

# Norbury Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	106064
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	336611
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Kevin Johnson

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>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Ritchie
<b>Headteacher</b>	Mr G Dodd
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Shepley Drive Hazel Grove Stockport SK7 6LE
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## Introduction

This inspection was carried out by four additional inspectors. They saw 16 teachers and observed 17 lessons. Meetings were held with governors, staff, and groups of pupils. Inspectors observed the school's work, and looked at: national assessment data and the school's own assessments, policies and minutes, including those related to safeguarding; samples of pupils' work; and 222 questionnaires returned by parents and carers as well as approximately 100 pupil's questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement in English
- the impact of pupils' personal development on their learning
- the effectiveness of leadership and management in sustaining the quality of provision for all pupils.

## Information about the school

Almost all pupils in this larger than average primary school are from White British backgrounds. Very few are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved a significant number of national awards in recognition of its work. Some of the most recent include The International School award, the Geography Quality Mark (bronze) and the Eco School Silver award.

**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?**

**1**

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

**1**

## Main findings

Highly effective leadership by the headteacher and governors has maintained the school's outstanding quality since the last inspection and brought significant improvement to some areas. Parents and carers are overwhelmingly supportive and a poignant comment from pupils is that to them, 'School sometimes feels like home.'

Outstanding provision for children in the Early Years Foundation Stage gets their learning and development off to an excellent start. From broadly typical skills for their age when they enter Nursery their early achievements are the solid basis for consistently good, and, at times, excellent progress as they move through the key stages. Teaching throughout the school is never less than good and much of it is outstanding. As a result pupils are highly motivated and develop exceptional attitudes to learning. Pupils with special educational needs and/or disabilities are given good support for both their learning and emotional well-being. Their progress, which is rapid at times, reflects the outstanding quality of care provided for all pupils in the school. Attainment is high and has been consistently above national averages for some considerable time. An untypical dip in the achievement of the more able pupils recently, in writing, is now a focus for the school and has led to vigorous intervention. The school recognises the need for a more consistent use of assessment to inform pupils precisely of their progress and what they need to do to raise their personal best so that more can achieve the higher level.

Pupils' spiritual, moral, social and cultural development is outstanding. Attendance is consistently well above average and pupils' enjoyment of school is demonstrated in the pride they take in all that they do. Personal qualities, such as behaviour and their development of other essential life-skills are exemplary.

All staff members give their full support to the headteacher in his ambition to, 'Make this school as good as it can be.' To that end, fully inclusive leadership ensures that all fulfil a crucial role in the drive for improvement and in the school's very accurate self-evaluation. Governors provide incisive challenge and support. They understand the heart of the school and put their considerable expertise to excellent use in overseeing outstanding value for money and setting future direction. Since the last inspection, leaders have maintained standards and the quality of care, brought further enrichment to the curriculum and improved the effectiveness of teaching. They have developed an excellent network of support with schools and other providers and have substantially improved the fabric of the building. There is outstanding capacity for sustained improvement.

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

- Embed recently developed assessment practice to ensure all pupils recognise precisely what they need to do to improve their writing so that more of them achieve the higher Level 5.

## Outcomes for individuals and groups of pupils

1

Pupils love their school. 'It is all brilliant, we do extremely fun things.' is not untypical of the comments pupils wrote in their questionnaires. Attitudes to learning are exceptional. Pupils are always eager to take on new challenges and work with equal enthusiasm individually or in groups. They thrive on the many opportunities they have to take charge of their own learning and to test their creative skills. A Year 4 class, for example, showed the extent of their inventiveness by building 'wind powered machines' as a homework topic and found it an 'extremely fun thing' to explain and test their inventions in the playground.

Standards in English, mathematics and science are consistently significantly above average at the end of Year 6 and pupils make good progress overall. Achievement in English has not matched that seen in the other subjects, largely because fewer than expected have reached the higher level of writing. The school has responded very positively by introducing new strategies to promote and develop writing whilst focusing also on more effective assessment. Evidence gained from sampling pupils' work shows that these measures are bringing about improvement. Most pupils with special educational needs and/or disabilities make good progress; for some it is exceptional. Focused support in classes as well as individual tuition to boost pupils' skills is planned well and skilfully delivered by teachers and well trained teaching assistants.

Pupils' are invariably polite and extremely well behaved around the school. They follow their own code of conduct strictly and contribute enormously to the everyday life of the school by fulfilling a wide range of duties and responsibilities. The school council is a very active group and, given a strong voice in school matters, often initiates changes for the better. Recent negotiations have, for example, improved opportunities for enrichment within the curriculum. Pupils feel entirely safe in the care of school staff and fully understand how to avoid potential danger, including that linked to use of the internet. They know what constitutes a sensible diet and the importance of exercise. Their level of activity in the playground and attendance at after-school sports clubs fully justifies their achievement of Activemark. Excellent punctuality and attendance, the ability to collaborate and work productively with others and their competence in basic skills ensures that pupils make extremely good progress along the path to a secure future as active members of the community.

*These are the grades for pupils' outcomes*

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<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>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Pupils' learning benefits from teachers' excellent planning and the creative way in which they bring lessons to life. Pupils testify that lessons are exciting and their views are endorsed by the substantial number of outstanding lessons seen. Teachers use their individual skills and subject knowledge to best effect. The challenges they provide for varying abilities are based soundly on their good knowledge of pupils' needs and underpinned by consistently high expectations. Teachers engage pupils actively in learning extremely well. In a history lesson, for example, pupils had to, 'think like a jury' when considering the evidence used in a case of theft during Victorian times. The added challenge was that their writing afterwards had to meet specific targets according to their levels of ability. Teaching assistants make a very valuable contribution to pupils' learning and progress. They know pupils well and provide high quality support. Systems for checking progress are very effective. Assessment information is fully accessible to all teachers who regularly review targets and plan work accordingly. Teachers' marking is generally helpful to pupils and gives clear direction for improvement. Nevertheless, the best practice is not yet fully embedded in all classes and some pupils need a clearer understanding of what they need to do to improve their work.

The curriculum is rich and exciting for pupils, more so because they have a say in what they learn. Their choice of Spanish is one example, and a revised approach to curriculum planning was the result of teachers listening to pupils' requests for more creative opportunities through subjects such as art, music, drama and cookery. There is a very purposeful focus on basic skills in literacy, numeracy and information and communication technology which are developed extensively across subjects. An

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outstanding range of activities outside of lesson time helps pupils to foster their different skills and interests. Links with other schools and colleges are a strong source of provision for pupils who have particular gifts and talents.

Parents and carers agree overwhelmingly that their children are well cared for in school. Very well targeted support helps all pupils to make the best of their opportunities. There is excellent provision for all aspects of pastoral care and pupils and parents and carers find a safe and welcoming environment in the school. Transition arrangements for pupils joining and leaving the school are very supportive and parents are very happy with the level of information and contact with staff they are able to have.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's committed and caring leadership has very effectively united the whole school community. Parents and carers say they feel respected and staff say they are proud to work in the school. By providing opportunities for professional development and enabling staff to explore the responsibilities and possibilities of leadership, there is a collective ambition for continued improvement. Equality of opportunity is at the heart of what the school provides for all of its pupils to ensure their individual best. Governors vigorously monitor the safeguarding of pupils and maintain up to date and effective systems in the school to ensure that all staff are fully aware of their responsibilities. The school's successful promotion of community cohesion is based on governors' clear analysis of the school's context and its contribution toward a cohesive society. There are extensive links with local community groups and schools, including some with different religious and social characteristics. During the inspection a group of pupils visited a mosque and spent some time with pupils from an Islamic school. Work for the recently achieved International School's award has enabled pupils to have valuable exchanges of information with schools in Africa, extending the links already established in France and Germany. These links have a marked impact on pupils' cultural awareness and their perceptions of what is needed in a harmonious community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

<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 of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Outstanding leadership in the Early Years Foundation Stage has resulted in the development of a highly effective setting where children thrive and make excellent progress. Their abilities are in line with expectations for age when they begin in the Nursery. All children reach a good level of development in all areas of learning by the end of Reception and a significant number are more advanced. Children are active and curious, and keen to enjoy opportunities to learn through exploration and play. Teachers' excellent understanding of how children learn means that they create a highly stimulating environment with exciting activities to challenge resourcefulness and increase independence. Children develop early literacy, number and personal skills extremely well through the balanced range of adult led activities and those which they choose for themselves. Provision for children's welfare is excellent and high priority is given to their safety and well-being. Relationships are outstanding and children feel secure. High aspirations are shared with parents and carers, all of whom are highly supportive of the school and appreciate the opportunities they have to be partners in their children's learning and development

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers



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The views expressed by the very large number of parents and carers who returned questionnaires were overwhelmingly supportive and appreciative of all that the school provides.

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

Ofsted invited all the registered parents and carers of pupils registered at Norbury Hall 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 233 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	146	63	79	34	5	2	0	0
The school keeps my child safe	180	77	50	21	2	1	0	0
The school informs me about my child's progress	120	52	102	44	11	5	0	0
My child is making enough progress at this school	125	54	92	39	11	5	1	0
The teaching is good at this school	166	71	62	27	5	2	0	0
The school helps me to support my child's learning	127	55	96	41	6	3	0	0
The school helps my child to have a healthy lifestyle	117	50	111	48	3	1	0	0
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)	116	50	92	39	5	2	1	0
The school meets my child's particular needs	129	55	89	38	13	6	0	0
The school deals effectively with unacceptable behaviour	116	50	92	39	9	4	2	1
The school takes account of my suggestions and concerns	95	41	111	48	10	4	3	1
The school is led and managed effectively	169	73	59	25	2	1	0	0
Overall, I am happy with my child's experience at this school	174	75	50	21	3	1	5	2

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.**



18 March 2010

Dear Pupils

Inspection of Norbury Hall Primary School, Stockport, SK7 6LE

Thank you for the extremely friendly welcome you gave us when we came to inspect your school recently. You made us feel very much part of your school and we enjoyed that a great deal.

Your school is outstanding and there are lots of things you can be proud of. For example, we were overwhelmed by your excellent behaviour, politeness and wonderful manners. It was a delight to talk to you. Your attendance is fantastic and that is very important so do keep it up. The real icing on our cake, however, was that amazing singing of Lullaby of Broadway. That really bowled us over!

You all work very hard and the standards you reach by the end of Year 6 are high. We agree with you that your lessons are great fun (Well done to your teachers!) and all of the grown-ups in school take excellent care of you and help you to do your very best. Nevertheless, some of you could do a little better in your writing.

Your parents and carers, teachers and school governors are immensely proud of your school and I know you are too, so, everyone would like to make it even better. To help that to happen I have asked your teachers to help some of you to improve your writing by making sure that you always know a) exactly how well you are doing now and b) exactly what you need to do next.

Best wishes and good luck to all of you

Yours sincerely

Mr Kevin Johnson

Lead inspector

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