

# INSPECTION REPORT

## **NORLAND C OF E PRIMARY SCHOOL**

Norland

LEA area: Calderdale

Unique reference number: 107537

Headteacher: Mr R Letven

Reporting inspector: Mr J Lea  
OIN: 21193

Dates of inspection: 5 –6 November 2001

Inspection number: 196597

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Berry Moor Road Norland Sowerby Bridge West Yorks
Postcode:	HX6 3RN
Telephone number:	01422 831602
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Montgomery
Date of previous inspection:	10 -11 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Norland C of E Primary School is situated in the Pennines, near Sowerby Bridge in Calderdale, and serves the community of Norland itself and the surrounding area. In January 2001 the school was the first primary to receive Beacon status in Calderdale. Although most pupils live in the immediate vicinity an increasing number attend from outside the school catchment area. The number of pupils on roll, 76 is smaller than the average size nationally of 243 pupils. A significant number of pupils attend a pre-school playgroup in a temporary classroom on the school site. They enter the reception class, at the beginning of the year in which their fifth birthday occurs, with levels of attainment covering the full ability range. Baseline assessment identifies a significant number of children whose language, literacy and social skills are above those expected of this age. The number of pupils registered for free school meals is well below the national average. The number of pupils on the school's register for special educational needs is low when compared with the national average. There are no pupils with Statements of Special Educational Need or who speak English as an additional language. The ethos of the school is well expressed in its information brochure, which is 'to teach children a balanced and broadly based curriculum in a happy, secure and stimulating environment and to appreciate the value of Christian principles and traditions.'

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. It maintains very good standards in English, mathematics and science. High proportions of pupils are keen to learn and respond positively to teaching, which is consistently good and often very good. Consequently, pupils make good progress. The school is well managed and has clear priorities for future development. There is a very strong partnership with parents and good arrangements for pupils' welfare. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the leadership of the headteacher, the school provides very good value for money.

#### **What the school does well**

- Attainment in English, mathematics and science.
- The quality of teaching.
- Pupils' social skills and sense of moral responsibility.
- The headteacher, staff and governing body encourage pupils to show initiative, take responsibility and become independent learners.

#### **What could be improved**

- The school is determined to raise pupils' attainment even further in all subjects. It can do this by continuing to successfully implement the school improvement plan, particularly by giving teachers opportunities to monitor the teaching and learning in those subjects for which they have an overall responsibility.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in June 1997. All the main points from the last report have been successfully addressed. The headteacher and governors have worked hard to provide the school with a multi-purpose hall and building is due to begin in July 2002. Schemes of work for art, music and physical education now

underpin teaching in these subjects. A complete set of school aims has been published in the school prospectus and shared with parents and the local community.

## STANDARDS

Children in the Foundation Stage make good progress so that by the time they are five, almost all are achieving the Early Learning Goals. In both key stages, in English, mathematics and science most pupils achieve the expected level for their age. A significant number of these pupils reach a higher level of attainment. Indeed, by the age of 11, attainment against national averages is above in English and well above in mathematics and science. Most pupils, including those with special educational needs, make good progress. The school's achievements are highlighted when comparing attainment against that of schools having a similar intake of pupils. The latest statutory tests/tasks show that results are well above average in mathematics and science and in line in English. The school sets high targets for pupils, who often exceed them. In fact, standards in the core subjects of English, mathematics and science exceed the national trend, and have done so since 1996.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. There have been no exclusions.
Personal development and relationships	The pupils benefit from a carefully structured provision, which promotes independent learning. Their personal development is very good, as are all round relationships.
Attendance	Attendance is very good.

All pupils enjoy learning. They behave very well in lessons and are interested in their work. They are always eager to ask and answer questions. The very good relationships, throughout the school, promote positive attitudes to learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is good. It makes a very significant contribution to the progress pupils make throughout the school. Literacy and numeracy are taught well. All teachers plan their lessons with learning objectives designed to stimulate and motivate pupils. These lessons are always interesting and challenging to pupils of all ages and abilities. Non-teaching staff are made fully aware of the aims of each lesson and give very good support. The management of behaviour is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers good opportunities to all pupils and is relevant to their needs. It is greatly enhanced by visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for the pupils' personal, including spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school monitors pupils' academic and personal progress very well. All pupils are well cared for.

The school enjoys a very fruitful partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher. The hard-working, enthusiastic staff give very good support.
How well the governors fulfil their responsibilities	The governing body is well informed and gives good support to the work of the school. It has a clear view of future developments and fulfils all of its statutory obligations well.
The school's evaluation of its performance	There is a very strong commitment to high standards. Procedures for assessing and evaluating performance underpin the work of the school.
The strategic use of resources	The school makes very good use of its staffing and accommodation to meet the needs of all its pupils. Funds are used prudently to make the best use of staff, to raise standards and to improve the accommodation. The school applies the principles of best value to good effect.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The progress children make.</li><li>• The good behaviour.</li><li>• The good teaching.</li><li>• They are kept well informed and feel comfortable approaching the school.</li><li>• The fact that the school expects children to work hard.</li><li>• The school is helping children to become mature.</li><li>• The school works closely with parents.</li><li>• The interesting range of activities outside lessons.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The arrangements for homework.</li></ul>

Thirty eight parents attended the meeting with the registered inspector prior to the inspection and seventy eight questionnaires were returned. It is clear that the parents strongly support the work of the school. They regard the teachers as being very approachable and like the good standards, good behaviour and good progress made. The school is currently reviewing its arrangements for homework. The inspection team agrees with the positive views expressed by parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Attainment in English, mathematics and science.**

1. The results in the most recent statutory tests do substantially reflect the findings of the inspection, which shows that at age seven and 11 in English, mathematics and science almost all pupils attain the expected level for their age. A significant number of these pupils, at both key stages, reach a higher level. Pupils, including those with special educational needs, make good progress. When compared to similar schools the results of tests taken by seven year olds are well above average in reading, writing and in mathematics. A similar comparison of the results of tests taken by 11 year olds show that attainment is well above average in mathematics and science and in line in English. Inspection evidence finds that the school sets high targets for its pupils, who often exceed them. In fact, standards in the core subjects of English, mathematics and science exceed the national trend and have done so since 1996.
2. At both key stages, pupils' oracy skills are good. By the age of seven, pupils are expressing ideas and feelings in a variety of different situations. By the time they leave the school they are very articulate and can talk confidently in a wide range of subjects. Reading is given a high priority and pupils across the key stages are confident in recognising the high frequency word lists appropriate to their age, and can read these in and out of context. When they are ready to move to secondary education most are independent readers who read with interest, fluency and pace. They are aware of different authors, have their favourites and understand the importance of characters and plot. By the age of seven, pupils write stories in the correct sequence with properly organised sentences and for a range of purposes. Consequently, by the age of 11, pupils have a very good understanding of how English works. Their writing is well punctuated and presented in a personal style.
3. The school's practical approach to mathematics in the early years means that pupils' understanding and use of mathematics are well developed throughout the school. They use money confidently and handle data well. Numeracy skills are very good and, by the time they leave the school, most pupils can carry out relatively complex calculations, accurately. The same approach to science results in pupils using exploration and investigative skills well. By the age of seven, pupils have a good understanding of physical processes. They can make predictions and appreciate the importance of a fair test. By the time they are ready to leave the school they can identify a wide range of materials, understand friction, gravity, the rotation of the Earth and Moon and are using scientific terms confidently and in the correct context.

#### **The quality of teaching.**

4. The quality of teaching throughout the school is never less than good and in a third of lessons it is very good. This consistency reflects the commitment of all teachers to high standards of achievement and is a strength of the school. It is also reflected in pupils' attainment, particularly in the core subjects of English, mathematics and science. All teachers and governors share a common aim to provide the best education possible for the pupils of Norland school.
5. Throughout the school, teachers plan their lessons well by identifying precise learning objectives. Pupils are grouped carefully by their teachers and activities are designed to give them a variety of experiences. Non-teaching staff are made fully aware of the

aims of each lesson and give very good support. Teachers place great emphasis on developing pupils' speaking and listening skills and provide many opportunities for pupils to express their opinions. A good example was seen in Years 4/5/6 when pupils described the many attractive features of Norland village. Teachers use a good range of artefacts to encourage learning, for example, shells and pebbles in a feely game in science on senses with Years R/1/2. They make good use of introductory and plenary sessions, an effective strategy which extends pupils' vocabulary and raises confidence. An example of this strategy was observed in Years 3/4 when pupils began to appreciate the visual impact of a poem, talked about verbs and gave good examples of similes.

6. Teachers subject knowledge is good, particularly in the core subjects. They know their pupils well and challenge them, to promote independent learning, without losing the sense of fun and enjoyment. This emphasis on independent learning develops good work habits and is reinforced throughout the school with the result that when pupils leave they have confidence in their own ability. Good examples of this confidence were seen in writing across the curriculum. For example, 'Suddenly we heard a deep loud voice shout, "Hey you boys, come here!" I felt safe because it was a policeman, but as soon as we approached him he grabbed us by the back of our necks and dragged us along the street.' A piece on citizenship, 'It doesn't matter what race you are or what you believe in, you should still be treated the same. Unfortunately not everybody thinks those things.' Finally in history; 'having got rid of Katherine of Aragon, Anne Boleyn, Jane Seymour and Anne of Cleves, Henry was in search of another wife.'
7. All teachers set high standards of behaviour and manage their pupils with a quiet but effective authority. Procedures for promoting good behaviour and discipline make a significant contribution to pupils' attainment and progress. Relationships are good and this level of trust and respect underpins the values of the school and ensures that its aims are fully met.

### **The school's strong emphasis on developing pupils' social skills and sense of moral responsibility.**

8. The provision for pupils' moral and social development is given a high priority and all pupils are given good opportunities to develop these skills. This is shown, for example, in the broad and interesting curriculum it gives to its pupils. As you enter the school, the caring ethos is immediate. Pupils are given a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. Good examples were seen in all classes when pupils were praised for their good attitudes to work and given opportunities to celebrate their success. Pupils relate well to each other, for example, older pupils care particularly well for their younger schoolmates, helping during wet playtimes, comforting after an accident, reading stories, teaching games and setting out playtime equipment.
9. The headteacher places great emphasis on developing positive life skills in his pupils. That pupils develop an understanding of living in a community is important. This includes opportunities for pupils to appreciate their own cultural traditions and those of others. These are successfully reflected through the curriculum, for example, in literacy, art, history and music. Visits out of school and visitors to the school, increase awareness of other social groups.
10. Pupils are also involved in the community through church festivals and meeting with older residents. They quickly understand that all individuals are important and also

interdependent. Visits in the locality to Norland Moor, the high schools in Sowerby Bridge and Ryburn Valley and the many small farms, make a positive impact on pupils' development. Values of honesty, fairness and truth are fostered well. All adults involved in the school show strong moral values and are good role models. They are always ready to discuss issues that arise in the every day life of the school and all have high expectations of their pupils. In turn, most pupils share these expectations. They are courteous, well behaved and a credit to the school and their families. All pupils are given sufficient opportunities to discuss moral issues with the result that they are respectful of others and clearly recognise the difference between right and wrong.

**The headteacher, staff and governing body encourage pupils to show initiative, take responsibility and become independent learners.**

11. An important characteristic of the school's approach is the emphasis placed on all pupils becoming responsible and independent learners. A conscious effort is made to teach them skills that will last them through their lives. Independence and a responsibility for their own learning are part of this approach. The importance placed on developing pupils' independence is synonymous with them using their own initiative. For example, the youngest pupils are encouraged to look after their own property and keep their area of the classroom tidy. As they move through the school, pupils take on more responsibility such as organising their own equipment and materials. Older pupils set up and close down computer programmes, hand out books and set out apparatus for physical education. They organise fund-raising events for children's charities, Red Nose day and food and clothing for Africa. They help to produce and stage, two plays each year and prepare costumes for epics such as the Wizard of Oz. Celebrations, such as the annual Christmas concert and recent harvest festival provide further excellent opportunities for pupils to share responsibilities.
12. Visits out of school, for example, the residential visit to Robin Hood's Bay, increase pupils' initiative and sense of responsibility through outdoor activities, such as beach studies and town surveys. These activities encourage pupils to work co-operatively and find out about themselves and others. Before they leave the school Year 6 pupils use many of their acquired skills, in real life situations, such as organising a supper for senior citizens and running their own stalls at the summer fair.
13. When asked, pupils say that they enjoy school. This is strongly reflected in the replies of the parents' questionnaires and the very good attendance level. Throughout the school, most pupils, are attentive and enthusiastic about their work and very eager to learn. They show very good attitudes in the classroom and are keen to contribute to lessons and listen to the views of others. The end result is that pupils develop good working habits, work independently and without immediate supervision and take charge of their own learning. This makes an important contribution to the standards they achieve.

## **WHAT COULD BE IMPROVED**

**Provide teachers with opportunities to monitor the quality of teaching and learning in those subjects for which they have a particular responsibility.**

14. In such a small school, sharing of responsibilities is very important. The headteacher is very aware of this and has, for example, involved staff in producing effective procedures for developing and evaluating pupil performance. Consequently, teachers have ownership of these procedures and are using them very effectively to monitor pupils' attainment and progress as they move through the school. In addition, all teachers have delegated to them the co-ordination of at least three subject areas and this responsibility makes a further useful contribution to the school's management. The role currently extends to an overview of teachers' individual planning and the monitoring of breadth balance and continuity in their own subjects. With their colleagues, co-ordinators draw up and review policies and through curriculum meetings plan how a particular subject will be taught. However, there is a growing need to extend their responsibilities further by giving them opportunities to visit classrooms and monitor the effectiveness of teaching and learning in their subjects through observations and joint evaluations. This will not only give teachers a strategic overview of their subjects, but will allow them to make a more positive contribution to raising standards. It will also give them opportunities to gain valuable professional development.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

15. The governing body of the school, in conjunction with the headteacher and staff should further raise standards in the school by:-

Providing teachers with opportunities to monitor the teaching and learning in those subjects for which they have a particular responsibility.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	0	0	0	0
Percentage	0	33	67	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	76
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.3

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	23.0
Average class size	25.3

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	60

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2000/01
	£
Total income	175,392
Total expenditure	174,510
Expenditure per pupil	2,267
Balance brought forward from previous year	20,000
Balance carried forward to next year	20,882

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	1	0	0
My child is making good progress in school.	67	31	1	0	1
Behaviour in the school is good.	72	26	0	0	3
My child gets the right amount of work to do at home.	46	33	15	3	3
The teaching is good.	74	23	0	0	3
I am kept well informed about how my child is getting on.	56	32	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	17	1	0	0
The school expects my child to work hard and achieve his or her best.	83	13	1	0	3
The school works closely with parents.	54	37	8	0	1
The school is well led and managed.	82	15	0	0	3
The school is helping my child become mature and responsible.	73	21	4	0	3
The school provides an interesting range of activities outside lessons.	58	37	1	1	3