

Norbury Primary School and Nursery

Norbury, Bishops Castle, SY9 5EA

Inspection dates

6–7 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- In this small, safe and happy school, all pupils gain the skills and confidence to explore and understand the wider world around them.
- The Early Years Foundation Stage gives children the strongest of starts to their education. They rapidly learn to work and play together and make excellent progress in their learning both indoors and out.
- Pupils make outstanding progress in reading, writing and mathematics. The high quality of teaching throughout the school equips them very well for their future education.
- Disabled pupils and those who have special educational needs make exceptionally good progress. They receive outstanding care and support and are able to attain the highest levels.
- The most able pupils leave the school with high standards in reading, writing and mathematics. Lower down the school, they attain the same high standards in reading and writing but not in mathematics.
- The headteacher shares his energetic drive for continuous improvement with all his staff. Everyone has the same high expectations for pupils' achievement and behaviour.
- There are very detailed systems to keep a close eye on how individual pupils are doing. Very effective extra support is swiftly put in place when needed.
- The school's governors bring great expertise and experience to their roles, successfully supporting and challenging senior leaders. Governors are regular and welcome visitors to the school.
- Long standing national and international links with other schools broaden pupils' horizons. They talk knowledgeably about diverse faiths and cultures.
- Pupils show great pride in their school and their community. They play an important part in making real decisions about school and local issues.
- Every new topic begins with an educational visit, bringing pupils' learning to life and arousing their curiosity.
- Pupils behave extremely well and have a real thirst for learning. They have an excellent awareness of keeping safe.

Information about this inspection

- The inspector observed pupils' learning in five lessons, two of which were jointly observed with the headteacher. In addition, the inspector looked at pupils' work in their books and listened to younger pupils read.
- There were meetings with groups of pupils, senior leaders, members of the governing body and a representative of the local authority.
- The inspector took account of the 47 responses to the online questionnaire, Parent View, and considered the nine responses to a staff questionnaire. The inspector also considered responses by parents, staff and pupils to recent questionnaires from the school.
- The inspector examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Full report

Information about this school

- Norbury Primary School and Nursery is considerably smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The percentage of disadvantaged pupils who are supported through the pupil premium (which provides additional funding for students in local authority care and those previously known to be eligible for free school meals) is well below the national average and represents a very small minority.
- The proportion of disabled pupils and those who have special educational needs is, at 23% above average.
- The school meets current government floor standards, which are the minimum expectations for pupils' attainment and progress.
- Pupils are taught in three mixed-age classes, one of which is taught by the headteacher.
- From 1 September 2014, children in the full time Nursery and Reception classes are being taught together in an Early Years Foundation Stage.
- The school runs a range of after-school clubs.
- In recent years a high proportion of pupils have joined the school part way through their education.
- Since 1 October 2014 the school has been a member of a foundation trust, the South West Shropshire Learning Trust.

What does the school need to do to improve further?

- Raise achievement in mathematics for the most able pupils in Key Stage 1 by developing their skills in choosing the quickest methods to solve more complex mathematical problems.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides strong leadership to a dedicated team of staff, all of whom have significant responsibilities in this small school and a clear determination to raise standards. Continuous improvements in the quality of teaching have led to pupils making outstanding progress throughout the school.
- The school has a clear and accurate picture of its strengths and its areas for development. All adults who work with pupils in the school, including the leader of the Early Years Foundation Stage, are committed to the school's values and consistently apply its policies. This contributes to pupils' smooth and rapid progress in all aspects of their learning from the early years onwards.
- The headteacher is highly effective in managing the performance of teachers and support staff, all of whom say they feel well supported and are given access to training to successfully improve their teaching. The appraisal system is used very effectively to ensure pay progression is linked to the progress of pupils.
- The headteacher has recently developed the school's own approach to assessing pupils' progress. This new system is already providing information additional to the use of the previous National Curriculum levels to help support and guide pupils' learning.
- The curriculum is rich, varied and well balanced. Carefully chosen visits from Nursery onwards accompany each new topic and have a significant impact in promoting pupils' social and moral development, supporting their literacy and numeracy skills, and preparing them to be active, successful contributors to modern British life. By working towards a nationally-recognised environmental and adventure award, pupils learn about and explore their local surroundings while also developing their skills in working as a team and without close supervision.
- The school's commitment to tackling discrimination is evident in its policy that all pupils, including disadvantaged pupils and pupils who have special educational needs, are able to access educational visits such as the recent trip to London. A visit will only take place if every pupil has the opportunity to participate.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well through every aspect of the school's work. For example, social and moral development is closely linked to pupils' valued contributions to the new parish plan, having debated local issues in class. Pupils have many opportunities for contemplation and prayer and to wonder at their position in the cosmos, for example when they made a scale model of the solar system in the playground. The school's close links to a very culturally diverse city primary school lead to strong and meaningful friendships that broaden pupils' horizons. Close ties to a Ugandan school mean pupils have international pen-friends and an understanding of lives very different from their own.
- The local authority has provided effective support for this strongly improving school, for example, additional support in the teaching of mathematics.
- The school's arrangements for safeguarding meet all statutory requirements and the school is swift to respond to any issues that arise, immediately involving outside agencies as appropriate.
- The school has recently been instrumental in creating a foundation trust with other local schools. This has already provided benefits educationally and financially. Partnership with the local secondary school is particularly strong and means that the move from Year 6 to Year 7 is as smooth as possible. For example, in their last term pupils already begin secondary work in their Year 7 books that they take on to their new school.
- The headteacher has made excellent use of his expertise in business by creating entrepreneurial opportunities for pupils and by careful management of the school's resources. This includes the additional funding from the pupil premium and the sports and physical education funding. For example, funds are well-used to enable pupils to participate in additional competitive sports tournaments in which they link

with other schools so as to be able to have sufficient numbers to make up a team.

- Parents prize their school. They value the regular communication by letter and, more recently, by text message. This includes information about their children's activities and progress. Parents' recent involvement in updating their own mathematical knowledge has had a significant impact in improving pupils' achievement in this subject. They are also highly appreciative of the many after school clubs that pupils attend. These offer additional sporting, musical, artistic and educational opportunities for pupils to pursue their enthusiasm for learning.

■ The governance of the school:

- Members of the governing body have an excellent understanding of the school's performance, including the quality of teaching, and how pupils' test results compare to those nationally. They make regular visits to the school and, as well as being very supportive of the leadership team, they hold the headteacher fully to account for progress in raising pupils' achievement. Governors know how the management of staff performance is helping to improve the quality of teaching, and understand the link between staff salaries and the meeting of targets for pupils' progress and achievement. They are closely involved in how additional funding from the pupil premium is being used and the successful impact it is having on achievement, for example, through the one-to-one coaching of pupils. Governors have undertaken training to improve their own skills. They make sure that policies, including those relating to safeguarding pupils, are regularly reviewed and updated, and are implemented effectively. Governors closely supervise the school's finances, so that the headteacher is able to make the best use of available resources, including the additional physical education and sports funding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They learn from an early age to make the sensible and considerate choices that make this small school community so positive and caring.
- Pupils' outstanding attitudes to learning are evident in lessons and around the school from the Early Years Foundation Stage to Year 6. At break time, for example, pupils choose whether to be indoors or outside. While many engage in lively, creative play outdoors, others choose to run their own general knowledge quizzes or continue work from the classroom. There is a complete absence of any persistent, low level disruption in lessons because pupils are fully engaged and highly motivated by their lessons.
- Pupils, staff, parents and the local community show an immense pride in their school and are delighted to celebrate its successes and support its development. Year 6 pupils make a particularly strong social and financial contribution through running the monthly 'Brew with a View' café in the village hall. Pupils draw up annual accounts, present them to the local bank and make decisions about using the funds for charity donations and school improvements.
- The attendance of pupils is above the national average and no children have had to be excluded from the school. The school works closely with families and with outside agencies to secure further improvements in attendance for individual pupils.
- Parents, staff and governors are overwhelmingly positive about pupils' behaviour. The school keeps detailed behaviour logs that are well organised and show very few serious incidents. When these do occur they are dealt with swiftly and appropriately and show individual pupils continuing to make strong progress in sometimes challenging circumstances.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school is a very safe environment and pupils learn to manage their own safety. This has been recognised through the regional safer schools award.

- Pupils' 'ownership' of their school is again apparent in their writing and annual reviewing of their own behaviour and safety policy. They put up posters around the school and have helped the headteacher identify potential hazards. This work further promotes their social development as well as practising their literacy skills.
- The school has active anti-bullying policies and while pupils know how to deal with an incident they are adamant that it does not occur in their school. The school's own records confirm this. Pupils of all ages are aware of how to keep safe on the internet and particularly about the protection of their identity. They are also very aware of how language can be hurtful when used for discrimination or prejudice. This was evident in a survey Key Stage 2 pupils conducted on 'Islamophobia' in the news.

The quality of teaching is outstanding

- Teachers expertly challenge and support their classes, making lessons enjoyable and developing an excitement about learning among all their pupils. This leads to pupils making outstanding progress and attaining high standards when they leave the school.
- Teachers are skilled in teaching mixed age classes. For example, they give younger, more able pupils the opportunity to extend their learning while older pupils who have yet to fully grasp a concept are able to review it with those encountering it for the first time. Teachers also enable pupils who have joined the school part way through their education to catch up as quickly as possible with their classmates.
- Teachers have high expectations of their pupils and know precisely when to move them on in their learning. They do this by posing searching questions and providing detailed and regular responses to pupils' work both in their books and in conversation in the classroom.
- Teachers across the school successfully encourage pupils to learn from their mistakes as powerful tools for making progress. Teachers ensure there is no 'ceiling' on the level at which pupils can work, particularly the most able. There is highly individualised learning for all and particularly for those pupils who have special educational needs.
- Reading and writing are taught very effectively throughout the school and storytelling feeds pupils' imaginations from Early Years onwards. Mathematics is also generally well supported, although more able pupils do not regularly achieve high standards in Key Stage 1 because they do not quickly move beyond using more basic classroom resources to solving more complex problems with numbers on the page and in their heads.
- Pupils show the same pride and care in their work in other subjects that they do in reading, writing and mathematics. Work in their science and topic books is carefully presented and thoroughly marked. They enjoy sharing their work with their parents because teachers provide strong links between home and school.

The achievement of pupils is outstanding

- Each year almost all pupils leave the school having made at least expected progress in reading, writing and mathematics. The proportion of pupils exceeding expected progress is above the national average. Pupils currently in the school are on track to make and many to exceed, expected progress.
- Pupils achieve outstandingly well in Key Stage 2, although their progress in some years is slightly more rapid than in others. By the end of Year 6 the attainment of pupils is above the national average in reading, writing and mathematics.
- The most able pupils make very good progress, especially in reading and writing. This is because they are given every opportunity to explore and extend their learning at school and at home. In the last school year the proportion of pupils attaining the highest standards at the end of Year 6 was above the national

average in reading, writing and mathematics. The most able also achieve well at the end of Year 2 in reading and writing, but less well in mathematics.

- Standards in phonics (learning about letters and the sounds they make) have risen recently so that all pupils now at least meet the expected standards in the Year 1 check on their phonics skills. This is because of improvements in the teaching of these skills from Nursery and Reception into Key Stage 1 using computing, singing and creative play to reinforce their learning. Pupils go on to become confident readers with a love of books, and they talk excitedly about their favourite authors.
- Disabled pupils and those who have special educational needs make exceptional progress from their starting points. This is as a result of outstanding teaching and the expertise of support staff. The school's work with pupils who have special educational needs has been recognised by a gold award from the local authority, and illustrates the school's commitment to equal opportunities. This is also evident in the strong progress that pupils make who join the school part way through their education.
- The school is very successful in promoting the achievement of disadvantaged pupils, and the pupil premium funding is used well to support individuals. They form a very small part of the school population and insufficient numbers are represented in the results of national tests to report on attainment.

The early years provision is outstanding

- The leader of the new Early Years Foundation Stage has already had an extremely positive impact on the progress children make in Nursery and Reception. She is very ably supported by experienced staff who immerse the children in a rich and varied world of colours, textures, numbers, words and songs.
- Children enter the school with an understanding of letters and numbers that is broadly typical for their age. Their skills in working and playing together and in making relationships are often below those typical for their age. By the end of reception almost all children have made good progress and many have made outstanding progress. Along with very positive attitudes to their learning, this means they are particularly well prepared for the next stage in their education.
- The quality of teaching is outstanding. Children rapidly learn to take turns and to share. Their confidence in using language is enhanced by frequent use of role play. They are able to work on their own and concentrate on an activity for increasingly long periods of time as they are given stimulating activities both indoors and out. Children care for each other and are asked to consider the choices they make about being kind and showing friendship.
- Within a very secure and caring environment, children learn to manage their own safety and gain confidence from this. For example, children learn to use real kitchen implements when preparing food and are encouraged to assess risks in outdoor activities such as climbing trees and being around a fire in Forest School sessions.
- Parents are unanimously positive about the Early Years Foundation Stage, and particularly the strong links between home and school, allowing parents to be fully involved in their children's learning.

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

Unique reference number	123385
Local authority	Shropshire
Inspection number	448558

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

Type of school	Primary
School category	Foundation
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Claire Leggott
Headteacher	Leslie Ball
Date of previous school inspection	10 June 2010
Telephone number	01588 650207
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