

# Norbury Manor Business and Enterprise College for Girls

## Inspection report

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<b>Unique Reference Number</b>	101824
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	354503
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Anne Wellham HMI

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>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Girls
<b>Number of pupils on the school roll</b>	1060
Of which, number on roll in the sixth form	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Taylor
<b>Headteacher</b>	Mr D Sands
<b>Date of previous school inspection</b>	25 April 2007
<b>School address</b>	Kensington Avenue Thornton Heath CR7 8BT
<b>Telephone number</b>	0208 6790062
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors visited 36 lessons or parts of lessons, formally observing 24 teachers and watched two assemblies. They observed the school's work and looked at documents including the school development plan, self-evaluation from different departments, analyses of students' progress and attainment and questionnaires completed by 87 parents, 144 students and 56 staff.

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

- the impact of actions taken to tackle the dip in performance in 2009
- the contribution that students' behaviour, attendance and punctuality makes to learning
- how well the assessment of students' prior learning helps teachers to plan teaching that caters for all abilities.

## Information about the school

Norbury Manor is larger than the average secondary school. Students come from a diverse range of socio-economic and ethnic communities. A high proportion of students are from minority ethnic backgrounds. The largest minority ethnic groups represented are of Black Caribbean, Indian and Pakistani heritage. The proportion of students who speak English as an additional language and those known to be eligible for free school meals are above the national averages. The proportion of students with special educational needs and/or disabilities is below average. The school has Business and Enterprise, Applied Learning and Training School specialist status. It was awarded Healthy School status in 2007. A new building for the sixth form and an enterprise centre will be completed in October 2010.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Norbury Manor is an outstanding school where girls achieve well and develop into confident and articulate young women. Students and staff are proud to be part of the school community. Students show a keenness and commitment to succeed in all aspects of school life and make the most of the many opportunities to extend and improve their learning as shown by their excellent attendance and behaviour. The school manages and supports the needs of a diverse school population extremely well so that all students thrive in a well-ordered and purposeful community where they feel extremely safe and value each other's differences. The school ethos instils a sense of purpose and self-belief which underpins students' outstanding spiritual, moral, social and cultural development.

The key factors that contribute to students' good achievement are the exceptionally high levels of care and support for all individuals and groups and the outstanding curriculum which is highly personalised to meet their needs. The school is committed to providing equal opportunities and positive experiences for all its students and takes prompt actions to eradicate any differences in achievement. All ethnic groups achieve standards that are above the national average and make good progress from their starting points including those with special educational needs and/or disabilities and those who speak English as an additional language. Teaching is typically good with some outstanding practice. The most skilful teachers inspire and challenge students and engage in high quality dialogue in lessons which allow all students in their classes to make excellent progress. They carefully use assessment to plan learning based on what students already know and what steps they need to take to move their learning on. Activities and tasks consolidate and extend learning and regular detailed marking provides meaningful feedback on progress. However, not all teaching is of this quality. A common approach to setting realistic and challenging targets, using assessment to support and sharpen learning and providing exemplary marking, is not applied consistently across the school so the quality of learning is good rather than outstanding. The school has correctly identified the need to define outstanding practice in learning and share this across the school.

The headteacher and senior leaders have high expectations and there is a clear, shared vision which underpins continuous improvement. Since the last inspection the school has made excellent progress in tackling key areas for development, and attendance, behaviour and punctuality are now excellent. Senior and middle leaders have taken resolute action to tackle the dip in performance in 2009 and current school data show a rapid improvement in raising standards. The school's specialisms, particularly in business and enterprise, are integral to its success and contribute very well to students' future

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economic well-being. Curriculum links are strong and the school is involved in a range of local and community initiatives that make an excellent contribution to students' outstanding outcomes. These strengths underpin the school's outstanding capacity for further improvement.

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

- Further improve the quality of students' learning by:
  - ensuring that teachers assess students' progress accurately and use this information to plan lessons that focus on improving their learning
  - ensuring all teachers mark students' work regularly and provide precise feedback so students know how to take the next steps to improve their learning
  - defining outstanding practice in learning and sharing this across the school.

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

In the majority of lessons observed the quality of learning was good and students made good progress. When teaching and learning was outstanding, students engaged enthusiastically, responded to high levels of challenge and made exceptional progress. The very positive relationships that exist between students and their teachers and other adults create a respectful and relaxed atmosphere in which to learn and this makes a good contribution to students' good overall progress. Students' excellent behaviour makes a strong input to their learning, even in the few lessons when activities do not take their prior learning fully into account and teachers are not alert to students' level of understanding. Highly personalised programmes of study and support from additional adults ensure that students with special educational needs and/or disabilities and those identified as being vulnerable make good progress.

Students enjoy coming to school and place a high value on the school community because they feel exceptionally well cared for and supported. They have a good understanding of the risks associated with factors that have an impact on their physical and mental health and emotional well-being, and recognise the benefits of a healthy diet and regular exercise. The school is very successful in promoting the values of respect and responsibility. Bullying, racism or discrimination are extremely rare. Participation in sports, arts, music, enterprise and extra-curricular activities is high with many activities being targeted to meet the needs of particular groups or individuals. An excellent example is the cheerleaders group which is very successful in improving the performance of lower attaining and potentially vulnerable students.

Students are very well equipped to understand the next steps they need to take to succeed in the future because they are given opportunities to apply skills in literacy, numeracy and information and communication technology in lessons and in the wide range of extra-curricular activities. This is combined with excellent attendance and punctuality and an innovative business and enterprise curriculum which develops their knowledge and understanding of the workplace, builds self-esteem and raises their

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aspirations. Students following vocational courses achieve well and almost all students go on to further education, employment or training.

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

### How effective is the provision?

Teaching is good overall with many strengths. Technology is used imaginatively and well. Outstanding teachers focus on improving learning in their lessons and actively involve students and challenge them to think for themselves. They use accurate assessment to plan learning activities supported by constructive feedback through the use of meaningful dialogue in lessons or detailed marking of work. However, less learning takes place in lessons where teachers do not have an accurate understanding of students' abilities and learning needs so that the focus is on completing tasks rather than improving learning.

The curriculum is frequently reviewed and adapted to ensure that it is relevant to the experiences and interests of students and the local context. It uses the knowledge and expertise of staff to best effect and exploits opportunities to extend and enrich the curriculum in school and the wider community through specialist status and ?Deep

<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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learning days'. These are particularly successful in developing personal learning and thinking skills. The meaningful personal, social, citizenship and health education and religious education programmes help students understand how to live in a cohesive community. Extensive extra-curricular and enrichment activities contribute significantly to students' enjoyment by creating many opportunities for students from different backgrounds and of different ages to interact and work together and providing memorable experiences beyond school.

Levels of support and care for students are especially well targeted and help students recognise and understand factors that affect their well-being. The school provides a welcoming learning environment and knows and understands the needs of students and their families extremely well, including those individual students who face challenging circumstances or who are potentially vulnerable. High quality guidance informs students of their future options and prepares them very well for employment, training or further education.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and the senior leadership team provide the school with strong leadership. Rigorous self-evaluation has led to effective action to tackle previous underachievement. The school has improved its use of performance data by monitoring the progress of all students more regularly and precisely. Improved systems for setting targets for students and more frequent and rigorous data analysis are allowing staff to have a more precise understanding of students' progress. Highly effective middle leaders are improving performance within their departments and working together to raise achievement across subject areas. The training school specialism and the high priority placed on continuous professional development for all staff are increasing the proportion of outstanding teaching. Through their monitoring, leaders and managers correctly identify the strengths that exist in teaching but they are not consistently rigorous in identifying and assessing the effectiveness of learning.

A commitment to ensuring the safety of students and to promoting equality of opportunity is embedded in all aspects of school life. Safeguarding procedures are exemplary and promote high quality practice. Monitoring visits by governors to inspect arrangements are held regularly, and the health and safety committee of the governing body is proactive in holding the school to account. Very cohesive partnerships exist with

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business partners, other providers and external services and the local and wider communities. The school is working successfully to engage with parents more effectively by helping them to support their children's learning. Excellent outreach work with local primary schools and family learning sessions are improving engagement with parents and access to learning in the wider community. There is an excellent understanding of the local context and the school strongly promotes cohesion within the school and the immediate community and students' understanding and tolerance of different religious, ethnic and socio-economic groups in British society and the wider world. The governing body has strong links with parents that further strengthen community cohesion. Governors are highly committed, well informed and actively engaged in school life although currently they are undergoing a period of transition and change. The appointment of a new Chair of the Governing Body is imminent.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Sixth form**

The sixth form, established in September 2007, provides a secure and supportive environment and students make good progress relative to their starting points. Their good personal development is enriched by a full and varied range of extra-curricular activities and strong links with local industry. They make a positive contribution to the school by taking on posts of responsibility and they take a key role in the development of community work. These activities develop valuable work place skills as well as contributing to students' enjoyment and achievement. They report that they value the good quality of teaching and the dedicated support they receive to further their learning. Leadership and management of the sixth form are good and set a clear direction for the



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further expansion of the sixth form and the move into new premises at the beginning of the next academic year.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Around 8% of parents and carers returned questionnaires to the school. The vast majority of these are happy with their children's experiences at the school. They believe that the school keeps students safe and deals effectively with unacceptable behaviour. Inspection evidence supports the parents' view that the school provides good care and support and helps their children to make good progress. A very small number of parents had concerns about not receiving enough information from the school about their children's progress and the promotion of a healthy lifestyle, but these were not borne out by inspection evidence.

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

Ofsted invited all the registered parents and carers of pupils registered at Norbury Manor Business and Enterprise College for Girls 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 1060 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	32	52	60	5	6	0	0
The school keeps my child safe	32	37	51	59	4	5	0	0
The school informs me about my child's progress	28	32	51	59	7	8	1	1
My child is making enough progress at this school	24	28	57	66	6	7	0	0
The teaching is good at this school	21	24	58	67	5	6	1	1
The school helps me to support my child's learning	21	24	53	61	10	11	0	0
The school helps my child to have a healthy lifestyle	17	20	50	57	17	20	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)	26	30	50	57	5	6	0	0
The school meets my child's particular needs	22	25	56	64	8	9	1	1
The school deals effectively with unacceptable behaviour	34	39	41	47	7	8	2	2
The school takes account of my suggestions and concerns	20	23	51	59	4	5	3	3
The school is led and managed effectively	24	28	56	64	3	3	0	0
Overall, I am happy with my child's experience at this school	33	38	51	59	2	2	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.**



11 June 2010

Dear Students

Inspection of Norbury Manor Business and Enterprise College for Girls, Thornton Heath, CR7 8BT

Thank you for the very friendly and polite welcome you gave us when we visited your school recently. We think your school is outstanding. It is a very happy and special place because of the exceptional care and support that it provides and the opportunities for everyone to have an equal chance to learn and achieve. We were very impressed with the respect that you show each other and your excellent behaviour. You get on very well with all the teachers and the adults who support you which helps you to make good progress and achieve good results in examinations. □

You have opportunities to study many different subjects and to take part in a wide range of clubs and activities especially those linked to business and enterprise. The headteacher and senior staff lead your school well. They make sure that you are continually encouraged to have high expectations of yourselves and others. Your teachers are very committed to helping you and we think that they enjoy coming to school as much as you do.

The sixth form is a very important part of the school and the sixth form students set a good example for younger students to follow and achieve well.

Although there are so many excellent things about your school there is always room for improvement. We have asked the school to make your learning even better by:

- making sure that teachers assess your progress accurately and use this information to plan lessons that focus on improving your learning
- making sure that all teachers mark your work regularly and provide precise feedback so that you know how to improve
- encouraging outstanding teachers to share their ideas so that all the teachers and adults can become better at helping you to learn.

We wish you all at Norbury Manor a very happy and successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector

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