

# Saint Norbert's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	118040
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	339128
<b>Inspection dates</b>	13–14 October 2009
<b>Reporting inspector</b>	Kathleen Yates

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Freda Robinson
<b>Headteacher</b>	Mrs Pam Tonge
<b>Date of previous school inspection</b>	4 January 2007
<b>School address</b>	Fieldside Crowle Scunthorpe DN17 4HL
<b>Telephone number</b>	01724 710249
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons. They held meetings with the headteacher, governors, staff, a group of pupils, the School Improvement Partner and members of the local community. They observed the school's work, an assembly and looked at a range of the school's documentation including policies and procedures, the school improvement plan, minutes of meetings of the governing body, pupils' current work and assessment data. They analysed 85 questionnaires returned from parents and carers.

- the effectiveness of the Early Years Foundation Stage
- the effectiveness of the school's actions on promoting community cohesion within the local community and beyond
- the impact of intervention strategies, including the setting of personal targets in helping to raise pupils' attainment and promote their well-being
- the standards attained in mathematics.

## Information about the school

St Norbert's is a small school that serves the town of Crowle and the surrounding villages. Almost all pupils are from White British backgrounds. Very few pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils who have a statement of special educational needs is above average. The Early Years Foundation Stage consists of the equivalent of 20 full-time Nursery places. The school has Fully Extended School Status in recognition of the breakfast club, the Goldstar Club, and after-school clubs which operate on the same site. These were also inspected on this occasion.

The school has been accredited with the Healthy Schools Award for its work in encouraging pupils to adopt a healthy lifestyle, an Activemark Award for exceptional delivery in physical education and Sport Strategy and the Gold Artsmark Award for the school's commitments to the Arts.

**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**

**2**

## Main findings

St Norbert's Catholic Primary is a good school where outstanding partnerships with parents, carers, professional agencies and the community result in the full integration of all pupils into a harmonious, friendly and supportive learning environment. Every pupil is highly valued and the school helps every one of them to feel proud of their achievements and to have a tremendous respect for others. Behaviour is excellent and pupils greatly enjoy coming to school, as reflected in their rate of attendance, which is above average.

Parents and carers are unanimous in their gratitude to the staff who provide exemplary care, guidance and support for their children. Pupils are provided with extensive opportunities to broaden their experiences and this contributes to their outstanding personal development. Leaders and managers have an accurate view of where the school is now and a clear understanding of what it needs to do to improve further. Added to this there has been good improvement in standards and achievement in writing, identified as an issue during the previous inspection. This has been achieved by the determination of all staff, including support from teaching assistants and the hard work of the pupils. Because of the effectiveness of the school's track record in securing improvement, the accuracy of its self-evaluation and its identification of what now requires improvement there is good capacity for further improvement and value for money is good.

Attainment on entry to the Early Years Foundation Stage varies year on year, but is generally broadly average. A trend in recent years is for pupils to do better in English than in mathematics. Pupils' mental arithmetic and problem solving skills are not well developed. The school has identified mathematics as an area for improvement throughout the school. Teaching and learning are good. Particular strengths are the superb relationships and the positive ethos evident in all classes and in the Goldstar Club. Pupils are very keen to talk about the many visits that are arranged for them which enhance the good curriculum provision. A further strength is the outstanding range of extra-curricular activities which add to pupils' enjoyment.

Many parents and carers expressed their sincere appreciation for the way in which the headteacher cares for every aspect of their children's education. Governors and staff share her vision to drive the school forward. Subject leaders have expertise in their areas but have yet to play a more active role in evaluating just how well pupils are doing across the school.

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

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- Raise standards in mathematics at Key Stage 1 and Key Stage 2 by placing a higher emphasis at the start of lessons on sharpening the focus on mental mathematics so that pupils may use and apply these skills to solve problems.
- Develop the role of subject leaders so that they take a more effective role in systematic analysis of pupils' performance.

**Outcomes for individuals and groups of pupils****2**

Pupils respond positively to the strong emphasis on working well together in lessons. Pupils are keen to learn, listen respectfully to one another and display confident attitudes to challenges. They are extremely polite, work with a smile and clearly enjoy their learning. All of this helps them to achieve well. All pupils, including those with special educational needs and/or difficulties, make good progress from their starting points. Consequently, above average standards are reached by the end of Year 6. Previous weaknesses in writing have been overcome and this area is now a particular strength of the school. Standards in mathematics are broadly average and below the standards in English in both key stages.

Pupils have an outstanding understanding of healthy lifestyles. Every pupil has a St Norbert's Fitness File which details daily challenges and informs their personal fitness plan. Pupils feel very safe in school and they have an excellent understanding of how to keep themselves and those around them safe. They take part in 'Crucial Crew' training where they put their health and safety skills into action. Spiritual, moral, social and cultural development is outstanding. Pupils are very aware of right and wrong and have real-life experience of writing to and attending a judicial court. Parents and carers appreciate how the school frequently surveys their views and also those of their children. Pupils can point to many examples of how their views are acted upon and are pleased to be actively involved in decision making. Pupils have an excellent understanding of how they can contribute to making their own community and the wider world a better place for future generations. They take on responsibilities very readily and have an excellent understanding of how to protect the environment. They talk knowledgeably about the importance of recycling and the benefits of wind turbines. Pupils are highly articulate, as demonstrated in their success in elocution and drama competitions, and this together with their good teamwork skills means that they are well prepared for their future lives.

*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>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching and learning are good. Teachers plan carefully for different levels of ability so that on most occasions there is an appropriate level of challenge. There is a brisk pace to lessons because pupils are so well behaved. All pupils have personalised targets for writing, mathematics and science and these are regularly consulted so that pupils are very clear about what it is they are to learn next. Marking is purposeful and gives pupils good guidance as to how to make further improvements.

The curriculum is planned carefully and takes good account of pupils' interests. Close links are made across subjects and staff are working to develop these links further to make learning more relevant and meaningful for pupils. There has been a strong drive on writing and classroom displays and work in pupils' books demonstrates how successful this has been. There has been less of a focus on mathematics. Consequently, pupils' mental arithmetic and problem solving skills are not well developed.

Many pupils take part in an exceptionally high number of after-school clubs led by school staff or visiting professionals. Numerous awards celebrate pupils' success in musical festivals and drama competitions as well as sporting achievements. Pupils are very proud of the performances they present to which the local community are invited. These contribute well to pupils' personal development and their understanding of the importance of teamwork as a life skill.

The levels of care, guidance and support provided for all pupils, including those with special educational needs and/or disabilities, are outstanding. Teaching assistants make a valuable contribution to pupils' learning and intervention strategies, for example booster classes and small groups for spelling are helping those who struggle, to catch

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up. The school works extremely well with a wide range of outside agencies to support pupils in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has a clear vision for the school and is successful in communicating her ambition to develop all pupils as well-rounded individuals to staff, parents and carers, pupils and governors; they are highly supportive of her leadership. All parties are united in placing the promotion of equal opportunities at the heart of their work and this is outstanding. Every child truly matters in every aspect of their learning and well-being.

Leadership and management of teaching and learning are good. All leaders and managers communicate high expectations to staff about securing improvement. They are aware that subject leaders, who are new to their posts, have yet to take a more effective role in systematic analysis of pupils' performance to ensure that challenging targets are set and regularly reviewed.

Safeguarding procedures are exemplary. The school is a very secure and welcoming environment, the premises are very well maintained and the office staff ensure a very warm welcome and efficient administration. The Goldstar Club is also well led and managed. Governance is good. Governors have clear systems for seeking the views of parents, carers and pupils and acting on the findings. They ensure that the budget is wisely spent so that resources in the school are of high quality. The effectiveness of the school in promoting community cohesion is exemplary. This results in pupils having an outstanding awareness of how we are all different and an excellent understanding of many different faiths. Wall displays highlight how pupils have participated in several global awareness days, including workshops celebrating cultures from New Zealand and Africa. Regular contact is maintained within the local and the wider community and with a partner school in China.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<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>2</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>2</b>

## Early Years Foundation Stage

Parents and carers say that their children settle happily in the Nursery and this is because good induction procedures are in place. There is 'free flow' between the Nursery and Reception areas and children enjoy sharing snack times and working together on occasions. In both classes relationships are superb, routines are firmly established and children participate in a wide range of activities where there is a high focus on active learning and developing investigative skills. Staff frequently assess children's progress; they question children thoughtfully and value their views. Learning and development are good and regular use is made of interactive whiteboards and the outdoor environment to enhance learning. Excellent attention is given to safeguarding children's welfare, both in the main building and for children of this age who attend the Goldstar Club. Staff in this setting liaise closely with the Early Years Foundation Stage staff to share assessment information. Progress is good, so that by the time children join Year 1 most of them are working at average levels and some are ahead, especially in linking sounds and letters and in their language for communication and thinking. Leadership and management are good and parents and carers are very happy with the care their children receive. The leader is beginning to put a system into place to record and analyse the progress children make.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2



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## **Views of parents and carers**

Inspectors fully support the extremely positive views of parents and carers who returned questionnaires or who spoke to the inspection team. Parents' and carers' comments include reference to how very proud they are that their children attend St Norbert's: 'The school is very well organised, it is an extended family, all staff are very approachable, listen to us, and care for our children superbly, both for their social and academic needs.'

Parents and carers also praised the care and fun activities their children enjoy both in the breakfast club and out-of-school club. Inspectors support these views too; children of Early Years Foundation Stage mixed very happily alongside older children. Excellent relationships and behaviour were apparent as was the care, guidance and support provided by the staff. No concerns were expressed.

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

Ofsted invited all the registered parents and carers of pupils registered at Saint Norbert's Catholic 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 inspector received 85 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	84	13	15	1	1	0	0
The school keeps my child safe	72	85	12	14	0	0	0	0
The school informs me about my child's progress	63	74	22	26	0	0	0	0
My child is making enough progress at this school	61	72	23	27	1	1	0	0
The teaching is good at this school	69	81	16	19	0	0	0	0
The school helps me to support my child's learning	64	75	21	25	0	0	0	0
The school helps my child to have a healthy lifestyle	65	76	20	24	0	0	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)	65	76	15	18	0	0	0	0
The school meets my child's particular needs	65	76	20	24	0	0	0	0
The school deals effectively with unacceptable behaviour	68	80	17	20	0	0	0	0
The school takes account of my suggestions and concerns	62	73	23	27	0	0	0	0
The school is led and managed effectively	68	80	17	20	0	0	0	0
Overall, I am happy with my child's experience at this school	69	81	16	19	0	0	0	0

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.**



14 October 2009

Dear Children

Inspection of St Norbert's Catholic Primary School, Crowle, DN17 4H

This letter is to thank you for welcoming my colleague and myself to St Norbert's and for taking the time to talk to us. We really enjoyed meeting you and watching you at work and play and sharing in your assembly. We came to find out as much as we could about your school. Now we are going to share our findings with you.

We agree entirely with those of you who filled in the questionnaires, that all the staff at your school care for you extremely well. We also agree that as well as feeling very safe at school you also have an outstanding understanding of healthy lifestyles and of how to keep yourselves and others safe. Those of you who attended the 'Crucial Crew' visit told me what you had learned about drug awareness, water and road safety. Other pupils also commented on the high number of visits you make into both your local community and further afield as in your trip to Nottingham. We know that you make an excellent contribution to the community. We saw for ourselves and from the many letters from the community that your behaviour is excellent. It was very clear that you thoroughly enjoy coming to school and your attendance is higher than in most schools. Well done! It is because of the dedication of your headteacher and all the staff that your school is so warm and welcoming.

To help your school to become even better, we have asked Mrs Tonge and her staff to make improvements in two areas. The first one is to help you all to do as well in mathematics as you do in English. Mental mathematics is going to be a key part of introductions to mathematics lessons and you can help here by 'giving it your all' just as you do in discussions! Second, subject leaders are going to make regular and rigorous checks on exactly how well you are doing so that they have an overview of the progress of all pupils in the subjects they are responsible for.

Please keep working hard and taking part in all the extra activities you are so fortunate to enjoy. We wish you the very best for the future.

Yours faithfully

Kathleen Yates

Lead Inspector

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