

Norbridge Primary School

Inspection report

Unique Reference Number	122610
Local Authority	Nottinghamshire
Inspection number	340183
Inspection dates	1–2 July 2010
Reporting inspector	Terry Elston

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	257
Appropriate authority	The governing body
Chair	Allan Makemen
Headteacher	George Huthart
Date of previous school inspection	11 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all seven teachers teaching for a total of 16 lessons. They held meetings with governors, staff and groups of pupils. They looked at the school improvement planning, tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations undertaken by inspectors and the school's leaders, and information from questionnaires completed by pupils, staff and 110 parents and carers.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- whether pupils in Key Stage 1 make sufficient progress
- how well teaching and curricular provision meet the learning needs of boys
- the effectiveness of provision to promote community cohesion.

Information about the school

This is an average-sized school with the vast majority of pupils coming from White British families. Very few of the pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than in most schools. The proportion of pupils known to be eligible for free school meals is below average. The school has recently gained the Activemark award and Healthy Schools status. There are care facilities on the school's site managed by a private group. These were not part of this inspection.

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

Norbridge Primary is a good school, and improving rapidly because of strong leadership and high expectations of pupils' academic and personal achievements. Pupils enjoy school, attend regularly and make good progress. Their behaviour is outstanding and they are very considerate of others' feelings. Relationships between all members of the school community are excellent, and this makes it a happy place where all feel safe and valued. Pupils take responsibility readily and the school council is rightly proud of improvements it has helped make in the range of play equipment outside.

Pupils make a sound start to school, and enjoy a wide range of stimulating activities in Nursery and Reception. Their attainment is broadly average but the expectations of their work are not always high enough to ensure they all make the best possible progress. In Key Stage 1, pupils' attainment is average in reading, writing and mathematics. This represents satisfactory progress and shows a marked improvement from previous years. Progress accelerates in Key Stage 2 and attainment by Year 6 is well above average in English, mathematics and science. This continues the good rate of improvement over recent years and, together with the many opportunities provided for pupils to enhance their enterprise skills, ensures that they are very well prepared for the future. For some time, girls have done better than boys in all subjects. They tend to be more excited about the work, are noticeably quicker at putting pen to paper and find many books in the library to enjoy. One girl's boundless enthusiasm was clearly evident when she remarked, 'School is a bundle of fun. There's something new and exciting here every day'.

Pupils speak highly of their teachers and appreciate the way they explain new work so clearly. Teachers ask searching questions and always make a point of valuing pupils' answers. They work closely with teaching assistants to ensure that pupils of all ability are set challenges that are challenging yet achievable.

Teachers have developed a good curriculum with a strong focus on literacy and numeracy while giving pupils many opportunities to develop their creative talents. However, the topic themes, together with the range of books in classrooms and the library, motivate girls more than boys. Boys showed just what they are capable of in a recent topic around the football World Cup when they talked and wrote passionately about how the players and manager of the ousted England team must have felt. The curriculum provides many opportunities to develop community cohesion, and pupils gain a good knowledge of different faiths and cultures in the world.

Parents and carers are right to feel that their children are exceptionally well cared for by adults who have a thorough awareness of their individual needs. One parent echoed the

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views of many when remarking, 'The staff give their all, in support of the children, and my child loves every day here'.

The headteacher has achieved much in a short time. His high expectations of staff and pupils are clear, and he is highly respected by all members of the school community. New systems to measure pupils' progress enable leaders to identify clearly where improvements need to be made in teaching, and help to explain the markedly higher levels of attainment since the last inspection. The school is well set to maintain these improvements because leaders employ effective measures to evaluate the school's performance, produce clear plans for improvement and provide training to equip staff with skills necessary to develop provision further.

What does the school need to do to improve further?

- Help boys make faster progress by:
 - providing more topics that capture their imagination
 - ensuring that the school has sufficient books and resources to stimulate boys' interests.
- Raise attainment by children in the Early Years Foundation Stage by:
 - having higher expectations of children's work, particularly their writing
 - linking assessments clearly to learning goals for young children
 - ensuring that learning records reflect a clear picture of children's progress.

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

In the vast majority of lessons observed, pupils made good progress and persevered well with challenging tasks. At Key Stage 1, pupils read fluently and tackled new words with confidence. Their writing was mostly well presented and one group did particularly well when writing about a treasure hunt and thinking of ideas for a postcard to China. In mathematics, pupils were confident when calculating in their head but sometimes struggled when asked to solve problems, such as working out odd and even numbers. At Key Stage 2, pupils were seen making rapid progress and thoroughly enjoying their work. They were able to scan books and internet pages quickly to gain information and write sensitively about the innermost feelings of a character in a book. Their highly developed numeracy skills were evident as they worked out profits in a shop by adding different percentages to the cost price. Their work was well set out and showed clearly how they arrived at their result. Their scientific skills were very well developed, both in terms of their knowledge of plants, animals and materials and the way they designed experiments to test friction and measure the growth of shadows.

While both boys and girls make good progress, girls do better than boys in nearly all classes. Girls are often first to answer questions and generally work faster than boys. When speaking to the whole class, boys tend to be less confident and more prone to giggling.

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Pupils with special educational needs and/or disabilities make good progress. Their reading and writing skills improve particularly well and this helps their attainment in all subjects.

In lessons, pupils work at a good pace, whether at tasks set by teachers or when researching topics on their own. They learn the rules for behaviour very early in their school life and rarely have to be reminded to get on with their work. They feel exceptionally safe and free from any form of harassment. Pupils reflect deeply on the plight of people around the world following natural disasters and raise funds enthusiastically for charities. Their good awareness of how to look after their bodies is evident in the way they choose healthy options at lunchtimes and enjoy eating the produce from their vegetable patch. This has been recognised by the school gaining Healthy Schools Gold status.

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good; in the vast majority of lessons, teachers make learning interesting by giving pupils plenty of practical activities and opportunities to discuss their work with

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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their 'talking partner'. In these lessons, all groups of pupils learn quickly and enjoy their work. At the start of lessons, teachers make the learning expected very clear, and refer to this often to give pupils a clear understanding of their progress. Teachers have high expectations of pupils' work and pupils strive hard to meet their challenges. Very occasionally, however, the pace of lessons is slow, or the topic lacks excitement and boys in particular start to lose concentration. Teachers make detailed assessments of pupils' work and make it clear in their marking how they can move on to the next step.

A wide range of visits and visitors enhance the curriculum and make learning real for pupils. However, topics such as 'The Victorians' grab the attention of girls more than boys and the school is rightly looking to include themes that stimulate the interest of all pupils. The very well planned personal, social and health education provision ensures that pupils gain a good awareness of health and safety issues and learn the importance of understanding others' feelings. The many extra-curricular clubs are popular, and help pupils develop their skills in areas such as sport, music, gardening and film.

Parents are right to feel the school cares for their children exceptionally well. They appreciate the extent to which staff know their children so well, and are always there if any individual needs support. The staff make every effort to ensure that pupils feel safe at school and know who to turn to if they have a problem. Those whose circumstances make them vulnerable, including those with learning difficulties, benefit from sensitive support both from the school and from outside professionals, and do well as a result.

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	1

How effective are leadership and management?

The headteacher fully justifies his reputation as a strong leader who provides clear direction while always considering the views of those around him. He works closely with all staff to make the school a happy place where pupils are free from any form of discrimination or harassment. The headteacher is supported well by other leaders who play an important role in driving school improvement and aiming towards ambitious targets. They are mostly effective in ensuring equal opportunities for all pupils, and are right to be seeking ways to enable boys to achieve as well as girls. The leaders work well together to improve the quality of teaching and learning, and teachers speak highly of their support. Systems to develop community cohesion are developed well. Pupils benefit from many opportunities to learn about different faiths and cultures and gain much from links with other schools in this country and overseas.

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There is a good partnership with parents and carers and clear expectations of how they can help their children at home. This has helped to raise standards significantly over the last two years, particularly in reading and mathematics. Other important partnerships include representatives of a local bank who give pupils valuable guidance on how to handle money.

The governing body supports the school well. Governors are knowledgeable and have a sufficient awareness of the school's strengths and weaknesses to hold leaders to account. They monitor the school's safeguarding procedures rigorously and ensure they are robust.

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

The provision is satisfactory but, while nearly all children attain the learning goals expected of others their age, few exceed them. While teaching has a strong emphasis on developing children's language, numeracy and word-building skills, expectations of more-able children are not always high enough, particularly concerning their writing. Comprehensive induction procedures, good links with parents and thorough attention to children's welfare mean that children soon settle into school routines and feel safe. Classrooms and outdoor areas are bright and stimulating, and children choose confidently from the wide range of activities provided. There is a good focus on developing children's awareness of how to live healthily; they always wash their hands after activities, and explain how eating healthy foods helps them grow strong. They develop their social skills well and grow in confidence. The staff make regular assessments of children's work and compile detailed learning records. However, these

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assessments are not linked clearly enough to the goals expected of young children to give staff an accurate view of their progress and attainment.

The leadership is satisfactory, and ensures good communication between the Nursery and Reception. The leaders are right to have as a priority the provision of additional training to develop the skills of less experienced staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers' views are extremely positive, and they feel that the school gives children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching and comprehensive communication between home and school concerning their children's progress. They appreciate the strong leadership and management and the way the school is improving. Parents' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norbridge 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	65	37	34	2	2	0	0
The school keeps my child safe	71	65	37	34	1	1	0	0
The school informs me about my child's progress	54	49	50	45	1	1	0	0
My child is making enough progress at this school	57	52	48	44	5	5	0	0
The teaching is good at this school	63	57	43	39	3	3	0	0
The school helps me to support my child's learning	57	52	46	42	6	5	0	0
The school helps my child to have a healthy lifestyle	63	57	44	40	2	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)	54	49	51	46	2	2	0	0
The school meets my child's particular needs	51	46	53	48	4	4	0	0
The school deals effectively with unacceptable behaviour	57	52	45	41	4	4	0	0
The school takes account of my suggestions and concerns	54	49	49	45	3	3	1	1
The school is led and managed effectively	65	59	39	35	2	2	1	1
Overall, I am happy with my child's experience at this school	75	68	32	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



5 July 2010

Dear Pupils

Inspection of Norbridge Primary School, Worksop, S81 7HX

Thank you for making the inspectors so welcome when we came to your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. Those of you who were kind enough to speak to us, showed us how proud you are of your school. You think yours is a good school, and the inspectors agree.

What we found out about your school:

You enjoy your work and make good progress. Your behaviour is excellent, and this helps to make your school a happy place. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people in the world who are not as fortunate as you. Your headteacher and other leaders know how to improve your school and they help it run smoothly. You work hard at the activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are good at helping you when you find things difficult. All staff at the school take really good care of you and keep you safe. The school makes sure your parents and carers know how well you are working.

We would now like the school to:

- make sure boys do as well as girls - you boys can help by getting on faster with your work and doing your best to answer questions in class.
- give the youngest children harder work so that they make the best possible progress.

We wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector

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