

# Norbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	123385
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340326
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Terry Elston

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Cooke
<b>Headteacher</b>	Elizabeth Holmes
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Norbury Bishops Castle Shropshire
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## Introduction

This inspection was carried out by an additional inspector. The inspector observed all three teachers teaching for a total of seven lessons. He held meetings with governors, staff and groups of pupils. He looked at the school improvement plan, the tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations undertaken by the inspector and the school's leaders and information from questionnaires completed by pupils, staff and 19 parents and carers.

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

- whether the teaching and curricular provision promote good progress in writing
- how well the provision meets the learning needs of girls in Key Stage 2
- how effectively the partnership with parents and carers promotes pupils' learning and well-being.

## Information about the school

This is a very small school with the vast majority of pupils coming from White British families. None of the pupils speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities, mostly with reading and number difficulties, is higher than in most schools. Very few pupils are known to be eligible for free school meals. The school has recently gained the Activemark award and Healthy Schools status. Pupils are taught in three mixed-age classes, including one by the headteacher.

**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

This is a good school that fully justifies its reputation in the area for pupils' good achievements and excellent personal and social development. Pupils are rightly proud of their school and appreciate the outstanding care, guidance and support provided by all staff. As one pupil remarked, 'It's like being part of a big family where everybody looks after each other.' The pupils behave exceptionally well, enjoy their work and attend regularly. They learn much and have great fun when they organise events such as the farmers' market that enhance their involvement in the local community and teach them how to run a business for profit. They think very deeply about issues such as poverty in developing countries and write sensitively about their 'special place' in the forest school area. Their cultural development is enhanced by many good opportunities for them to learn about how others in the world live and worship.

While very small cohorts lead to some variations in pupils' attainment, national test results over time and the work in pupils' books show that they make good progress from their starting points. By Year 2, the pupils' attainments are above average in reading and average in writing and mathematics. In writing, while the vast majority of pupils attain the national standard, few move on to the higher levels. Pupils continue to flourish in Key Stage 2 and their attainments are well-above average in mathematics, above average in reading and science and average in writing by the end of Year 6. The work in pupils' books shows that the provision of more exciting projects has improved the quality of the pupils' writing this year, but not all show the stamina to write long pieces of work. In the past, girls' achievements have lagged a little below those of boys, but both groups now make equally good progress.

Pupils speak highly of their teachers who, as one said, '... always seem to have the time to listen to every individual'. Teachers make lessons enjoyable by including many opportunities for pupils to find things out for themselves so that they become independent learners. The teaching of reading and mathematical skills is a strength, and means that pupils are confident tackling unfamiliar words or working out complex mathematical investigations.

The school has developed an interesting curriculum that captures pupils' imagination. The topics have a strong focus on literacy and numeracy while providing good opportunities for pupils to develop their artistic talents. The careful planning ensures that the activities meet the needs of the different ages in the classes and pupils are not repeating work done previously. The many extra-curricular clubs are popular and help pupils to develop their skills in sport, technology and creative activities.

Parents and carers feel well informed about their children's work at school and

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appreciate the way staff always have time to discuss issues as they arise. The parents and carers know that their children feel very safe and always have someone to turn to if they are upset.

The headteacher juggles the responsibilities of headteacher and class teacher well and sets a very good example by her own teaching. Until very recently, the headteacher's full-time teaching responsibility left little time for formal evaluations of other teachers' work and this explains some inconsistencies in the quality of teaching and learning. The headteacher is supported well by other staff with management responsibilities, who play an important part in school improvement. The school has made good improvement since the last inspection, particularly in pupils' attainment, their personal development and the quality of the curriculum. This has been achieved by good self-evaluation systems fuelled by accurate tracking of pupils' progress and swift action to rectify weaknesses. The school is well set to sustain this rate of improvement.

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

- Raise standards in writing by:
  - providing a greater range of early writing activities for children in the Early Years Foundation Stage
  - ensuring that the more-able pupils in Key Stage 1 have more challenging writing tasks
  - giving pupils in Key Stage 2 more opportunities to write longer pieces of work in all subjects.
- Improve the consistency of good teaching and learning by:
  - providing teachers with more rigorous evaluations of their teaching
  - giving teachers clear guidance on how to improve.

**Outcomes for individuals and groups of pupils****1**

Throughout the school, pupils learn at a good pace. At Key Stage 1, they make good progress in reading and mathematics and soon develop a love of books and confidence to calculate in their heads. Their writing develops steadily, but few of the more able pupils attain the high standards of which they are capable. At Key Stage 2, pupils learn to skim books and internet programs quickly to gain information and write with feeling, for example about what it must have been like being a refugee during the Second World War. The pupils' mathematical skills develop particularly well and they thrive on challenges such as how to make a target number from a set of playing cards or searching the internet to convert gallons to litres. Their writing is lively and often rich in exciting words that bring stories to life, but they have too few opportunities to write at length to develop their talents fully. Pupils enjoy science and do particularly well in experimental work.

Pupils with special educational needs and/or disabilities make good progress. They are

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supported well in class and are really pleased when they answer questions in class before the others. Those with reading and number difficulties benefit from effective and imaginative teaching that makes a big difference to their confidence when tackling books and doing calculations.

Pupils work exceptionally well together and share ideas very effectively in groups. Their excellent awareness of how to look after their bodies is evident in the way they talk knowledgeably about the most nutritious foods to eat, choose the healthy options at lunchtime and enjoy vigorous exercise. These qualities have been recognised by the Activemark award and by the school gaining Healthy Schools status. The pupils have an outstanding sense of right and wrong, feel very safe and are quick to help anyone who is upset. They play a major role in improving their community, using the school council and eco committee effectively to air their views about issues such as the toilets and play equipment. Pupils are fully involved in the local community and excellent events such as the Victorian cafe, where pupils produced exciting food for visitors, help put the school in the centre of village life. They support local and global charities with great enthusiasm, particularly those that help communities in Africa to build wells or clear mines from the land.

*These are the grades for pupils' outcomes*

<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>

<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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## How effective is the provision?

In typical lessons, pupils learn new skills quickly, because the work is planned carefully to meet their individual needs and the teachers give them the confidence to tackle the hardest tasks. In a small minority of lessons in Key Stage 1, however, the work for the older or more-able pupils is too easy, particularly in their writing, and the pace of their learning slows. Teachers are very good at explaining new work and then giving pupils the chance to explore ideas for themselves. This is particularly the case in Key Stage 2 and pupils show great maturity as they organise each other's workload and swap ideas about the best way to achieve the learning goal. Teachers assess pupils' work methodically and make helpful, 'next step' comments in the pupils' books to help them improve further. Teaching assistants play an important part in pupils' learning, whether by providing support to those who are struggling, or by helping more-able groups attain higher levels in their work.

The curriculum is planned well to meet the needs of the mixed-age classes. Both boys and girls enjoy the broad themes that link all subjects effectively and give them opportunities to explore topics such as the seaside or Tudor Britain in depth. The themes give the pupils many opportunities to use their reading and number skills, but sometimes ask too little of their writing. A wide range of interesting visits to museums, forests and rivers enhances the pupils' learning in the classroom and makes topics come to life. The curriculum does much to teach pupils about personal safety and the dangers of activities such as smoking, unsupervised internet access and the misuse of drugs.

The high quality of the care, guidance and support makes pupils feel secure and valued. A typical parent/carer commented, 'It's such a warm, welcoming place where the staff are receptive to any area of concern for our children.' Pupils whose circumstances mean they need additional help benefit from sensitive support and grow in confidence. The school prepares pupils very well for the next stages of their education through comprehensive links with other schools. The school works very closely with parents and carers and outside specialists to provide very effective support for pupils with learning, medical and emotional difficulties.

*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 leads the way in striving for high academic standards while ensuring

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that pupils develop as confident and caring citizens. She works closely with all staff to establish equal opportunities for all pupils and to ensure they are free from any form of discrimination or harassment. By teaching Key Stage 2 pupils and managing the assessment data, the headteacher has a very good grasp of the school's strengths and weaknesses that she communicates clearly to staff, parents and carers. The school has developed a good partnership with parents and carers that gives them comprehensive information about their children's progress. The headteacher has a good overview of the quality of teaching and learning, gained through, mostly informal, observations and close contact with all staff. With more time now available for the headteacher to undertake management roles, the school is rightly planning to make these observations more rigorous.

The school works effectively to promote community cohesion in this predominantly White British area. Pupils benefit from many opportunities to be involved in the local community and the curriculum provides much to teach them about the lives and religions of others in the world. The learning is enhanced by fruitful links with a contrasting school that give pupils first-hand experiences of other faiths and cultures. Governors are enthusiastic and provide good support to the school. They have benefited from useful training and have the skills and confidence to hold the leaders to account. They work closely with staff to check on all safeguarding systems regularly and the systems are, consequently, robust.

*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>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>2</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**



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Children in the Early Years Foundation Stage make good progress and nearly all attain the levels expected of children of their age by the end of the Reception Year. Their writing skills are average, but the school is rightly focusing on providing more opportunities for them to practise writing. The teaching and learning in the Nursery class are consistently good and children enjoy many opportunities to explore the world around them and discover things for themselves in the classroom, out in the playground and in the forest school area. Children in the Reception class benefit from good teaching and profit from working alongside older pupils. However, the lack of easy access to the outdoor area restricts the staff's ability to provide a free flow of activities from the classroom. Children choose happily from the range of activities on offer and enjoy writing about their families as much as going on imaginary holidays in their camping van. Staff observe children's learning and development carefully and use these observations very well to plan future activities.

Children's personal, social and emotional development is very good, because adults give them responsibility for taking care of themselves and ensure they know how to stay safe and live healthily. Children work in a secure environment and are supported well by adults who know their individual needs well. The children learn the rules quickly and behave exceptionally well. The provision is led and managed well, with good communication between the two classes and a clear focus on how to make improvements.

*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**

The overwhelming majority of parents and carers' views of the school are positive. The parents and carers appreciate particularly the way their children feel happy at school, make good progress and want to come every day. They value the good teaching and the way teachers do so much to prepare their children for later life. They feel the school is very well led and are very well informed about school events. A number of parents and carers comment very favourably about the family atmosphere that makes their children feel so valued.

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

Ofsted invited all the registered parents and carers of pupils registered at Norbury 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 47 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	79	4	21	0	0	0	0
The school keeps my child safe	19	100	0	0	0	0	0	0
The school informs me about my child's progress	11	58	8	42	0	0	0	0
My child is making enough progress at this school	12	63	7	37	0	0	0	0
The teaching is good at this school	13	68	5	26	0	0	0	0
The school helps me to support my child's learning	14	74	5	26	0	0	0	0
The school helps my child to have a healthy lifestyle	14	74	5	26	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)	13	68	3	16	0	0	0	0
The school meets my child's particular needs	12	63	7	37	0	0	0	0
The school deals effectively with unacceptable behaviour	9	47	8	42	1	5	0	0
The school takes account of my suggestions and concerns	11	58	7	37	0	0	0	0
The school is led and managed effectively	13	68	5	26	0	0	0	0
Overall, I am happy with my child's experience at this school	15	79	4	21	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 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 June 2010

Dear Pupils

Inspection of Norbury Primary School, Norbury, SY9 5EA

Thank you for making me so welcome when I visited your school. I really enjoyed seeing you work so hard in lessons and play so happily outside in your beautiful grounds. The many of you who were kind enough to speak to me showed how proud you are of your school. You think yours is a good school, and you are right.

What I found out about your school

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

I would now like the school to:

- help you to make faster progress in your writing - you can help by always doing your best writing in every subject
- give teachers more advice on how to teach even better, so that all lessons are as good as the best ones.

I wish you well for the future.

Yours sincerely

Terry Elston

Lead inspector.

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