



# Norwell CofE Primary School

## Inspection Report

**Unique Reference Number** 122766  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292504  
**Inspection dates** 14–15 February 2007  
**Reporting inspector** Michael Best

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary controlled		Norwell, Newark
<b>Age range of pupils</b>	4–11		Nottinghamshire NG23 6JP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636636244
<b>Number on roll (school)</b>	66	<b>Fax number</b>	01636636383
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Margaret Blore
		<b>Headteacher</b>	Mr Noel Woodward
<b>Date of previous school inspection</b>	11 November 2002		

<b>Age group</b> 4–11	<b>Inspection dates</b> 14–15 February 2007	<b>Inspection number</b> 292504
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than the average primary school. Pupils come from Norwell, surrounding villages and nearby towns. The prosperity of the area is generally above average but some families live in challenging circumstances. Until the beginning of this school year, children were admitted at the start of the term in which they reached their fifth birthday. All children now have a minimum of two terms in the reception group. Their attainment on entry to Reception varies from year to year but is overall similar to national expectations.

Pupil mobility is generally average. All pupils come from a White British background. Although the proportion of pupils with learning difficulties and/or disabilities is below average, it has increased since the last inspection. The proportion of pupils with statements of special educational needs is average. The school is part of a collaborative local cluster of four primary schools known as the 4kando. The headteacher was absent due to illness during 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

The overall effectiveness of the school is satisfactory. This is a grade lower than the school's evaluation but more accurately reflects standards that are now average and pupils' satisfactory achievement. The headteacher has not ensured that the information the school collects about the quality of its provision and the performance of pupils is used sufficiently to maintain the good achievement and higher standards of recent years.

The quality and standards in the Foundation Stage are good overall. Children, especially those who moved to Year 1 after only a term in school, settle quickly into school routines, and make good progress in developing their independence and social skills. In the 2006 statutory tests at the end of Year 6, standards were average overall. In English and mathematics, the targets were not sufficiently challenging; those for Level 4 were met but for Level 5 they were exceeded. Although the majority of pupils sustained their above average standards from when they were in Year 2, a significant minority did not, particularly in mathematics. Pupils made relatively better progress in English than in science and mathematics. The school's records in reading, writing and mathematics show that pupils make inconsistent progress as they move through the school. Existing arrangements to track pupils' standards and progress are not good enough. They fail to provide teachers with sufficiently detailed information to identify the next steps in pupils' learning or to encourage pupils to become more involved in the setting, and achievement, of individual targets in their work. Consequently, the impact of much of the good practice that exists in teaching and learning is reduced to satisfactory. Similarly, although pastoral care is good, academic support is only satisfactory.

Valuable links with neighbouring schools contribute to the good range of curricular and other activities that promote pupils' good personal development and well-being successfully. Specialist teaching in information and communication technology (ICT), French and music, and a wide range of sporting and other activities, successfully promote pupils' enjoyment of school. Attendance is above average and pupils' behaviour is excellent. Through the school council and their involvement in local events, pupils have a good understanding of what it means to be part of a community. Such opportunities as discussions and visiting speakers give pupils a good understanding of how to keep safe. The recent Healthy School Award highlights their commitment to healthy lifestyles.

The effectiveness of leadership and management is satisfactory overall. Day-to-day routines are established and the school runs smoothly. Overall, the school has made satisfactory progress since the last inspection and provides satisfactory value for money. It has satisfactory capacity for further improvement because pupils have previously achieved well, the governing body is focused on improvement and strong links with partner schools provide valuable support.

## What the school should do to improve further

- Improve achievement by improving systems for tracking pupils' progress and more sharply identifying the next steps in their learning.
- Improve teaching and learning by more actively involving pupils in setting and achieving personal targets.
- Increase the rigour of monitoring and evaluation procedures and their use in identifying and achieving priorities for improvement.

## Achievement and standards

### Grade: 3

Numbers in each year group are small and there are differences between year groups in the abilities and needs of pupils. There has been a much higher than usual level of mobility in the present Year 6 group.

Overall standards at the end of Year 6 rose to above average following the previous inspection. Results in English and mathematics were well above average in 2004 and above average in 2005. Standards in science were above average in both these years. Given their starting points, pupils' achievement was good in 2004 and 2005. In the 2006 tests, standards were above the national average in English, and average in mathematics and science.

Assessments of pupils at the end of Year 2 in 2005 were average in reading, writing and mathematics. During the last three years, standards have remained constant in writing but decreased in reading and mathematics. Results for 2006 show that pupils made satisfactory progress from the end of the Foundation Stage.

There are no significant differences in standards or achievement between boys and girls. Pupils with learning difficulties and/or disabilities make generally good progress due to the good support they receive from staff. More able pupils are not always sufficiently challenged.

Pupils make good use of everyday literacy and numeracy skills and their standards in ICT are above those expected. These skills, together with their active participation in team work, make a good contribution to the next stage in pupils' education and their future lives.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They have a good respect for different points of view and celebrate each other's achievements. Pupils are keen to help and undertake duties around the school in a mature and conscientious way. Members of the school council take their role and responsibilities seriously, and are diligent in their quest for improvements to facilities. A high proportion of pupils learn to play a musical instrument at school. Visits to different places of worship help them to develop their understanding of different faiths and cultures. Pupils show a

healthy curiosity for what they see and hear. They respond well to opportunities to take initiative and work independently. Behaviour in lessons and around the school is excellent. Older pupils care well for the younger ones and are particularly aware of the safety of others on the playground. The school's arrangements for ensuring good attendance and punctuality are effective, with virtually no unauthorised absence recorded.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils are keen to learn and follow instructions carefully. They collaborate well with others and, in discussion, say they particularly enjoy lessons that involve practical work and solving problems. Key Stage 1 pupils, challenged to make a vessel float and travel from one side of a water tank to the other, showed good imagination and perseverance in completing their task. Pupils are well managed and good use is made of interactive whiteboards, particularly in demonstrating more complex teaching points such as rotational symmetry to pupils in Year 6. Teaching assistants provide good support for pupils with learning difficulties and/or disabilities. Teachers usually share the purposes of the lesson with pupils at the beginning but these do not always focus sufficiently on specific gains in skills, knowledge and understanding. Where the marking of pupils' work is good, it includes helpful comments highlighting how to resolve errors but such practice is not consistent and pupils are not always sure of the way forward.

### **Curriculum and other activities**

#### **Grade: 2**

Provision for children the Foundation Stage is good. There is a good balance of child-chosen and adult-led activities across the six areas of learning, and the outside area is used well to promote children's enquiry and exploration skills. It has adapted nationally available teaching plans for other National Curriculum subjects effectively to meet the needs of mixed-aged year groups. Pupils' citizenship and personal, social and health education is promoted through curriculum subjects, visits and visitors. Through the school's close links with its partner primary schools in the 4kando cluster, pupils participate in a good range of specialist-led curricular and extra-curricular activities. Shared sporting activities and residential visits by year groups from across the four schools make a valuable contribution to pupils' personal development. Speaking about a forthcoming residential visit, one pupil says: 'I am so looking forward to working with the friends I have made in the other schools.'

### **Care, guidance and support**

#### **Grade: 3**

Care guidance and support are satisfactory overall. There are suitable arrangements for safeguarding pupils and for ensuring their health and safety. Pupils with learning

difficulties and/or disabilities are well supported, and the school enjoys good links with specialist advisors and outside agencies. However, pupils are not fully aware of what they need to do to improve their work and fulfil their potential. They are not sufficiently involved in setting and monitoring their own progress towards, challenging - but achievable - curricular targets. Year 6 pupils say that the introduction of class targets in writing has helped them to check their finished work more carefully but this initiative is new and has yet to be embedded.

## **Leadership and management**

### **Grade: 3**

The headteacher successfully promotes pupils' pastoral care and welfare. The school is a calm and orderly community where individuals are valued and respected. The partnership with neighbouring schools enables the school to provide a wide range of beneficial opportunities for its pupils. Most parents are pleased with the school and find the staff approachable. The staff work well together and are highly committed to their pupils. The senior teacher is managing the school effectively during the headteacher's absence, with very good support from the headteachers in neighbouring schools and the local authority.

The school has put in place procedures for self-evaluation but, to the concern of governors, these are not sufficiently embedded. The latest self-evaluation report is nearly a year old. It does not reflect the impact of more recent initiatives for improvement or the outcome of teachers' monitoring and analysis of subjects on standards and achievement. The priorities in the current school improvement plan provide a satisfactory direction for the school's development but are not being developed with sufficient rigour.

The governing body is led well and benefits from the substantial expertise and experience of its members. They have successfully developed their role as the school's 'critical friend' since the previous inspection. Some governors visit the school regularly and have first-hand knowledge of its work. Financial procedures are secure and the school makes satisfactory use of its resources. All statutory requirements are met.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## 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 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	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

## Text from letter to pupils explaining the findings of the inspection

20 February 2007

Dear Pupils

Norwell Church of England Primary School, Norwell, Newark, Nottinghamshire NG23 6JP

Thank you very much for making me welcome when I visited your school last week. I was impressed by your excellent behaviour, good attendance and how much you enjoy school. The staff take good care of you and work hard to help you grow up into interesting and responsible people who are healthy, enjoy life, and can work and play well with others. I enjoyed listening to you play your recorders, violins and woodwind instruments, and I congratulate you on achieving the Healthy School Award.

Your teachers give you interesting work that makes you think about what you are doing. You work well with each other and on your own, and I am pleased to see how much you enjoy solving practical problems. Teachers usually tell you what you are going to learn by the end of the lesson and give you a lot of help with your work. However, the systems the school has to check on how well you are doing are not good enough. As a result, some of you do not make as much progress as you should and fail to reach the higher levels in your work.

To help you all do as well as you can in the future, I am asking your teachers to keep a closer check on how well you are getting on and make regular use of this information in planning your lessons. I am also asking them to involve you more in setting targets and measuring your own progress - rather like the targets some of you have recently had for writing. During the course of each school year the headteacher, teachers and governors collect a lot of information about what is going on in the school. Recently, not enough time has been spent on thinking about, and putting into action, what they need to do to bring about improvement. This is important in helping you do even better.

Keep working hard and enjoying yourselves at school.

Yours truly

Mike Best

Lead inspector