

Norbreck Primary School

Inspection report

Unique Reference Number	119247
Local Authority	Blackpool
Inspection number	339388
Inspection dates	17–18 March 2010
Reporting inspector	David Law

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	583
Appropriate authority	The governing body
Chair	Mrs Deborah Masters
Headteacher	K McCarter
Date of previous school inspection	12 June 2007
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Introduction

This inspection was carried out by four additional inspectors. They spent 69% of their time looking at learning. Thirty two lessons were seen and 21 teachers were observed teaching. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the improvement plan, school policies and evidence from self-evaluation. Account was taken of teachers' curriculum planning and their assessments of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and pupils by analysing questionnaires from 271 parents and 82 pupils. Twelve staff questionnaires were also evaluated.

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

- the learning and progress of the more able pupils, particularly in English at Key Stage 2
- the consistency of the quality of teaching in this large school and how it helps pupils to acquire positive attitudes and make progress in their learning
- the effectiveness of leadership and management, particularly of middle leaders, in sustaining improvement and promoting positive outcomes for pupils.

Information about the school

This primary school is much larger than average. The proportion of pupils known to be eligible for a free school meal is below average. The number of pupils with special educational needs and/or disabilities is broadly average but the proportion with a statement of special educational need is below average. There are few pupils from minority ethnic groups or whose first language is not English. Pupil mobility is above average. At the time of the inspection, building work was underway so there was some disturbance to normal working practice. The school has achieved a number of awards including Investors in People, Activemark and the Basic Skills Quality Mark. It has also received the Dyslexia Friendly Award and is an Eco School.

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

Norbreck is a good school. Good teaching and a vibrant curriculum enable all pupils to enjoy learning and achieve well. Care, guidance and support are good and effectively promote personal development. Pupils are proud of their school and their behaviour is good. Safeguarding procedures are good and pupils say they feel safe. Good leadership provides clear direction and staff and governors are ambitious for pupils of all abilities to do well.

Attainment at the end of Year 6 is above average and all groups of pupils progress well. They show good understanding of mathematics and many reach higher levels. Pupils are less confident in English although standards are usually above average. Writing is not as well developed as reading. Effective action has been taken to address this and pupils are, in their lessons, currently making good progress in English.

Teachers ensure learning is interesting and well organised and they mark pupils' work effectively and use assessment well to plan lessons. Teaching assistants skilfully support those with special educational needs and/or disabilities and consequently these pupils make good progress. Well planned support and the involvement of the learning mentor helps vulnerable pupils to make good progress. An interesting and rich curriculum enables all pupils to learn and develop well personally. Pupils eagerly told inspectors about the stimulating things they enjoy – for example the 'Rags to Riches' event which ended in a splendid fashion show. Pupils practise new learning enthusiastically, for example when using computers for research. This helps them to develop good skills for their future economic well-being. The school is a harmonious community where spiritual, moral, social and cultural development is good and pupils respect each other.

Good leadership generates strong teamwork. Expectations are high and the school has a sense of purpose. Middle leaders are playing an increasing role in self-evaluation but there is scope to use their enthusiasm even more. Governors are well informed and have a firm grasp of what could improve. Good partnerships, for example with local schools, enhance pupils' learning and well-being. The good capacity to sustain improvement is founded on systematic, accurate and rigorous monitoring and evaluation. The school knows itself well. Weaknesses are tackled firmly and quickly. Planned improvements are relevant and realistic. Every issue from the previous inspection has been addressed. The school sustains good outcomes for all groups of pupils. Good engagement with parents and carers develops a positive relationship. 'My child is happy and we are happy with her progress. The hard work of teachers and the headteacher is much appreciated,' was a typical comment from a parent.

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What does the school need to do to improve further?

- Improve achievement in English by providing more opportunity to use and apply skills in reading and writing across the curriculum.
- Develop the role of middle leaders by enabling them to acquire further skills in school self-evaluation.

Outcomes for individuals and groups of pupils

2

In their lessons, pupils make good progress in their learning. They show good concentration and work cooperatively with others. High levels of enjoyment and interest are frequently seen. Pupils are persistent when learning new skills – for example when conducting investigations in science. These positive attitudes in lessons make a significant contribution to pupils' good achievement. All groups of pupils, whatever their starting points, make good progress throughout the school to reach above average attainment by the end of Year 6. However, attainment in English dipped to average in 2009 because fewer reached the higher level. Pupils with special educational needs and/or disabilities enjoy learning and make good progress.

Attendance is average and punctuality is good. Pupils develop a good understanding of how to live healthily and they participate enthusiastically in sport. An eagerness to take responsibility is seen in pupils' participation in the active school council and many events where pupils learn about ecology. Pupils' well developed social skills and their good achievement prepare them well for the next stage of their education.

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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is consistently good and this sets high expectations and helps pupils to make good progress. Pupils find lessons really interesting because teachers plan them well and organise resources efficiently. In the best lessons there is a brisk pace and teaching is lively and motivating. For example, lessons were seen in Year 6 where pupils had viewed an emotive video clip and, following enthusiastic input from the teacher, went on to write convincingly about the feelings of the characters. However, pupils have too little opportunity to apply these skills across the curriculum.

Assessment is used well to tailor work to pupils' personal needs. The good curriculum is organised to ensure progression in learning. It is enhanced by an excellent range of visits and visitors to the school. Pupils are eager to talk about their experiences because their interest has been aroused. This contributes to the good pupil outcomes and enthusiasm for learning. Good care, guidance and support are underpinned by effective transition for pupils entering the school and between different key stages. Individuals who may be at risk are given effective support to help them progress, and links with external agencies are strong. The school has good systems to encourage attendance and punctuality.

These are the grades for the quality of provision

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

How effective are leadership and management?

Schools leaders and governors share high aspirations for pupils to achieve and develop well personally. Ambitious targets are agreed and information from robust and regular self-review is used to set relevant priorities. Good governance provides challenge and support and ensures a clear and sustainable strategy for continuous improvement. The headteacher provides a strong lead and is very ably supported by the deputy. These senior leaders have a clear vision for promoting good achievement and communicate it well so leaders at all levels know what is required. Middle leaders effectively support the

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development of the curriculum but do not have enough opportunity to gather first hand evidence of how this is improving outcomes for pupils.

A good range of partnerships makes a positive impact on pupils' learning and well-being. The curriculum is organised so pupils have a clear understanding of how to keep safe and safeguarding procedures are good. The school knows its pupils and their context well and there are good opportunities for pupils to learn about various cultures both in Britain and overseas. As a result, the school effectively promotes community cohesion. Everybody has equal opportunity to achieve and discrimination is tackled effectively. The school achieves good outcomes, has effective financial management and provides good value for money. Good links with parents and carers are exemplified by comments like 'staff are wonderful, professional and caring and pupils are polite, kind and happy.'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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 enter the Early Years Foundation Stage with skills broadly in line with those expected at this age but a significant minority have communication and language abilities below what is often seen. Overall effectiveness of the Early Years Foundation Stage is good. Children make good progress in their learning and the majority enter Year 1 with attainment at expected levels. Children enjoy all they do. They quickly become confident, play in harmony and learn how to be independent. They feel safe and are confident that adults will listen carefully to them.

Good teaching develops children's language skills including their knowledge of sounds and letters. They are good listeners and acquire a firm interest in reading. Good

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assessment matches learning to children's needs. Good leadership ensures adults work as a team and are committed to children's well-being. Building work has restricted normal access to outdoor learning but staff have managed this admirably to provide children with appropriate experiences. Induction to Reception, from over twenty different settings, is well organised to ensure a smooth transition. Links with parents are good and they value the provision. A typical comment was: 'My child is happy and confident. She surprises me every day with the new things she has learnt.'

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	2

Views of parents and carers

Most parents express high levels of support for the school. A very large majority feel their children enjoy school and are happy with their child's experience there. Almost all feel teaching is good and that children are well prepared for the future. Inspectors agree with these views. A very small minority felt that the school did not deal effectively with unacceptable behaviour. Inspectors judged behaviour to be good and saw none that was unacceptable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norbreck 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 271 completed questionnaires by the end of the on-site inspection. In total, there are 583 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	150	55	107	39	9	3	2	1
The school keeps my child safe	150	55	106	39	11	4	1	0
The school informs me about my child's progress	114	42	141	52	14	5	1	0
My child is making enough progress at this school	114	42	134	49	17	6	4	1
The teaching is good at this school	128	47	129	48	6	2	2	1
The school helps me to support my child's learning	117	43	134	49	10	4	2	1
The school helps my child to have a healthy lifestyle	116	43	134	49	17	6	2	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)	96	35	143	53	9	3	0	0
The school meets my child's particular needs	115	42	129	48	15	6	3	1
The school deals effectively with unacceptable behaviour	82	30	131	48	38	14	10	4
The school takes account of my suggestions and concerns	81	30	151	56	22	8	2	1
The school is led and managed effectively	111	41	131	48	16	6	5	2
Overall, I am happy with my child's experience at this school	132	49	120	44	11	4	3	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 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"> ■ 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.



19 March 2010

Dear Children

Inspection of Norbreck Primary School, Blackpool, FY5 1PD

The other inspectors and I enjoyed our visit and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us. One of you said, 'My school is good and nearly everybody enjoys it because we get taught a lot and make lots of friends.' We agree and found your school is providing you with a good education. We think this because:

- you enjoy school and feel safe when you are there
- you work really hard in lessons and make good progress in your learning
- you are proud of your achievements and always try your best
- behaviour is good and you are helpful to each other
- teachers and other adults take good care of you
- the teaching and curriculum are good; you have exciting things to do
- the leadership and management of your school are good.

We have two recommendations to help you improve and these are:

- raise achievement in English by providing more chance for you to write about a range of things in different subjects across the curriculum
- teachers who lead various things should find out how well you are learning and use this to make things even better.

I hope you will play your part in helping to bring about these improvements. You can do this by continuing to work hard to achieve your targets. Best wishes for the future.

Yours sincerely

David Law

Lead inspector

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