

# Normanton Common Primary School

Castleford Road, Normanton, West Yorkshire, WF6 1QU

**Inspection dates** 18-19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent. Some teachers' do not use assessment well enough to provide work that matches pupils' differing needs.
- Pupils in lower Key Stage 2 make slower progress than that of their peers.
- Pupils' limited choice of interesting vocabulary impacts on the quality of their writing.
- Many pupils do not recall number facts quickly enough and experience difficulty when choosing the correct number operations to solve a mathematical problem.
- The monitoring of the quality of teaching and learning focuses insufficiently on weaker teaching.
- Performance management procedures focus insufficiently on raising the quality of all teachers' practice to a higher level.

### The school has the following strengths

- Pupils enjoy school and are enthusiastic learners.
- Most pupils behave well. They appreciate and respond well to the school's reward system.
- Relationships are excellent and enable pupils to be happy and confident learners.
- Effective initiatives introduced in reading, writing and phonics are securely raising pupils' attainment in English.
- The care and nurture of pupils is very effective. Pupils feel extremely safe.
- The newly introduced curriculum engages pupils and broadens learning opportunities.

## Information about this inspection

- The inspection was carried out without notice.
- The inspectors observed twelve teachers teaching sixteen lessons or part-lessons, of which two were joint observations with the headteacher.
- Inspectors made visits to three classes to hear pupils read.
- Meetings were held with pupils, school staff, members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation procedures, safety procedures and tracking of pupils' progress over time.
- The inspectors analysed the 31 completed on-line questionnaires (Parent View) as well as those completed by staff.

## Inspection team

Brenda Clarke, Lead inspector	Additional inspector
Carol Machell	Additional inspector
David Tingle	Additional inspector

## Full report

### Information about this school

- The school is larger than average.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The school meets the current government floor standards, which are the minimum expectations of attainment and progress.

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

- Raise attainment and accelerate pupils' progress further in English and mathematics by:
  - establishing a clear progression in pupils' mathematical skills and knowledge as they move through the school
  - teaching pupils to choose the most efficient methods to solve mathematical problems
  - developing and extending pupils' choice of vocabulary from the Early Years Foundation Stage onwards
  - developing pupils' handwriting skills and presentation of their work.
- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that assessment information is used consistently well to meet pupils' differing needs
  - ensuring that marking informs pupils of how to improve further
  - ensuring that all lessons run at a rigorous pace to maximise pupils' learning.
- Improve leadership and management by:
  - prioritising a sharper focus on the monitoring and evaluation of teaching and learning where improvement is needed
  - ensuring a clear link between performance management and the quality of teaching and learning
  - ensuring that governors play a full and active role in monitoring the impact of performance management procedures.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter the Early Years Foundation Stage with skills below those expected for their age, particularly in communication, numeracy and their personal and social skills. Children make good progress so that most enter Year 1 with skills expected for their age.
- Across Key Stage 1 the vast majority of pupils make expected progress to attain standards in line with national averages. Pupils' attainment in reading is rising. This is due to the effective programme for teaching letter sounds and the recently introduced guided reading sessions. Pupils' attainment in writing lags behind that of other subjects with very few pupils attaining the higher Level 3 at the end of Year 2. Pupils experience difficulty in using simple forms of punctuation and choice of descriptive vocabulary to add flair to their writing.
- Teaching ensures that attainment is built upon in Key Stage 2 so that by the end of Year 6 attainment remains in line with expectations. Pupils' progress is uneven and slows in lower Key Stage 2, especially for the less-able. This is because teachers do not routinely provide work that closely matches pupils' differing abilities, slowing the progress they make. Progress accelerates in Years 5 and 6 due to challenging teaching and work that is planned in small achievable steps.
- Rigorous tracking of pupils' progress together with a whole school approach to the teaching of reading and writing are beginning to have a positive impact on pupils' attainment and are ensuring a more consistent picture of progress across Key Stage 2. More pupils are now attaining the higher levels in national tests.
- Standards in mathematics, whilst average, have not risen in line with those in English. Pupils' work slows in lessons because they do not have quick enough recall of number facts. Pupils sometimes use laborious methods of addition rather than quicker methods known to them.
- Analysis of school tracking information indicates that over time disabled pupils and those with special educational needs make less progress than that of their peers. Rigorous staff training together with accurate assessment and well-focused interventions are halting this decline. Most pupils are now making similar progress in line with that of their peers.
- Pupil premium funding is used judiciously to support targeted groups, successfully narrowing the gap between their attainment and that of their peers.

### The quality of teaching

### requires improvement

- Teaching in the Early Years Foundation Stage is good overall. Very good relationships together with effective transition arrangements enable children to settle quickly in their new classes. The consistent focus on good sitting, listening and looking in the Nursery enables reception class children to concentrate and persevere for good periods of time.
- Throughout the school inspection evidence indicates that there is a predominance of good teaching but that a significant minority of lessons requires improvement. Observation of lessons and the analysis of pupils' work overtime show that teaching requires improvement, rather than being good.
- In most lessons excellent relationships give pupils confidence as learners; able to share their concerns when problems arise. Teachers manage pupils' behaviour well so that lessons run smoothly with few interruptions.
- Pupils' overall good spiritual, moral, social and cultural development enables them to co-operate exceptionally well, to be reflective and to listen to another's view.
- Where teaching is good or better, teachers use accurate on-going assessment to refocus and guide the lesson. Additional adults support learning well, enabling all groups of pupils to make good progress. Lessons run at a good pace and no time is wasted. Teachers make reference to earlier learning and ensure that new work is taught in small progressive steps.

- Where teaching requires improvement, teachers do not routinely focus sharply enough on the learning of groups and individuals. Insufficient attention is given to pupils' prior learning so that work does not consistently match their differing needs. Whole class sessions are too long and leave insufficient time for pupils to complete their work.
- The quality of teachers' marking is inconsistent and does not routinely inform pupils of how to improve their work. Pupils' presentation of their work is poor. This is due in part to the inconsistent way in which handwriting is taught across the school.
- Parents and carers who completed the on-line Parent View all agree that their children are well taught.

### **The behaviour and safety of pupils are good**

- Teachers manage behaviour skilfully so that lessons are orderly and pupils behave well. Pupils listen attentively. They are polite and respectful and work amicably in pairs and groups.
- Parents and carers who completed the on-line questionnaire agree that behaviour is good and that the school keeps their children safe.
- Pupils' attitudes to learning are good. Most persevere for good periods of time and show resilience when working. Pupils are proud of their work and most are keen to share their findings.
- Pupils say they feel very safe. They get on well together and play safely outdoors.
- There is an absence of bullying and any minor incidents are quickly resolved.
- Attendance is average and is improving year on year due to the good range of incentives promoted by the school.
- The Learning Mentor gives valued support and encouragement to those who may be vulnerable.
- The daily Breakfast Club gives pupils a safe and nutritious start to the day and has effectively improved the attendance of some pupils.

### **The leadership and management requires improvement**

- Rigorous evaluation of provision has enabled leaders to focus on the right priorities to bring about crucial changes to provision.
- Recent initiatives in reading and writing, effectively supported by whole staff training, are accelerating pupils' progress securely.
- A newly established leadership team is bringing new energy and drive to provision. For example, the relatively new special educational needs co-ordinator has had a significant impact in focusing the school's work to ensure good progress for disabled pupils and those with special educational needs.
- The monitoring of teaching and learning in classrooms is rigorous but its impact is limited because it focuses on all teachers rather than concentrating sharply on those requiring additional support. Performance management targets for individual teachers do not tackle rigorously enough teaching that requires improvement.
- A system of co-coaching has been introduced and is already having an impact on improving the quality of teaching. The system enables teachers to observe colleagues' lessons and to evaluate strengths and areas for development.
- A rigorous and accurate tracking system highlights those pupils who are falling behind with effective interventions now in place to meet the needs of pupils who are not making enough progress.
- Pupils' targets are becoming more challenging so that a significantly higher number of more-able pupils attained the higher level 5 in English and mathematics in national tests at Year 6 in 2012.
- The school takes good care of its pupils. Statutory safe guarding requirements are fully met. All pupils are treated equally.
- Partnerships are strong. They provide good opportunities for staff development and enrich

sporting opportunities for pupils.

- Links with parents and carers are good. All parents who completed the on-line questionnaire would recommend the school to others.
- Pupils speak highly of the newly refashioned curriculum which they say is promoting excitement and enthusiasm for learning
- The local authority provides frequent and effective support and has involved the school in a raising attainment project over the last year. This project has resulted in a greater number of pupils attaining higher levels in national tests in Year 6.
- **The governance of the school:**
  - Governors give good support and guidance.
  - They are well-informed and seek additional training where necessary.
  - Governors bring a good range of expertise, for example financial management that complements the school's provision.
  - Governors take their roles seriously. They hold the school to account and play a very active part in the decision making process.
  - Governors are fully involved in the performance management of the headteacher but have yet to play an effective enough role in measuring the impact of performance management procedures for staff.

## What inspection judgements mean

### School

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108147
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	405154

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

<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>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephanie Talbot
<b>Headteacher</b>	Glyn Bishop
<b>Date of previous school inspection</b>	16 Feb 2011
<b>Telephone number</b>	01924 302555
<b>Fax number</b>	01924 302559
<b>Email address</b>	headteacher@normantoncommon.wakefield.sch.uk



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