

# Norwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	110734
<b>Local Authority</b>	CITY OF PETERBOROUGH LA
<b>Inspection number</b>	310403
<b>Inspection date</b>	14 November 2007
<b>Reporting inspector</b>	Linda Killman HMI

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Reg Miller
<b>Headteacher</b>	Mrs Deborah Reynolds
<b>Date of previous school inspection</b>	25 March 2003
<b>School address</b>	Gunthorpe Road Gunthorpe Peterborough PE4 7DZ
<b>Telephone number</b>	01733 574717
<b>Fax number</b>	01733 703250

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The overall effectiveness of the school and the following issues were investigated: pupils' personal development and well-being; the effectiveness of teaching and learning; the quality of care, guidance and support; and leadership and management. Evidence was gathered from assessment data; the school's records and documents; parents' responses to the inspection questionnaire; observation of the school at work; and discussions with staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Norwood is an average sized primary school. Most pupils come from socially and economically advantaged backgrounds. Almost all pupils are from White British backgrounds and speak English fluently. Around half the pupils live close to the school; an increasing number of pupils are travelling from out of the catchment area. Few have free school meals. There are very few pupils with learning difficulties and disabilities. When children start in the Reception class, their attainment is generally above national expectations. The headteacher and the deputy headteacher are new to the school this term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where standards are typically well above national averages and pupils' personal development and well-being are mostly good. There is generally strong performance across all aspects of the school's work. A powerful cocktail of high expectations, good systematic teaching and effective leadership, management and governance has embedded a tradition of high standards. Parents and pupils recognise this; most hold the school in high regard.

Nonetheless, a small minority of parents feel that the school does not always communicate with them effectively about what goes on in school and why changes are sometimes necessary.

The headteacher is resolute in her determination to maintain high standards and to inject some new approaches to enliven learning for pupils. She has a clear vision for the future based on sound evidence from monitoring and evaluation practices and knows how to move the school forward. Staff share her view and work well as a strong team doing their best for the pupils in their care. The leadership team are upbeat, dedicated and professionally well equipped to fulfil their management roles. Subject leaders have sufficient expertise to develop their subjects but opportunities for undertaking rigorous evaluation are still limited. Governance is good and improving. Governors are supportive and are becoming increasingly confident in asking searching questions to hold the school to account. All statutory requirements are fully in place and the school takes its responsibilities for child protection and pupils' safety seriously. The effective work of staff and governors ensures the school has a good capacity to improve further.

Pupils' achievement is good and the high level of skills they develop in literacy and numeracy successfully prepares them for their future lives. The pupils' starting points are above those expected for their age and by the time they leave in Year 6, they reach standards that are well above national averages. Teachers' assessments at the end of Year 2 show that standards at this point are above average in writing and mathematics and exceptionally high in reading.

Nonetheless, good progress is not evenly spread across all year groups and some of the work for the most able pupils is insufficiently challenging. The headteacher has refined the school's assessment systems to ensure that pupils' progress is regularly checked and that teachers use the information to review and revise pupils' targets. The school exceeded its 2007 targets for Year 6 pupils in English and mathematics by a wide margin. The great pride that pupils take in their written work is evident in the high quality of their writing on display and in workbooks, which is impressive in both content and presentation.

Teaching is good overall. Typical features of the best teaching are confident delivery of information, short, snappy activities that are tailored to the full range of learners' needs, and effective support from teaching assistants for those who need extra help. The recent introduction of 'talk partners' is effective in providing more opportunities for pupils to discuss their ideas and explain their thinking. Marking is thorough; written comments encourage pupils but they are not always helpful in directing pupils towards improving their work. Pupils are generally unsure of how well they are performing against their targets and what they need to do to reach them. The staff conscientiously provide good support to safeguard pupils' welfare. However, this is not balanced well enough with helpful advice and information about their learning to encourage best possible achievement.

Most pupils enjoy school and their attendance is outstanding. They know how to live healthy lifestyles and trust adults to help them if they feel unsafe. The school council acts effectively as a pupil voice. For example, representatives are aware that some younger pupils feel

overwhelmed by older pupils in the playground and it is considering ways to develop a happier play space for all. Older pupils partner the youngest pupils at lunchtime introducing them to routines and helping them to feel secure. However, there are too few other opportunities for pupils to make their contribution to the school community by taking on responsible roles and using their initiative. Most pupils behave well around the school building and in class. Teachers have responded enthusiastically to recent changes to the school's approach in managing pupils' behaviour. A revised policy rewards good behaviour and is supported with a clear system of sanctions for non-compliance. The pupils appreciate the instant recognition they receive for good behaviour and say that incidents of bad behaviour are few. Parents welcome the approach. One commented that, 'It is so refreshing to have a policy which emphasises the positive behaviour.' The pupils' social, moral, cultural and spiritual development is good. The pupils show readiness to engage with others from different cultural backgrounds. However, the school is aware that learning opportunities and resources to improve pupils' understanding of different cultures are limited.

The curriculum is effective. The school uses national guidance effectively to ensure that pupils learn all that they should. Systematic teaching of skills enables all pupils to make good progress. Education for safety and health is good, as are opportunities for enrichment. The wide range of clubs on offer are varied, have a high take up and are much enjoyed. During the inspection, the school council talked effusively about their exciting trip to the Houses of Parliament and spoke with authority on all they had learnt. The library is generously stocked with new books to entice pupils to browse and read. Satisfactory facilities for information and communication technology enable pupils to use computers regularly to enhance their learning.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The provision for pupils in the Foundation Stage is good because it is well led and managed and staff understand how young children learn best. Valuable information is systematically gathered about their level of skills, knowledge and understanding so that the learning builds securely on what they already know and can do. As a result, all of them make satisfactory or better progress towards the early learning goals from their relative starting points. A very broad range of activities is on offer every day to provide plenty of choice and learning opportunities. The Reception class play purposefully and energetically outside in all weathers. For example, during the inspection, the pupils made music with gusto and delighted in forming a marching band to show off the new skills they had acquired. Key learning skills are taught, such as how to form letters correctly and the regular teaching of letter sounds (phonics) enables pupils to grow in confidence as emergent readers and writers. Adult-led activities are purposeful and well chosen. Pupils from different cultures and backgrounds work and play in harmony in an orderly, safe environment. They are confident, happy individuals; keen to learn and enthusiastic.

## **What the school should do to improve further**

- Ensure that pupils know how well they are doing in relation to their targets and what they need to learn next in order to improve.
- Provide more opportunities for pupils to take on responsibility, use their initiative and develop independence.
- Be more creative and effective in the way that it communicates with parents.

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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?	2
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?	2
The standards <sup>1</sup> reached by learners	1
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	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	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
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	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



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

15 November 2007

Dear Pupils

Inspection of Norwood Primary School, Peterborough PE4 7DZ

Thank you for making me so welcome when I visited your school recently to see how well you are learning. I was very impressed with your courtesy and good manners. Many of you were willing to share your views with me on school life at Norwood; this was a great help. I have thought carefully about all that you told me and I would like to explain why Norwood is such a good school.

Your teachers make sure that you learn all that you should and that you reach and sometimes go beyond the standards expected for your age by the end of Year 6. I have asked the school to help you do even better than this by giving you regular updates on how well you are doing and what you can do to improve. Many of you told me how much you appreciate the rewards and acknowledgement you receive for your good behaviour. I know that you are capable and confident pupils. I have asked the school to enable you to take on more responsibilities and to show how independent you can be.

Your attendance is excellent and most of you say that you enjoy coming to school. The exciting range of school trips and after-school clubs means that you have much to enjoy. I heard all about the work of the school council and their trip to meet the local Member of Parliament in London. I wish your representatives well in developing their plans to make the playground a safe and happy play space for everyone. Make sure that you let them know if you have any special requests!

Your teachers are doing a good job in introducing some new ideas to make your learning even more enjoyable. Your parents know that you attend a good school where you make good progress and reach high standards. I have asked your headteacher and governors to find some better ways to tell your parents about what goes on in school and to explain more carefully why sometimes changes are necessary.

Thank you again for all your help. I hope that you carry on enjoying school and helping to make Norwood Primary an even better place to be.

Linda Killman

Her Majesty's Inspector