

# Norwell CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	122766
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340211
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Alan Lemon

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Purveur
<b>Headteacher</b>	Miss Wendy Ramshaw
<b>Date of previous school inspection</b>	14 February 2007
<b>School address</b>	School Lane Norwell Nottinghamshire
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## Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed and three teachers seen teaching. The inspectors met with governors, staff and a group of pupils. The inspectors observed the school's work, and looked at pupils' work in their books, the school's self-evaluation form, an external review of the school's work, the school improvement plan and a range of school policies. Nineteen parents' and carers' questionnaires were scrutinised.

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

- whether there is sufficient evidence that pupils currently achieve well in English, mathematics and science
- the extent to which pupils are encouraged to be active learners
- the improvement in self-evaluation from the last inspection and its impact on driving school development.

## Information about the school

This small school serves the village of Norwell and surrounding villages. The proportions of pupils known to be eligible for free school meals, from minority ethnic groups, or whose first language is not English, are well below average. The number of pupils with special educational needs and/or disabilities is broadly average.

The school is part of a 'soft' federation comprising a comprehensive school and its feeder primary schools known as the Tuxford Family Collaboration, which was established in January 2009. The school also has partnerships with several other Nottinghamshire primary schools. The headteacher is the executive headteacher of this school and another primary school, taking up this appointment in April 2010. The school's Early Years Foundation Stage collaborates with Windmills Pre-School, sharing accommodation and resources, although the pre-school is constituted as a separate organisation. Windmills Pre-School and the school's Early Years Foundation Stage are led jointly by the Early Years Foundation Stage leader.

The school holds the Healthy Schools Gold Award, the Eco School Award and Active Sports Mark. On both days of the inspection, Year 6 pupils sat their end of Key Stage tests.

**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

The school has made good progress since its last inspection and has increased its capacity for sustained improvement, not least because it has dealt effectively with the issues for improvement identified then. The leadership of the school changed after the last inspection and has changed again recently with the appointment of the executive headteacher. In the intervening period the school has benefited from clear direction and high expectations. The strengthening of middle leadership and management, and the significant part middle leaders have played in improving the tracking of pupils' progress, has ensured the school's good overall effectiveness. The monitoring and evaluation of the school's work is done thoroughly through good teamwork, which has increased the accuracy of self-evaluation. Leadership training and the professional support for middle leadership offered by the Tuxford Family Collaboration underpin the school's current strong drive for improvement. The exceptional level of partnership working with other schools within the collaboration and beyond is instrumental in the school's current success and its continued development.

Pupils throughout the school behave well and approach learning with enthusiasm. In every lesson they remain attentive and cooperative. As a result, their learning and progress are good. Attainment, by the end of Year 6, in English, mathematics and science is currently above average. Over the past three years attainment has been well above average at different times in all three subjects but most commonly in science. Teachers' subject expertise and knowledge of pupils leads to well planned lessons. Work in lessons is challenging, particularly so for middle and higher attaining pupils. While pupils with special educational needs and/or disabilities are supported in important respects by teachers and their assistants and make satisfactory progress, their work is not adapted in some key ways to promote the good rate of progress seen in other pupils.

As the strength of middle managers' leadership has increased, subjects have improved. The school keeps up to date with new curriculum ideas; staff develop these and put them into place effectively. Pupils find their work and activities interesting and enjoyable not least by the considerable enrichment provided through music, sports, languages, visitors coming into school and educational trips.

The school is very welcoming, caring and supportive towards all its pupils. It engages well with parents, responds positively to their wishes and to the needs of their children. This is reflected in the very positive views of parents. The school promotes energetically pupils' safety and the importance of a healthy lifestyle, which produces outstanding outcomes in terms of pupils' staying safe and caring for their health. This is clearly reflected in the school's Active Sports Mark and Healthy Schools Gold Award. The

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school's distinct Christian ethos and broad outlook ensures pupils gain good spiritual, moral, social and cultural development. When pupils are ready to move from one stage to the next, the change is well managed, particularly as a result of close collaborations between pre-school and Reception and, for pupils coming to the end of Year 6, with the comprehensive school. Their good progress and personal development means they are well prepared for the next stage of education.

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

- Increase the progress made by pupils with special educational needs and/or disabilities by:
  - ensuring the tasks they are set in lessons are specific to their needs and help them to achieve challenging targets.

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

Pupils contribute actively to lessons, being always keen to answer questions. They set about their tasks with energy and enjoy the challenges. The many opportunities in lessons to answer questions, explain what they understand and work on problems together, encourage them to learn well. In a science lesson, older pupils explained clearly the phases of the moon in relation to the Earth's orbit and rotation, revealing a well developed vocabulary and a better understanding than expected for their age. In Year 1, ahead of their time, small groups worked together energetically, solving number problems, discovering with delight patterns in their solutions and learning odd and even numbers.

In discussion with them, pupils relate a substantial knowledge of safety, the range of risks they could encounter and the measures they know to reduce risks to themselves and each other. Their knowledge of a healthy lifestyle is as extensive and pupils adhere to the principles this entails. Most take school dinners which have consciously healthy options and most take part in the physical activity promoted extensively in sports and physical education. Pupils have a good understanding of the many potential risks to their health such as alcohol, smoking and substance misuse. Pupils are proud of their school and happily display the Christian values promoted by the school. They are willing helpers in school and also in raising money for appeals and charities. The Eco team are well focused on saving energy and re-cycling materials which has gained the school its Eco Award.

*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	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>2</b>

**How effective is the provision?**

Assessment has improved since the last inspection. There is a greater focus on tracking pupils' progress and information is used well to set challenging targets. In teaching, questioning is sharply focused; learning objectives are well explained, particularly with good visualisations using interactive whiteboards. Pupils find lessons interesting and enjoyable, although they say sitting on the floor and listening for long periods is testing. However, teaching is often lively and sets high expectations and a good pace for learning. The satisfactory performance of pupils with special educational needs and/or disabilities has been identified as an area for improvement by the school from tracking progress. In writing, for example, these pupils are given the same tasks as others rather than tasks that would help them achieve their targets more effectively.

The curriculum is progressive in developing new provision and approaches aimed at raising standards further. For example, a new writing scheme that promotes discussing ideas first supports the initiative to raise writing standards. A new approach has done the same good work for mathematics in Years 3 and 4. These are becoming embedded in the curriculum. Literacy and numeracy benefit from joint work with the comprehensive school in the Tuxford Family Collaboration and good opportunities planned across subjects help pupils apply their skills in different contexts. Music is one of the strengths in the curriculum; all pupils learn to play an instrument and many go further and learn woodwind, strings or brass instruments. Sports are another strength offering a wide choice of games and other physical activities developed through the school's partnerships. Pupils, from Reception to Year 6, have swimming lessons weekly and they are taught some French and Spanish.

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A comprehensive range of safeguarding measures is in place, helping the school make pupils feel safe. The school guides pupils well in understanding the benefits of a healthy lifestyle and in developing a good spiritual, moral, social and cultural outlook. The school is effective in promoting good attendance. In most respects, pupils' special educational needs and/or disabilities are well managed by the school and also through its strong links with many external agencies.

*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>2</b>

**How effective are leadership and management?**

The executive headteacher is already the leader of a good primary school, although her very recent appointment means she is still learning about this school's strengths and weaknesses. In this small school most staff are leaders. They are a united team who have good leadership and management skills, giving them a clear sense of direction, high expectations and a good understanding of the school's strengths and weaknesses. This has led to detailed improvement planning and a good level of response to any shortfalls in provision and pupils' outcomes. As a result, in relation to their performance, pupils enjoy good equality of opportunity.

Governors continue to be the effective force in supporting and challenging the school they were at the time of the last inspection. Their experience, expertise and close involvement in the work of the school ensures they manage all of their responsibilities effectively. They play a significant part in its direction, not least in negotiating the successful transition into the Tuxford Family Collaboration. The governing body has a close oversight of the school's safeguarding procedures, which are effective, ensuring there is a high level of awareness of pupils' well-being.

The school promotes community cohesion on a wide front. The global context is well served through the curriculum and visitors giving pupils first-hand accounts of life in Thailand or Egypt. Special events such a multicultural week, Spanish and Italian evenings, which involve parents, add more to community cohesion.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children, when they start Reception, are at the expected level for their age. As a result of the good leadership and management of Early Years Foundation Stage, children make good progress during Reception year and move to Year 1 having attained levels above the national expectation. Children's learning and progress benefit considerably from good teaching and thorough assessment. Their adult-directed work and activities are well planned and teaching is lively and engaging. Children thoroughly enjoy their work. Making tuna sandwiches for everyone in the group requires them to plan the task, counting the numbers and together organising the food preparation. This incorporates effectively with expertise and detailed planning all areas of learning in an activity the children love. Children explain hygiene rules and one goes on to describe how germs are transferred through contact. Indoor and outside provision promotes play and physical activities, which contribute well to children's all-round development. Staff engage children in conversations and encourage good social interaction; staff are also sharply focused on continually assessing children's responses.

*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

## Views of parents and carers

Parents who responded to the questionnaire are in total agreement with nine of the 13



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statements about the school, firmly underlining their positive views. Inspection findings endorse these views. A few reservations were expressed by a small number of respondents. These relate to whether their children enjoy school, are helped to have a healthy lifestyle and are well prepared for the future. Inspectors found that pupils are happy at school, have an excellent understanding of healthy lifestyles and are prepared well for secondary school.

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

Ofsted invited all the registered parents and carers of pupils registered at Norwell CofE 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	74	4	21	1	5	0	0
The school keeps my child safe	14	74	5	26	0	0	0	0
The school informs me about my child's progress	12	63	7	37	0	0	0	0
My child is making enough progress at this school	9	47	8	42	0	0	0	0
The teaching is good at this school	11	58	8	42	0	0	0	0
The school helps me to support my child's learning	11	58	8	42	0	0	0	0
The school helps my child to have a healthy lifestyle	11	58	7	37	1	5	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)	10	53	7	37	1	5	0	0
The school meets my child's particular needs	10	53	9	47	0	0	0	0
The school deals effectively with unacceptable behaviour	10	53	9	47	0	0	0	0
The school takes account of my suggestions and concerns	12	63	7	37	0	0	0	0
The school is led and managed effectively	12	63	7	37	0	0	0	0
Overall, I am happy with my child's experience at this school	12	63	7	37	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

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](http://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"><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 pupils' 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.**



13 May 2010

Dear Pupils

Inspection of Norwell CofE Primary School, Norwell, NG23 6JP

Thank you for your warm welcome and help during our visit to your school recently. Thanks also to the group of pupils who met with an inspector to share their views of school.

As a result of our inspection, inspectors decided that your school is a good school as it is effective in several ways:

- the extent to which you feel safe and adopt a healthy lifestyle is outstanding
- you contribute well to the success of your school and willingly support many good causes in the community
- you are making good progress by achieving challenging targets and, as a result, the standard of your work is above average
- the work and activities planned for you are good because they are very varied and interesting; music and sports are real strengths
- teaching is good and, as you have said yourselves, you enjoy lessons
- the care, guidance and support you receive is good
- there have been good improvements to the school as all of the staff have worked hard to increase your success; the outstanding links your school has with other schools have made a significant contribution to this.

Your school could be more effective in this way:

- improving the progress made by pupils who find learning more difficult than others, by ensuring their work is planned more precisely to help them always achieve their challenging targets.

Inspectors found that you work hard and behave well and you should continue to do so. I wish you all the best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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