as in the close analysis of pupils' results. Subject leaders have well conceived action plans and the school is taking appropriate steps to remedy weaknesses. The chair of governors and some other governors have good links with the school. The chair is very well informed about its strengths and weaknesses. The school therefore offers satisfactory value for money and has a satisfactory capacity to improve further.

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	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	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	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	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

Dear Children

Norbridge Primary School, Stanley Street, Worksop, Nottinghamshire, S81 7HX

I am sure that you remember our visit to your school a little while ago. Thank you for making our visit worthwhile and for taking time to talk to us and to answer our questions. We thought that you would like to see what we found out.

There are some good things happening in your school.

- You make good progress in the Foundation Stage.
- You enjoy school because teachers and other adults care for you and help you to learn.
- You work hard, get on well with one another and are growing up into responsible young people.
- The school council is working well.
- Adults make sure that you are safe.
- The new school building is very well designed and we are sure you will enjoy working in it next term.

There are some things that could be even better. We have asked your teachers to:

- help you do better in English and mathematics;
- make sure you all have work that is neither too difficult nor too easy in all lessons;
- mark your work a little more carefully.

Please continue doing your bit by working hard and trying your best.

With best wishes

Roger Fry

(Lead Inspector)