

Normanby Primary School

Inspection report

Unique Reference Number	111650
Local Authority	Redcar and Cleveland
Inspection number	337716
Inspection dates	5–6 May 2010
Reporting inspector	Carol Gater

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	514
Appropriate authority	The governing body
Chair	Mrs Sue Cochrane
Headteacher	Mr C Faulkner
Date of previous school inspection	15 February 2007
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Introduction

This inspection was carried out by four additional inspectors who visited 24 lessons, observed 19 teachers and held meetings with staff, governors, parents and carers, and pupils. The inspectors also looked at a range of documentation, including the school improvement plan, monitoring records and assessment data. In addition, 189 questionnaires from parents and carers as well as those from staff and pupils were analysed and their responses taken into account.

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

- the rate of pupils' progress, particularly that of boys, in all key stages
- teachers' use assessment to accelerate progress
- the success of the school's actions to accelerate progress in mathematics.

Information about the school

Normanby is a larger than average size primary school. Almost all pupils are White British. Very few pupils belong to other ethnic groups or speak English as an additional language. The proportion with special educational needs and/or disabilities is in line with the national average, as is the proportion known to be eligible for free school meals. Childcare provision, before- and after-school, is managed by the governing body.

The headteacher is new to the school since the last inspection and has been in post for two years.

The school has gained Healthy School status, the Green Flag award and numerous recognitions for its innovative work in information and communication technology.

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?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school which, under the headteacher's outstanding leadership, has improved significantly since the last inspection. He has developed a welcoming, inclusive environment where everyone's views are valued. Parents and carers are overwhelmingly supportive of the school. They 'commend the headteacher for his commitment' and say that the 'innovations he has brought have had a positive impact'. A major strength of the school is the high quality care and support it offers to pupils who say they feel absolutely safe and secure. Parents and carers comment on the 'exceptional support' of teachers who are 'friendly and approachable'. Childcare sessions are well managed and provide good enrichment for learning and personal development.

Pupils achieve well. Attainment at the end of Year 6 has risen from broadly average at the time of the last inspection to be above average overall and sometimes it is significantly above average. The proportion of pupils reaching the higher Level 5 in English and mathematics is average. Overall, pupils make good progress from starting points in the Nursery class that are generally below those typical for children of that age. Key to this is the new tracking system that the school rigorously uses to monitor progress. It allows teachers to identify quickly any pupils at risk of underachieving and to plan to accelerate their progress. As a result, where teaching is good or better, all groups make equally good progress. In a small minority of lessons, the progress of more-able pupils slows because of insufficient challenge.

Pupils are very proactive in ensuring that they lead safe and healthy lifestyles. They have an excellent knowledge of what constitutes a good diet and are proud of their school's home-grown produce. Behaviour is exemplary and pupils cooperate extremely well with each other. They make a good contribution to the community and their above average information and communication technology skills effectively support their future learning.

Governors play a very active role in the life of the school and have an excellent understanding of its strengths and areas to develop. Governors and staff ensure that parents and carers are exceptionally well informed. Self-evaluation is accurate and future priorities are well documented with clear lines of accountability. Leadership at all levels, inspired by the headteacher, is highly effective and has been instrumental in accelerating progress, particularly in mathematics. Teaching has improved significantly through the sharing of existing outstanding practice. The school's capacity for even further improvement is outstanding.

What does the school need to do to improve further?

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- Accelerate the progress of more-able pupils and raise their attainment by:
 - ensuring the level of challenge they receive in lessons is consistently high
 - further increasing the proportion of teaching that is good or better.

Outcomes for individuals and groups of pupils

2

All pupils have very good attitudes to learning. They respond well to their teachers' high expectations and take great pride in their work. Behaviour is excellent; pupils are considerate and support each other's learning in a range of contexts. The school's analysis of attainment and the scrutiny of pupils' work, show that standards at present in Year 6 are above average. A systematic focus on tracking progress, combined with a more personalised, stimulating curriculum ensures that a very large majority of pupils are making at least good progress. This is particularly so in the case of boys in the Early Years Foundation Stage and in Key Stage 1. There are also examples of some pupils with special educational needs and/or disabilities making exceptional progress because of the tailored support they receive.

Pupils enjoy coming to school and speak highly of what it offers. Attendance has improved and is now above the national average. Pupils are very confident that any problems they have will be listened to and promptly dealt with, either by staff or buddies. They are keen to learn about other cultures through the curriculum and visits. They confidently seize opportunities to have a voice in the running of their school. For example, the school council decided that cycling helmets should be compulsory; some pupils have been involved in designing outdoor activities to enhance the curriculum; others have carried out risk assessments on their educational visits. Pupils' contribution to the local and wider community is good. In partnership with a local author, they have documented local history and then shared this with other schools. Older pupils have delivered presentations on information and communication technology winning the 'Learners Y Factor' award at an international conference. A commitment to improving the environment led to the Green Flag award.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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

¹ 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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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teachers have fully embraced the principle of involving pupils in their own learning. They ensure that each lesson has clear objectives and that pupils are aware of how to achieve them. Those pupils who need extra help are quickly identified and teaching assistants provide good tailored support. In all classrooms, good relationships and constructive praise promote a positive learning environment where pupils' self-esteem thrives. In the most effective lessons there is a real 'buzz' of learning, the pace is quick and there are high expectations for all groups. However, in a small minority of lessons, there is insufficient challenge for some more-able pupils.

The curriculum is enriched with a wide variety of visits and extra-curricular activities. Activity learning portfolios are a testament to the memorable experiences that impact on pupils' good, and sometimes outstanding, personal development. The increased use of information and communication technology across the curriculum has improved pupils' motivation as well as developing their key skills. A focus on investigative science has successfully supported the development of problem-solving skills which was an issue at the last inspection.

All systems and procedures to ensure the welfare of pupils are rigorous. Teachers know pupils very well as individuals and target any support highly effectively to address their needs. The school helps vulnerable pupils and their families by working with a wide range of agencies to provide high quality intervention and support. Transition arrangements are well-planned, including those in the childcare sessions.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher has been responsible for embedding a common sense of purpose and driving school improvement. Morale amongst staff is high and all energies are channelled into reaching challenging targets. Not only has he developed a very strong leadership team but he has empowered every teacher as a leader and is committed to developing their professional skills. His system for tracking pupils' progress has been adopted as an example of good practice by other schools in the area. The school holds regular standards meetings to monitor the progress that pupils are making and to hold teachers to account. These are well-received by teachers as an opportunity to share expertise. Governors are fully involved in these meetings and have a very clear view of the school's strengths. They are aware of the key priorities and the actions taken. Data show that a recent focus on improving mathematics has raised standards and accelerated progress. Work seen in pupils' books confirms this. The effectiveness of the safeguarding procedures is good and meet requirements. Governors have taken a proactive role in ensuring that these procedures are regularly audited. They constantly evaluate their own effectiveness and have set up monthly 'drop-in' sessions to engage with parents and carers, and to take their views into account.

The school is very inclusive and strives to ensure that all pupils have equal access to what it has to offer. The impact of the school's work on community cohesion is felt positively in the school and in the local community. The school has audited overall provision and there are many examples of national and international links. It has identified further priorities and is currently developing pupils' awareness of a range of religions and faiths. The school has highly effective partnerships with other schools and businesses. Governors provide good links here. Excellent use is made of these partnerships to secure funding or to improve outcomes that are already good or better. As such, the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start Nursery with skills that are generally below those typical for their age and they make good progress to reach expected levels by the end of their Reception Year. From the outset, excellent links with parents and carers help teachers to know individuals very well. Children settle quickly in the warm, stimulating environment where activities engage their learning. 'My child comes home full of the great things she has done,' is typical of parents' and carers' comments. All members of staff have high expectations, establish clear routines and foster independence. As a result, behaviour is excellent and children are willing to take on responsibilities, such as 'supervisors of the day'. Good quality teaching ensures there is a balance between activities that are adult-led and those which children choose. There are very efficient systems for monitoring these choices and the progress being made. Some of this is recorded in individual scrapbooks which provide information for parents and carers and extend children's learning outside school. There is a good focus on the acquisition of language in the direct teaching, although opportunities to extend language through play are sometimes missed. Outstanding leadership has ensured that all adults have the relevant training and that planning meets the needs of all children. The leader's analysis of assessment information is excellent and is used to identify key actions to further improve provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers are happy with their children's experiences at school and are highly confident that their children feel safe. Many comment on the headteacher's commitment and express their views that he has brought about 'significant improvements'. They appreciate the 'timely communication to parents'. Typical of their comments are that the school will go from 'strength to strength' under his leadership.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Normanby 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	65	62	33	3	2	0	0
The school keeps my child safe	131	69	56	30	1	1	0	0
The school informs me about my child's progress	103	54	80	42	5	3	0	0
My child is making enough progress at this school	101	53	78	41	8	4	1	1
The teaching is good at this school	120	63	65	34	3	2	0	0
The school helps me to support my child's learning	108	57	76	40	4	2	1	1
The school helps my child to have a healthy lifestyle	106	56	78	41	4	2	1	1
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)	90	48	87	46	1	1	1	1
The school meets my child's particular needs	97	51	87	46	5	3	0	0
The school deals effectively with unacceptable behaviour	104	55	73	39	3	2	1	1
The school takes account of my suggestions and concerns	85	45	92	49	4	2	1	1
The school is led and managed effectively	134	71	52	28	2	1	0	0
Overall, I am happy with my child's experience at this school	131	69	54	29	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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 May 2010

Dear Pupils

Inspection of Normanby Primary School, Middlesbrough, TS6 0NP

Thank you very much for making the inspection team so welcome when we recently visited your school. We very much enjoyed talking with you and appreciated all the information you offered us.

Your school is a good school. We agree with you that your headteacher and staff provide excellent care and support you in your learning. You say you feel very safe because of this. We were impressed by your knowledge of how to live healthily and by your choice of nutritious lunches. Your allotment, where you grow your own vegetables, is an added bonus!

It was good to see the pride you take in your work and the good progress you are making in English and mathematics. Your teachers make it clear how you can improve your work and give you opportunities to assess how well you are doing. We have asked them to make sure that there is sufficient challenge for everyone in all lessons. Your behaviour is excellent and this has a positive impact on your learning.

It was very interesting to see your scrapbooks, including those in the Early Years Foundation Stage. They gave us an insight into all the exciting activities you do. Your information and communication technology skills are extremely good and were used to excellent effect in the assembly you presented.

Your headteacher, governors and staff have the enthusiasm and determination to make your school even better. You can help by continuing to work hard. Remember to check how many improvements have been made on your 'reach for the stars' action plan!

I wish you every success for the future.

Yours sincerely

Mrs Carol Gater

Lead inspector

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