

Norbury CofE Primary School

Inspection report

Unique reference number	112845
Local authority	Derbyshire
Inspection number	378576
Inspection dates	20–21 March 2012
Lead inspector	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	David Brown
Headteacher	Karen Forrest
Date of previous school inspection	2 May 2007
School address	Lid Lane Norbury Ashbourne DE6 2EG
Telephone number	01335 324337
Fax number	01335 324337
Email address	info@norbury.derbyshire.sch.uk

Age group	4–11
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Introduction

Inspection team

Lois Furness

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 14 lessons, one act of collective worship and observed five teachers teaching. Five of these lessons were joint observations with the headteacher. The inspector also sampled pupils' work and heard a number of pupils read. Documents examined included the school self-evaluation document, the school improvement plan, a report from the local authority, minutes of governing body's meetings, records of pupils' progress and documentation relating to safeguarding. Meetings were held with staff, pupils and two members of the governing body. The inspector analysed 48 parental questionnaires, in addition to those completed by pupils and staff. Account was also taken of the responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

This school is much smaller than most primary schools and very few pupils are known to be eligible for free school meals. Provision for the Early Years Foundation Stage is provided in a mixed-year group class of Reception Year children and pupils in Years 1 and 2. Older pupils are taught in two other classes, one for pupils in Years 3 and 4 and one for those in Years 5 and 6. Most pupils are White British, and there are no pupils who speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is well below the national average. In 2011 the school met the government's floor standards. The substantive headteacher was appointed in January 2012 and two new teachers have been appointed since September 2011. The school has achieved Healthy School status and the ABC award for anti-bullying.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. There are strengths in pupils’ behaviour and pupils feel safe and secure. A positive school ethos contributes well to pupils’ spiritual, moral, social and cultural development. The school is satisfactory rather than good because pupils do not make consistently good progress in all year groups, particularly in English and mathematics. This is because assessment information is not used precisely enough to ensure work is always matched to pupils’ needs and abilities.
- Attainment in the National Curriculum tests in English is above average by Year 6 and broadly average in mathematics. However, the work in pupils’ books throughout the school does not consistently reflect pupils’ above average writing attainment. In other subjects, for example history, geography and religious education, teachers do not have the same expectations of the quality, quantity or depth of work done. Opportunities to further develop pupils’ literacy and numeracy skills in other subjects are often missed. Achievement is satisfactory overall but it is good in science and in Reception Year.
- Teaching and learning are satisfactory because tasks in lessons do not always challenge pupils to make good or better progress. Strategies are not used consistently to encourage pupils to be always involved in their learning as lessons can be too adult-led. Marking does not always identify what must be improved.
- Pupils’ courteous and respectful behaviour makes a positive contribution to a safe and harmonious school. They behave well in lessons and around school. When pupils are given the opportunity they are keen to think and learn for themselves. They can work independently and undertake research and answer questions posed.
- There have been improvements since the previous inspection as shown by pupils’ rising attainment in reading; their good progress in science and improved Reception Year provision and outcomes. This demonstrates that the school has the necessary capacity to improve further. However, systems for monitoring and evaluating the school’s performance are not always sufficiently rigorous. Teachers’ performance is adequately managed and suitable plans are in place to improve teaching quality.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure the good progress of all pupils by December 2012 by teachers:
 - using assessment information more precisely to ensure work is always matched to pupils' capabilities, particularly in writing and mathematics
 - having higher expectations of pupils' work in writing and mathematics, and the quality, quantity and depth of work produced in history, geography and religious education
 - ensuring literacy and numeracy skills are developed in all subjects
 - using strategies to increase pupils' involvement in their learning
 - providing more opportunities for Reception children to use the outdoor area and for children to be more involved in choosing activities
 - making sure marking clearly identifies strengths and areas for improvement and giving pupils time to respond to comments made.

- Strengthen leadership and management by July 2012, by:
 - more effectively monitoring and evaluating the quality of teaching and learning and the tracking of pupils' progress to inform interventions
 - ensuring the governing body is more effective in holding the school's leaders to account for the standards achieved.

Main report

Achievement of pupils

Almost all of the parents and carers who returned the inspection questionnaire consider their children make good progress. Pupils also think they learn lots of new things in lessons. However, inspection evidence shows that progress overall is satisfactory, rather than good.

Children enter the Reception Year with basic skills that are typical for their age. They make good progress both academically and in their personal development. They show a good knowledge of letters and sounds, which is helping them to make good progress in reading and by the end of Year 2, their attainment in the subject is above average. Less-able readers are heard reading regularly and demonstrate enthusiastic attitudes towards reading. By the end of Year 6 attainment in reading is well above average. Pupils speak confidently about their favourite authors and why they enjoy reading so much.

Lesson observations and pupils' work books show that planning is not always tailored well enough to consistently challenge all pupils, especially in writing and mathematics where current attainment is broadly average. As a result, pupils' progress is inconsistent. Pupils show a positive attitude towards learning especially in lessons where they are actively involved. This was seen in a Years 1 and 2 science lesson when pupils explored which materials would be best to use for soundproofing. They were encouraged to investigate each material and then devise their own methods of recording. In a Years 5 and 6 English lesson pupils used role-play effectively to

explore the thought and feelings of different characters. In both these lessons, effective teaching methods ensured pupils made good gains in their learning. However, too often progress is only satisfactory as overlong teacher introductions result in pupils have little time to think for themselves, record their ideas and practice newly taught skills. In subjects such as history, geography and religious education evidence shows pupils are only developing a satisfactory depth of knowledge. In these subjects, teachers do not have high enough expectations of the quality and quantity of pupils' work, and the progression of skills is not always secure. In marked contrast is pupils' science work, where a good range of work is covered, including investigative work, and it is of good depth. Consequently, pupils make good progress in this subject.

Disabled pupils and those with special educational needs, and the very few pupils known to be eligible for free school meals, also make satisfactory progress over time. At times, the progress of these pupils accelerates and they achieve well because they are given effective one-to-one support targeted at their specific needs.

Quality of teaching

Parents and carers think teaching is good. It is satisfactory overall but there are pockets of good teaching in particular subjects and phases.

Teachers relate well to pupils and explain tasks clearly. The learning objective of the lesson is consistently shared as are the criteria for success. However, expectations of what pupils can achieve are not always high enough. Assessment information is not always used effectively so that all pupils achieve as well as they can. Activities do not always take into account the full range of abilities in the mixed-age classes. In almost all lessons questioning skilfully draws out pupils' prior knowledge and teachers invite pupils to extend their answers, so as to develop further their thinking and communication skills. However, at times strategies used do not always encourage all pupils to take part so that they are fully engaged in the learning process. This means that pupils' independence is restricted. This said, when pupils are given the opportunity to show initiative their behaviour for learning is good. In the Reception Year the balance between teacher-led activities and children choosing activities for themselves is uneven. Children are not always encouraged to choose activities for themselves and indoor learning is not always sufficiently promoted outdoors.

Teaching assistants are often used effectively to support less-able pupils or to give additional support to pupils who have misconceptions in their learning. However, there are times when they intervene too quickly before pupils are given time to think for themselves. Information and communication technology is used effectively to stimulate pupils' enthusiasm, as was seen in a Years 3 and 4 science lesson when pupils watched a suitable film clip about the circulatory system. Marking is carried out conscientiously, but teachers do not consistently provide effective feedback or expect the pupils to respond. As a result, some are not always clear about what they need to do to improve their work.

Teachers ensure learning activities promote pupils' spiritual, social, moral and cultural development well. They effectively encourage them to reflect on

experiences, especially during acts of collective worship. Children in the Reception Year are taught the importance of listening to each other; share resources and to help each other to tidy away equipment. Pupils listen carefully to each other and when encouraged to share ideas, they do so willingly and enjoy helping each other.

Behaviour and safety of pupils

Most of the parents, carers and pupils think that behaviour in lessons and around the school is good. Observations and records confirm that good behaviour has been maintained over time. There have been no exclusions. Pupils show respect for the feelings and beliefs of others and develop considerate relationships with peers and adults. They have positive attitudes towards learning and when given the opportunity are keen to respond to work independently and to think and learn for themselves.

Teachers' consistent application of clear procedures for rewarding positive attitudes and qualities, such as effort and thoughtfulness, contribute strongly to the good behaviour of pupils at work and play. A small minority of parents and carers expressed their concerns about bullying. Pupils spoken to said that there are a few instances of bullying in terms of name calling or unkind behaviour but nothing serious. They also say an adult will always sort it out and they feel very safe in school. One pupil mentioned how the new headteacher is very responsive to any worries or concerns. Another commented, 'We are like a big family here.'

Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They take on responsibility and, through the school council, have had some influence on decisions made about school life. For example, devising lunchtime rules. Pupils say that they enjoy coming to school, and this is reflected in their above average attendance. Punctuality is good. Reception children clearly enjoy school and have settled into routines well, playing happily both together and individually, indoors and out.

Leadership and management

The key issues from the previous inspection have been rectified well in science and provision is ensuring pupils' rate of learning is accelerating at a good rate. A useful system for tracking pupils' science progress is in place and there are more opportunities for scientific practical and investigative work. Improvements have also been made in mathematics provision resulting in rising standards in the subject.

The new headteacher has quickly gained the confidence of parents and carers, governors, staff and pupils. Almost all parents and carers would recommend this school to others. The headteacher has an accurate view of what needs to be done to improve school provision and has already begun to introduce useful changes to bring about improvement. For example, she knows the school's existing yearly tracking and target setting system does not allow her on a termly basis to check and respond quickly to any pupil underachievement. Consequently a more rigorous system has been introduced. She is also aware that the curriculum, although interesting, is not fully meeting the needs of all pupils well enough. A review of the curriculum is taking place. Although the curriculum is satisfactory, it promotes pupils' spiritual, moral,

social and cultural development effectively and pupils have a secure understanding of right and wrong and a good appreciation of art and music.

Others with leadership responsibility, including governing body members, are very supportive. However, as yet they have not fully developed their role of monitoring performance and suitably challenging existing practices. For example, considering how well pupils maintain motivation and learn in mathematics lessons lasting two and a half hours. The cycle for checking planning, pupils' work and pupils' termly progress is not yet sharp enough. Nevertheless, the capacity to improve is satisfactory as demonstrated by improving outcomes and accelerating progress in some subjects and years. Safeguarding procedures meet government requirements. Parents and carers appreciate this aspect of the school's work. The school promotes equality of opportunity satisfactorily. It tackles any form of discrimination robustly, and ensures all pupils have equal access to all activities. While gaps in attainment are narrowing, pupils' progress is not consistently good.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 March 2012

Dear Pupils

Inspection of Norbury CofE Primary School, Ashbourne, DE6 2EG

Thank you for the friendly way you welcomed me to your school recently and for completing the questionnaire with your views. A special thank you goes to those who met with me to tell me about all the things you do. You were very helpful. I think that your school is satisfactory with some strengths. It is obvious you enjoy school and it was good to see you all trying so hard in your lessons. Your behaviour is good and this means that your learning is not disrupted. You told me you feel very safe in school and know how to keep safe. It was good to hear there is very little bullying and what little does occur, is sorted out quickly and fairly. You are very sensible and told me it was important to work hard in school to get a good job in the future.

By the end of Year 6 your attainment in English is above that found in most schools – so well done. However, in other subjects, including mathematics your attainment is not as strong and progress is satisfactory. You should make faster progress and so I have asked your teachers to use information about what you know already to plan exactly what you need to make good progress in all your lessons. I also want your teachers to make sure that they give you helpful advice when they mark your work and give you time to respond to their comments. Those of you in the Reception Year do not always have enough chances to learn outdoors or to make your own choices about your learning. I think that throughout the school day you do not have enough opportunities to think and learn for yourself without adults controlling what you do.

Your new headteacher is very clear about the things that are working well and what must be improved. A good start has been made by her and I have suggested some more things to help your school get even better. I have asked school leaders and governors to check the school's work and performance more effectively so that the school gets better faster.

Thank you again for your help and you can help your teachers by continuing to attend school regularly and working hard in lessons.

Yours sincerely

Lois Furness
Lead inspector

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