

Norfolk Community Primary School

Inspection report

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| Unique Reference Number | 130335 |
| Local Authority | Sheffield |
| Inspection number | 315614 |
| Inspection dates | 23–24 January 2008 |
| Reporting inspector | Andrew Clark |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 410 |
| Appropriate authority | The governing body |
| Chair | Mr C Nuttall |
| Headteacher | Mrs Mary Binns |
| Date of previous school inspection | 17 May 2004 |
| School address | Guilford Avenue Sheffield South Yorkshire S2 2PJ |
| Telephone number | 0114 2502760 |
| Fax number | 0114 2398436 |

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|--------------------------|--------------------|
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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Norfolk Community Primary school is larger than average. The vast majority of pupils are from White British backgrounds. The school is in a regeneration area of significant social and economical disadvantage. Half the pupils are eligible for free school meals, which is a high proportion compared to the national average. About a third of pupils are identified as having learning difficulties and/or disabilities, which is also a high proportion. A higher than average number of pupils join the school in Years 3 to 6.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Norfolk Community Primary School is a good school with several outstanding features. The excellent leadership of the headteacher and her senior staff ensures that pupils' personal development is outstanding and they achieve well. The care and guidance given to all is excellent. This is especially so for the most vulnerable pupils; the support they receive ensures that they become confident and increasingly well motivated learners. They get an excellent start in the Foundation Stage.

Pupils' achievement is good. When children start school in the Nursery their skills are much lower than those typical for their age, especially in their communication and personal skills. By the time pupils leave school in Year 6 standards are broadly average. The school has had a particularly good impact on raising standards in reading and writing. This is especially so for lower-attaining pupils. The school has been effective in ensuring that all pupils acquire good basic skills. Pupils make more consistent progress in English than mathematics. The school has had a very strong and successful drive to raise achievement in reading and writing and is now turning its attention to improving pupils' progress in mathematics.

Pupils' behaviour is often exemplary in classrooms and most noticeably in assembly when all pupils in this large school are gathered together. Pupils' understanding of how to live healthy lifestyles and their participation in physical activities are excellent. Pupils relish the many opportunities to take responsibility such as through the school council and mentoring younger pupils. They make a significant contribution to the life of school and the larger community.

The quality of teaching and learning is good. A particular strength is the very good questions teachers and teaching assistants ask to challenge pupils to think for themselves and understand their own learning. Working relationships are excellent. In a few lessons, teaching is not brisk enough to keep up a fast pace of learning and the resources are not very stimulating. In these lessons pupils do not make the progress they are capable of.

The curriculum is good. There is a very successful focus on improving pupils' speaking and listening skills which underpins progress in many subjects. Provision for those with learning difficulties and/or disabilities is very good. Pupils' personal development is very well promoted. Many clubs, visits and visitors richly support pupils' learning. The care, guidance and support pupils receive are excellent. The 'wrap around' care the school provides through its extended nursery provision and the breakfast and other clubs is highly regarded by parents. The school provides a high standard of practical support for vulnerable pupils and their parents, and pupils new to the school, allowing them to benefit fully from the school's many learning opportunities. The good tracking of pupils' progress contributes well to the improving achievement all pupils make and especially the least able and those with learning difficulties and/or disabilities.

The school's very effective leadership has taken strong steps to ensure that improvement is built on very sure footings and that staff, governors and parents contribute fully to achieving the shared goals. The leadership has had a very significant impact on the personal development and attitudes of all pupils which is laying the basis for raising academic achievement further. This faster rate of achievement has shown good impact in reading and writing. The exceptionally well organised and focused governing body provides excellent support to the headteacher in maintaining the pace of change. The school manages its budget well and has demonstrated a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding. It is excellently led with a clear vision and sense of purpose. The quality of teaching is outstanding. Lessons are planned very well, using very accurate assessments to match learning closely to children's needs. The activities offered are attractive and stimulating and there is a very good balance between activities children choose for themselves and those they are directed towards. The questioning skills of all staff are excellent. This leads to very good and consistent progress in all areas of learning. Children's skills at the end of the Reception year are broadly similar to those expected for children of their age in all areas of learning, except for communication and language, which remain low despite the significant progress made by the children. The curriculum focuses very strongly on promoting speaking and listening and other communication skills. The staff in the Foundation Stage work extremely well with parents providing support, guidance and training. The opportunity for children to extend the time they spend in the Nursery each week makes a very good contribution to progress in many areas. Very well planned procedures ensure that children make a smooth transition between classes and into Year 1, equipping them well for their future learning.

What the school should do to improve further

- Improve pupils' achievement in mathematics.
- Improve the quality and consistency of teaching to ensure that all pupils make the best possible progress.

Achievement and standards

Grade: 2

Overall, pupils achieve well and make good progress throughout Years 1 to 6. Standards reached by pupils in Year 6 rose very significantly in 2005 after many years of very low levels and the school has generally continued to build on this improvement. In the current Year 6, standards are broadly in line with national expectations overall. Pupils of all abilities make good progress in English and this rate of progress is accelerating throughout the school. In mathematics, pupils make satisfactory progress and the school recognises that they could achieve at a faster rate. The standards pupils reach in national tests in Year 2 are below average. Pupils make good progress in their basic skills in relation to their low-level communication and language skills when they join Year 1. The school is particularly successful in ensuring that pupils throughout the school acquire good basic skills such as handwriting and spelling. The good rates of progress are very evident from the wide range of effective methods for tracking pupils' progress and the effective use of targets for each year group. Pupils with learning difficulties and/or disabilities make good progress and this has been a very significant improvement since the last inspection. The few pupils who speak English as an additional language do well in school and make good progress in developing their language skills.

Personal development and well-being

Grade: 1

Pupils are friendly, well mannered and thoughtful to each other. They respect their teachers, leading to a calm and orderly ethos. Attendance is satisfactory. A few families allow their children to take too much time off school. Pupils thoroughly enjoy their lessons and the many

clubs they participate in. Their spiritual, moral, social and cultural development is outstanding. Pupils have a very strong sense of right and wrong and are reflective and thoughtful in response to lessons focused on developing these aspects. They develop very good attitudes to their work and they are curious, careful and persistent. Older pupils are very mature in their outlook and set a good example for younger ones. They take their roles as monitors and school council members very seriously. They make a significant contribution to the school's smooth running by helping to resolve behaviour issues and ensuring that the views of pupils are acted upon. Pupils feel safe, believing that their views are important and respected, and that they can discuss concerns with staff. They take full advantage of the healthy breakfast club and meals services and their understanding of emotional and personal issues they may face as adults is exceptional.

Quality of provision

Teaching and learning

Grade: 2

Teachers set precise learning objectives for lessons and share these well with pupils. They involve pupils in assessing their progress towards these aims and guide them well in making improvements to their work. They make very good use of opportunities for pupils to talk purposefully to each other and to adults and this deepens pupils' understanding and contributes well to improving their speaking and listening skills. Teaching assistants provide very good support for pupils with learning difficulties and/or disabilities by working as their learning partners and guiding them in small steps to the learning objectives. Teachers generally make good use of a wide range of resources such as interactive whiteboards and displays to support pupils' learning. Very occasionally the resources are not stimulating or clear enough to inform and support pupils who find learning difficult. Expectations are high and teachers plan lessons well to provide challenge for all abilities. In a small minority of lessons, the pace of teaching, particularly in mathematics lessons, is not fast enough to inspire pupils and so their learning slows.

Curriculum and other activities

Grade: 2

The curriculum meets pupils' needs well. The systematic and thorough teaching of reading and writing is a significant strength. The school takes on innovative ideas where it sees these making a positive contribution to pupils' achievement. In Year 4, for example, the introduction of 'Igniting Boy's Writing' caters for different learning styles and is beginning to boost pupils' confidence in their writing. The school has introduced new methods to improve pupils' mathematical calculation and problem-solving skills, but these are not yet having full impact on pupils' achievements. Work with the Creative Partnerships programme, a combination of curriculum skills linked to art and design, is leading to positive developments in the curriculum, by making it exciting and enjoyable. This can be seen in the way local residents recounted their memories about the Second World War to Year 6 pupils and in the sculptures produced as a result of working with a professional artist. School life is enriched by an increasing emphasis on visits and visitors. There are many well attended extra-curricular clubs, especially well attended are those with a sporting focus. The popular breakfast clubs give pupils an excellent start to the day.

Care, guidance and support

Grade: 1

The school provides an extremely caring and supportive environment in which pupils feel very happy, safe and valued. Safeguarding procedures are in place. Staff place great importance on respect for all members of the community and this is seen in the exemplary way in which pupils treat other people. Attendance is promoted well. The school works exceptionally well with parents and outside agencies to ensure that all vulnerable pupils have access to everything that the school has to offer. The provision for the most vulnerable pupils and those with learning difficulties and/or disabilities is outstanding because of the very careful monitoring and high quality of intervention and support. The inclusion team is exceptionally well organised to guide and support pupils on a daily basis. The team is especially effective in supporting those who are emotionally or otherwise distressed and return them swiftly to the classroom with minimum disruption to other pupils. Pupils' academic progress is tracked regularly and effectively. The school provides many opportunities for parents to learn new skills to support their children's learning and this is very much appreciated by those who take up these opportunities. The standard of record keeping is very high which ensures that all those working with the pupils know them very well and can provide the best possible guidance.

Leadership and management

Grade: 1

Leadership and management are outstanding. The school is led by an enterprising and diligent headteacher and deputy headteacher. They have created a highly professional senior management team that monitors and evaluates all aspects of learning effectively and leads the drive for higher standards. They are particularly skilful at identifying strengths of all staff and building well on them to achieve common goals. This has enabled them to lay a very firm base in the pupils' personal development and the early acquisition of basic skills. This is leading to accelerated learning throughout the school, even though the impact on national test results is not yet fully consistent. This has been essential after a period of disrupted leadership and exceptionally low standards at the end of Year 6. Standards and rates of achievement are now improving because of the firm direction of the leadership team. The team takes full advantage of national and local initiatives to promote staff training and enrich pupils' lives. Staff morale is high because everyone, including the governing body and parents, shares the clear sense of purpose and very positive ethos. Self-evaluation is accurate and based on significant first-hand evidence, although the school has been modest in some of its judgements because it is very self-critical and aims for constant improvement. Financial management and administrative systems are very good, which enables teachers to focus on teaching and learning. The school is rapidly improving the quality of resources.

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Annex A

Inspection judgements

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| 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? | 1 |
| The effectiveness of the Foundation Stage | 1 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| 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? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 1 |
| 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? | 1 |

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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| 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 | 1 |
| 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 | 1 |
| 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

Inspection of Norfolk Community Primary School, Sheffield, S2 2PJ

I am writing on behalf of the inspection team to thank you for being so friendly when we visited your school recently. We enjoyed talking with you and looking at your work.

Your school is providing you with a good education that we know you enjoy. You make a brilliant start in Nursery and Reception classes. You play and work very well with each other. Your behaviour is good and you try hard to do what teachers ask of you. Adults look after you extremely well so you feel safe and confident about asking them for help or talking to them about any worries. The school is extremely good at giving special help to those of you who need it. You have an excellent knowledge of how to keep healthy and you particularly enjoy the many opportunities you have to take part in sport. You choose to eat healthy meals and snacks. There is a good range of interesting activities for you before, during and after school. Your busy breakfast clubs help you make an excellent start to the day. Your headteacher and her staff lead the school extremely well so that you do well in your work. Your parents are very proud of your school and find everybody welcoming and caring. You do your homework well and that helps you learn more.

You are making good progress in your learning. That is because the work you do and the teaching you receive are good. I have asked the school to help you to do as well in mathematics as you are now doing in English. I have also asked the teachers to make sure all lessons are as exciting and interesting as they can be so that you learn as well as you can.

You can help your teachers in their efforts to improve your school by coming to school regularly, working hard and doing your best at everything.