

# Norbury Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	101785
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	335787
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Wendy Forbes

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Johnson
<b>Headteacher</b>	Paul Mathews
<b>Date of previous school inspection</b>	4 December 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team reviewed many aspects of the school's work. Inspectors visited 17 lessons, visited all classrooms on a 'learning walk' to look at displays, behaviour and resources, visited two assemblies and held meetings with governors, staff and a group of pupils. Inspectors observed the school's work and the start- and end-of-day provision, and examined pupils' books and school documents, including the school development plan, school improvement reports, governing body minutes and safety records and assessment information. They analysed 103 questionnaires returned by parents and 176 completed by pupils. Inspectors looked in detail at the following:

- the work the school is doing to eliminate variations in attainment among different cohorts, key subjects and year groups, and between the majority of pupils and those from minority ethnic groups, those who speak English as an additional language and those with special educational needs and/or disabilities
- how effectively teaching and the curriculum are meeting the needs of all pupils, particularly the most able
- the effectiveness of assessment strategies, marking and pupil tracking systems in raising achievement
- the effectiveness of the school's work in managing the improvement in teaching and raising achievement
- the impact of the leadership team and the governing body on the eradication of identified weaknesses.

## Information about the school

This is a larger-than-average primary school. The Nursery takes children on a part-time basis. The percentage of pupils eligible for free school meals is much higher than usually found. Pupils represent a wide range of ethnic backgrounds. A high percentage of pupils start school at an early stage of learning English. The percentage of pupils identified with special educational needs and/or disabilities is in line with the national average. This group includes pupils who have speech and language difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the quality of teaching, assessment to support learning, the overall effectiveness of the Early Years Foundation Stage, the learning and progress of pupils in Key Stage 1 with a particular focus on raising pupils' standards and achievement in reading, writing and mathematics.

Children start the Early Years Foundation Stage with understanding and skills that are below those typical for their age. Because of good teaching, a suitable curriculum and strong pastoral care they make good progress in the Nursery. However, this good progress is not sustained in the Reception classes. This is because teachers do not regularly gather or analyse information about children's learning and, as a result, teaching, the curriculum and activities are not well matched to children's needs. Consequently, children start Year 1 at levels well below expectations. By the end of Year 2, the proportion of pupils who attain the levels expected for their age is still well below the national average.

The rate of pupils' progress from Year 2 to Year 6 reflects the variable quality of teaching. Too many lessons contain too much whole-class teaching with little evidence of challenge, particularly to stretch the more able, and the pace of learning is often too slow. Pupils make the most progress in their final year ensuring that they are adequately prepared for secondary education. Over the last three years the attainment of pupils by the end of Year 6 has significantly improved. However, fewer pupils than average achieve the higher levels.

Pupils say they try to work as hard as they can. Many say they enjoy school. However, because many lessons are not as interesting and as purposeful as they could be, some pupils become restless and find concentration difficult.

As a result of comprehensive self-evaluation, the leadership team, supported by the governors, has instituted a programme of improvements. For example, a system to track pupils' progress linked to teaching has been introduced while regular monitoring is beginning to have a positive impact on the quality of teaching and learning.

### What does the school need to do to improve further?

- Improve pupils' learning and academic progress and thereby raise standards,

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particularly in Key Stage 1, by:

- improving the quality of teaching to match the best practice
- ensuring teachers use assessment information to plan lessons that meet the learning needs of all pupils, particularly the more able
- ensuring teachers provide clear feedback so that all pupils understand how well they are doing and how to improve.
- Improve the overall effectiveness of the Early Years Foundation Stage by:
  - ensuring that information about children's needs is regularly gathered and analysed in order to plan purposeful activities appropriate for all children's needs
  - improving the consistency and quality of teaching and the curriculum in Reception.

**Outcomes for individuals and groups of pupils****4**

Pupils made good progress in a minority of lessons where they were fully engaged because work was closely matched to their needs. In too many instances, however, pupils' learning was unsatisfactory. Progress across Key Stage 2 is slow and Year 6 teachers have to work hard with all pupils, including those with special educational needs and/or disabilities, to enable them to catch up. Because they do this well, by the end of Year 6 the proportion of pupils who reach the levels expected for their age is broadly average in English, mathematics and science. Almost two thirds of Year 5 pupils are now making good progress in reading in response to recent, well-focused intervention strategies. However, targets are not sufficiently challenging to ensure that pupils, particularly the more able, make progress commensurate with their abilities.

Many pupils say they enjoy their learning and where teaching is good they are active and enthusiastic learners. When expectations in lessons are clear and well enforced, behaviour is satisfactory. However, behaviour is often livelier in the playground and around the school and pupils say they would like to see further improvements so that lessons are never interrupted by calling out or background chattering.

Pupils know what constitutes a healthy lifestyle and respond well to opportunities to take part in physical activities and enjoy the healthy food provided by the school. Pupils are gaining the wider skills necessary for their future economic well-being, and take on positions of responsibility such as play leaders and members of the school council. However, despite the school's efforts to improve attendance through a range of incentives, the persistent absence of a few means that attendance overall remains low. Events such as the Black history month effectively foster pupils' awareness of society's cultural diversity.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

High quality lessons are in the minority. Often lessons start with an overly long whole-class session that does not take into account pupils' different levels; the pace is slow and the tasks set do not provide appropriate challenge. Planning to address the learning needs of pupils who need very specific help is variable in quality. Consequently, teaching assistants are not always deployed to the best effect. Although assessment information is now readily available, it is not used consistently by teachers to inform their lesson planning. In the minority of lessons where teaching is good, pupils are challenged to think, the pace of learning is brisk and activities are planned to address individual learning needs. However, teachers often have to revisit previous work that has not been understood and this adversely affects their overall achievement.

The curriculum is broad and varied and the school is beginning to develop a range of extra-curricular activities and enrichment opportunities, such as links with local secondary schools. Parents appreciate the support provided to pupils and their families and many attend the weekly learning support provided for families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Senior leaders have been successful in tackling some weaknesses but are aware there is still a long way to go. Their ambition to improve the school is genuine, their evaluation of the school's needs is realistic and challenging targets have been set. Leaders are rightly focused on raising the attainment of more able pupils and those whose performance is below average in order to ensure that all pupils have equal opportunity to succeed. However, the absence of key phase and subject leaders presents a significant challenge.

Leaders and managers have developed a programme of monitoring that includes lesson observations, work sampling and meetings with teachers to discuss the progress of pupils in their classes. The headteacher has encouraged the governing body to take a more active role in monitoring and providing challenge. Governors understand the problems the school faces and are working in partnership with the leadership team to implement the programme of improvements. Safeguarding procedures meet statutory requirements.

Links with parents and carers are satisfactory and the questionnaires show that most are happy with the school. Partnerships with specialist agencies and other schools are developing and starting to benefit pupils, particularly those who are at the early stages of learning English or who have special educational needs and/or disabilities.

There is a strong commitment to promoting community cohesion and the diversity of cultures within the school is celebrated. The school is working hard to develop both the national and international dimensions of the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Nursery staff ensure a smooth transition from home when children start at the school. They rightly concentrate on developing children's communication and social skills and ensure they settle quickly. Good organisation and teaching, an appropriate curriculum and strong pastoral care all ensure that children make good progress from low starting points in their first year. Staff have positive relationships with children and have their best interests at heart. Adults generally manage children's behaviour appropriately.

However, provision in the Reception classes is less effective and children do not make enough progress, particularly in communication, language and literacy. Many of the boys, in particular, struggle to acquire skills in speaking and literacy at the levels expected for their age. Staff do not have a clear enough picture of children's needs because observations of learning are not frequent or accurate enough to monitor their progress. Activities are not sufficiently well planned to ensure that children learn how to work collaboratively or independently. Child-initiated and adult-directed activities and resources are not sufficiently well integrated to ensure that children know what they might be learning while playing. The absence of a full-time leader has meant that the collection and use of key information about how well children are learning and developing have not been rigorous enough. Both Nursery and Reception staff give the highest priority to keeping children safe.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

Most parents who responded to the questionnaire were supportive of the school and its work. They felt that their children enjoyed school, that pastoral care was strong and that communication had improved since the last inspection. A few parents told inspectors that they liked the new security fencing and hoped it would make their children feel safer at school. The effort made by the school to help parents support children's learning was appreciated and many hoped this would be developed. A small minority felt



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their child's individual needs were not met and questioned whether the school dealt effectively with unacceptable behaviour. A few parents commented about the variability in the quality of teaching. Inspectors found that the school is aware of the issues parents raised and is paying them appropriate attention.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norbury Manor Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	52	40	39	6	6	2	2
The school keeps my child safe	31	30	55	53	11	11	4	4
The school informs me about my child's progress	34	33	62	60	4	4	2	2
My child is making enough progress at this school	24	23	61	59	14	14	3	3
The teaching is good at this school	31	30	55	53	13	13	1	1
The school helps me to support my child's learning	21	20	62	60	15	15	3	3
The school helps my child to have a healthy lifestyle	21	20	61	59	16	16	4	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	21	55	53	13	13	2	2
The school meets my child's particular needs	20	19	55	53	17	17	6	6
The school deals effectively with unacceptable behaviour	17	17	57	55	14	14	9	9
The school takes account of my suggestions and concerns	21	20	60	58	13	13	7	7
The school is led and managed effectively	28	27	57	55	13	13	1	1
Overall, I am happy with my child's experience at this school	33	32	52	51	12	12	6	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 December 2009

Dear Pupils

Inspection of Norbury Manor Primary School, Norbury SW16 5QD

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school and your work.

Most of you told us that you enjoy coming to school. We found that you are courteous to visitors and your behaviour is generally satisfactory. When lessons are interesting you are keen to answer questions and you work hard at the tasks the teacher gives you. You have a sound understanding of the need to respect the rights of people from different cultural backgrounds.

However, there are areas of the school's work that need improvement in order to raise standards. These have already been recognised by senior leaders and governors and a start has been made. However, to help the school make the progress it needs, it requires a 'notice to improve'. This means that your school will be visited by another inspector within the next six to eight months. These are the things we have asked the school to do.

- Make sure that all teaching is of a high standard.
- Use information on how well you are doing to make sure that lessons are planned to meet your needs and there is the right amount of challenge, particularly for those of you who find learning easy.
- Raise standards at Key Stage 1 in reading, writing and mathematics.
- Improve provision in the Reception classes.
- Make sure that all of you understand how well you are doing and what you need to do to improve your work.

I am sure you will all do your bit to improve the school. I wish you all the best for the future.

Yours sincerely

Wendy Forbes

Lead inspector

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