

# Norley CE (VA) Primary School

Hough Lane, Norley, Frodsham, Cheshire, WA6 8JZ

**Inspection dates** 30 April–1 May 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage make good progress from their different starting points.
- Achievement across school is good as a result of teaching over time which is good and sometimes outstanding.
- Pupils reach standards which are consistently above national average by the end of Key Stage 2. In the last three years all pupils made expected progress and a significant proportion made better than expected progress by the end of Key Stage 2.
- Attainment in writing has improved, particularly at Key Stage 1 and progress is good and is sometimes better.
- 'Friendship' is the word pupils most frequently used to describe their school and reflects the happy and positive ethos which permeates throughout. This is supported by parent's very positive views of the school.
- Pupils behave well and are kind and considerate to one another. They all feel safe and enjoy coming to school as reflected in their above average and improved attendance.
- The headteacher, staff and governors work together and their concerted and focused actions continue to drive improvement especially in teaching and achievement.

### It is not yet an outstanding school because

- Not enough teaching is outstanding for all pupils to make outstanding progress.
- Marking does not always give pupils precise enough guidance on how to improve and they do not always have time to reflect on this.
- Pupils have too few opportunities to practise their mathematical skills across different subjects.
- Pupils, including the most able, are not always given work which challenges them enough to do as well as they could.
- The skills of subject leaders in checking on teaching and learning in their subject are not yet fully developed.

## Information about this inspection

- The inspector observed nine lessons or parts of lessons, five of which were carried out jointly with the headteacher.
- The inspector listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, subject leaders, representatives of the governing body and a representative of the local authority.
- The inspector observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- The inspector took account of the 34 responses to the on-line questionnaire (Parent View) and also took account of the five staff questionnaires.

## Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Norley CE is much smaller than an average sized primary school.
- A higher than average proportion of pupils who have special educational needs are supported at school action. There are currently no pupils who are disabled, supported at school action plus or with a statement of special educational needs.
- No pupils have English as an additional language.
- A tiny number of pupils are supported through the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- Performance against the government's floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics, is not reported because numbers of pupils are too small.
- The headteacher is new since the last inspection and took up post in September 2013. She was a teacher in the school at that time.
- Pupils are taught in four classes, three of which are mixed age classes. Three of the four teachers started since September 2012, two of whom were newly qualified at the time.
- The school had been federated with another local school but this ceased in September 2013 when a new governing body was formed.
- There is a private provider of before and after school provision which is inspected separately.

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

- Improve the quality of teaching so that more of it is outstanding to further raise achievement by:
  - ensuring that pupils, particularly the most able are always given work which challenges them to do their very best
  - making sure that pupils are consistently given guidance which helps them to improve and that they have time to respond to this
  - improving the opportunities for pupils to apply their mathematical skill in other subjects.
- Develop the role of subject leaders, most of whom are new to the role, to enable them to be fully involved in checking on the quality of teaching and learning in their subjects.

## Inspection judgements

### The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills that vary year on year. In each year there is a proportion of children, at times a significant proportion, who start with skills which are below those expected for their age. This is particularly so in their reading, writing and mathematical skills. They make good progress in all areas of learning because of good teaching which ensures that they are well prepared for Year 1 by the time they leave the Reception Year.
- The proportion of pupils who reached the required standard in the Year 1 check on their phonics skills (letters and the sounds they make) was above average in 2012 and again 2013. Pupils enjoy reading and read a wide range of books by different authors and talk enthusiastically about authors such as Roald Dahl and Julia Donaldson. Pupils read well and older pupils read with very good expression and understanding.
- By the end of Key Stage 1 pupils reach standards which are in line and sometimes above national average. The majority of pupils make good progress from their different starting points. The focus on improving writing through extending opportunities for pupils to write for different purposes and in different subjects resulted in an increased proportion of pupils reaching average and above average levels.
- Standards in reading at Key Stage 1 were lower in 2013 than in previous years which the school quickly responded to. The most recent inspection evidence indicates that changes to the way in which reading is taught across school is improving standards and more pupils are reaching the higher levels.
- Progress across Key Stage 2 is good and sometimes better than this. Over the last three years all pupils made expected progress by the end of Key Stage 2 and in 2013 a significant number made more than expected progress from their different starting points; more than half in reading and writing and just less than half in mathematics.
- Attainment by the end of Year 6 has been well above average for more than three years in reading, writing and mathematics. Inspection evidence and school data indicate that current attainment is as strong with many Year 6 pupils achieving the higher levels.
- The most able pupils make good progress and there are additional sessions for the most able mathematicians in Year 6. However, there are occasions when the most able pupils could make better progress because the tasks set are not always challenging enough for them to do their best.
- There are tiny numbers of pupils eligible for the pupil premium funding and there were none in either Year 2 or Year 6 in 2013. As such, any comparisons of their attainment with that of other pupils would not be reliable. However, school data shows that over several years the pupils who have been eligible for pupil premium funding, including those eligible for free school meals, make good progress. The small amount of funding is used to provide these pupils with additional support identified from careful checking of their different needs.
- The number of pupils who have special educational needs has decreased because of close and regular checks of their individual needs and how well they are doing. As a result of additional support by effective teaching assistants these pupils make good and sometimes better progress. This reflects the schools commitment to treat all pupils equally and to ensure that all have equal opportunity to succeed.

### The quality of teaching is good

- Pupils in the Reception year achieve well because the teacher plans effectively for their needs, building well on their skills and interests. In one session the children were engrossed by a spider they found outside, collected magnifying glasses quickly to see it in detail and discussed where it might be happiest living. Effective questioning supported their discussion very well.
- Subject knowledge is used well to plan activities which pupils find interesting and enjoyable. Questions make pupils think about their learning and help them to explain their answers to a

problem. In Key Stage 2 pupils confidently explained, using good mathematical language, how to solve different number problems, supporting and challenging one another. Other pupils in Key Stage 2 used a piece of writing to create questions for others to answer and pupils' accurately found clues in the text.

- Teaching assistants are trained well and support teaching and learning effectively. They work closely with teachers to provide good support for pupils, especially those who have special educational needs.
- Pupils have good opportunities to practise their writing skills in different subjects but this is not the case for their mathematical skills. Pupils have a good understanding of the different ways in which they can work out sums but their skills are not fully developed as there are few opportunities for them to apply them in other subjects.
- Pupils make the best progress when expectations are high and the challenge of the task keeps them engrossed throughout the lesson. For example, pupils in Year 2 used their excellent knowledge of the Anthony Browne book 'Gorilla' to work in pairs to re-enact parts of the story, focusing on the character's emotions. This ensured that their writing was lively and interesting. Sometimes expectations of what pupils can achieve are not high enough. Occasionally, pupils are given tasks that do not challenge them enough to do even better, particularly those who are most able, which slows their progress.
- Teachers mark pupils' work regularly and often. They write positive and helpful comments which pupils say they like as they can help them improve their work. However, these do not consistently show pupils in all classes or all subjects exactly how to make their work better nor are they given time to respond to these, which slows their rate of progress.

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

- The behaviour of pupils is good. They show respect and courtesy to one another, which are the values underpinning the working atmosphere of the school. Pupils talk very positively about how their school is friendly and the wide range of friends they have. This is seen in the playgrounds, dining hall and classrooms where pupils of all ages sit and play together. Older pupils played skipping with younger pupils and entertained the youngest pupils during a wet playtime by dressing up and performing songs, much to the amusement of the youngest children.
- Pupils take on a range of different responsibilities, including play leaders, school councillors, road safety officers and environmental officers. Some of the primary school sports funding is used for pupil sports coordinators to attend training through the local schools partnership and then deliver their new skills to other pupils, most recently teaching dodge ball.
- Pupils show positive attitudes to learning and are eager to do well in lessons. They work hard and say they particularly like working in small groups and with partners as it helps them with their learning. They usually concentrate well on the tasks they are given but their attention can sometimes wander, particularly when the pace of learning slows or the work is not sufficiently challenging for them.
- The school's work to keep pupils safe and secure is good. Parents fully support this view and that their children are well cared for. Pupils feel safe in school and have a good understanding of how to keep themselves safe. They have a particularly good understanding of e-safety because of the recent sessions they have had. Pupils also talked about the visits they have had from the police and fire service and the competitions which are run by the road safety officers to help them understand how to keep safe, though they are less sure about other possible types of danger.
- Pupils and parents say that bullying is rare. Pupils are very confident that any issues will be swiftly dealt with, which is reflected in both the school records and the effective systems in place. Pupils have regular sessions to discuss any concerns and anything raised is followed up.
- Pupils' enjoyment of school is reflected in their above average attendance. The school checks closely on attendance and changes to the attendance policy, including the much sought after attendance rewards have contributed to ongoing improvements.

## The leadership and management are good

- The headteacher has a clear vision and a concerted and determined plan to improve the school further. She is very well supported by all staff and governors who work closely as a team in this small school.
- There have been considerable changes to staffing and the headteacher has taken on a number of different roles. However, all staff, including those who are new, have specific responsibilities for different subjects and by working in conjunction with the headteacher are developing their skills. The school recognises that they are not yet fully involved in checking on the quality of teaching in their subjects or in how well pupils are doing.
- Procedures to manage the performance of teachers are rigorous and linked to teacher's pay progression and career stage expectations. Training for all staff is carefully planned and matched to the specific development needs of the school.
- The school uses its partnerships with other schools to identify and observe best practice for teachers as well as providing pupils with additional sessions, particularly in mathematics and humanities. The primary school sports funding has also provided staff and pupils with specialist teachers, in for example gymnastics, to extend their skills.
- The curriculum provides pupils with a wide range of opportunities to extend their learning with, for example, a recent visit to London to look at the different buildings and structures as part of their topic work. Pupils talk enthusiastically about creative and design and technology sessions, and the range of after school clubs on offer. In the Year 3 and 4 classroom a display of good quality pupil-made models of landscapes showed how successfully pupils learnt about contours and features of landscapes.
- There are close links with the church and the local community, including the pre-school 0-5 club, which effectively promotes pupils' understanding of their role in their wider community. Assemblies are often taken by members of the local church and pupils have most recently been involved in raising money with the community by creating a 'river of pennies'. This supports their strong spiritual, moral, social and cultural development.
- The local authority provides the school with good support, particularly as a result of the recent changes to staffing and the cessation of the federation. The school improvement consultant meets regularly with the headteacher and the school benefits from visits to other schools to share good practice as well as training to develop the quality of teaching further.
- **The governance of the school:**
  - The governing body has been newly formed this year since it stopped being part of a federation of the school. It has quickly identified the strengths of different governors and ensured that they use these to best effect. Training opportunities are identified for governors to increase their skills. Each governor has responsibility for an area of the school development plan and through regular visits has a good understanding of their area. Actions are identified and follow up visits and meetings planned. This effectively supports the headteacher in checking on the quality of teaching and learning within the school. They have a good knowledge of the different groups of pupils through looking at a range of information about how pupils are doing. Governors are well aware of the performance management procedures for managing teachers' performance and set appropriate targets which are closely linked to pay progression, including that of the headteacher. Regular meetings, reports and reviews ensure that they are well informed. Governors ensure that finances are well managed and allocated effectively, including that of pupil premium and primary sports funding. Safeguarding procedures meet all current statutory requirements.

## 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>	111249
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	439952

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Rutherford
<b>Headteacher</b>	Helen Kelly
<b>Date of previous school inspection</b>	22 April 2009
<b>Telephone number</b>	01928 788471
<b>Fax number</b>	-
<b>Email address</b>	admin@norleyce.cheshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

