



Norbury Hall Primary School

Inspection Report

Unique Reference Number 106064
Local Authority Stockport
Inspection number 287403
Inspection date 18 January 2007
Reporting inspector Dee Brigstock

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

Type of school	Primary	School address	Shepley Drive
School category	Community		Hazel Grove, Stockport
Age range of pupils	3-11		Cheshire SK7 6LE
Gender of pupils	Mixed	Telephone number	0161 4831786
Number on roll (school)	464	Fax number	0161 4567651
Appropriate authority	The governing body	Chair	Mr I Ritchie
		Headteacher	Mr G Dodd
Date of previous school inspection	5 November 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Norbury Hall is a popular, large primary school. The proportion of pupils eligible for free school meals is well below average and attainment on entry into the Nursery is average. Some additional children enter school each year into the Reception classes which results in the attainment on entry becoming slightly above average. The majority of pupils are from a White British background. A broadly average proportion of pupils have learning difficulties and/or disabilities and the number of pupils with a statement of educational need is also average. The school has been awarded the Inclusion Quality Mark and is awaiting its final assessment for the Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Parent quote: 'Norbury Hall has exceeded all my expectations and I would have no hesitation in giving the school a resounding thumbs up.'

This is one of many comments praising this outstanding school, which is highly regarded by pupils and parents. It is a happy and vibrant place in which to learn. Due to the excellent curriculum and care, guidance and support, pupils' personal development is outstanding. They have an excellent knowledge of how to stay fit and healthy, their behaviour is exemplary, they take on extra responsibilities willingly and, by Year 6, develop into mature, thoughtful, literate young citizens with an acute sense of justice. The school's drive to educate them to live in a more diverse society, has resulted in pupils having a wider than usual knowledge of cultures other than their own.

Pupils, with no exceptions, achieve very well indeed from the Foundation Stage onwards. By Year 6, standards are significantly above average and have been so for several years. All this is because the headteacher expects and gets the very best from his staff and pupils in a collaborative, yet challenging way. It is clear that adults gain much pleasure out of working here, and in being instrumental in pupils' achievement. Leaders' high expectations of staff have led several of them to pursue additional qualifications and increase their knowledge and expertise of how and what pupils learn. As a result, the quality of teaching and learning is excellent. Teachers set challenging targets for pupils to achieve in English, mathematics and science. Pupils are fully aware of them and more importantly, know what they have to do to improve even further, and how to do it. The success of pupils with learning difficulties and/or disabilities is equally good. This is demonstrated well by the number of pupils who, after receiving additional support, catch up with their peers and no longer need extra help. Pupils' gifts and talents are promoted well within the school and effective additional coaching, in sports and in music by external providers, is sought and provided. However, there is scope to extend provision for this group of pupils further, for example, in art.

The headteacher is very experienced and has justifiable confidence in his staff. Senior staff are very well trained in monitoring the work of the school, including making judgements on the quality of teaching. The training, authority and competence of the senior staff including the headteacher are outstanding. The school's evaluation of its performance is wholly accurate and takes very good account of the views of both parents and pupils. There is no complacency as the school builds on its strengths and all aspects of the school's work are monitored rigorously. Leaders' plans to develop the school further are very well constructed. Experienced governors use their expertise very effectively to support and challenge the school. The school has achieved much with limited resources and its improvement since the last inspection has been very good indeed. Norbury Hall provides excellent value for money.

What the school should do to improve further

- Investigate ways of further extending provision for pupils with gifts and talents.

Achievement and standards

Grade: 1

Pupil quote: 'If you've worked hard and done it properly, the teachers give you work from the next year so you're challenged.'

During the inspection, the focus for assemblies was on achievement, with the theme of, 'If you aim at nothing, you hit it every time.' This amply demonstrated the school's values as it not only focused on raising standards but also the attitudes towards learning that the school promotes so well. As a result of these values, the achievement of all pupils, including those from minority ethnic groups, is outstanding. On entry to Nursery, standards are broadly average; they are above average in Reception and children make good progress in learning, particularly in acquiring skills in speaking and listening and in reading. By Year 2, standards are securely above average in reading, writing, mathematics and science. They are significantly above average by Year 6, where currently pupils are striving to meet very challenging targets for 2007. Pupils with learning difficulties and/or disabilities are also achieving very well. This is because leaders measure their progress closely and intervene to ensure that the work planned for them leads to success and is followed by greater challenge.

Personal development and well-being

Grade: 1

Pupil quote: 'Lunches have changed, they're a lot healthier now.'

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. As many parents commented, pupils are happy and eager to attend school. Pupils' achievement and the way the school celebrates this increase their self-esteem without making them think they are superior. Their understanding of other cultures in a predominantly White British population is deliberately targeted by the school, and this focus results in their good understanding of citizenship, justice and fairness. Pupils' work in the local community promotes their understanding of economic and environmental issues well and they develop a strong sense of responsibility towards younger pupils and those less fortunate than themselves. Pupils behave extremely well and remark with confidence that, 'Bullying would get noticed.' They have a very good knowledge of how to stay fit and healthy, partaking enthusiastically in the outdoor games activities during breaktimes. They also have an excellent understanding of how to stay safe, reinforced by their own care of younger children. Parents support the school well in the drive for healthy living. Pupils' above average attendance, their punctuality, attitudes to work, and the above average standards they attain, equip them extremely well for their future.

Quality of provision

Teaching and learning

Grade: 1

Pupil quote: 'Teachers - they get you involved in the lessons.'

Teaching and learning are outstanding. Teachers in the Foundation Stage plan imaginative themed work which enthral children and successfully 'joins up' different aspects of their learning. For example, during the inspection, children sat in a circle outside a mock igloo, and with total absorption, took turns to catch numbered fish, using magnets and lines through a 'hole' in the ice. Throughout the school, lessons are planned very well to build on previous learning, and are varied and imaginative. Teaching assistants are also very well qualified and work closely alongside teachers, contributing very effectively to pupils' learning. Teachers' use of interactive whiteboards to focus pupils' attention and illustrate how to solve problems is also very effective and described as 'well cool' by older pupils. Teachers' marking is good. It is excellent in English where their use of targets and pointers on how to improve work even further is most specific.

Curriculum and other activities

Grade: 1

Pupil quote: 'We had a multi-cultural day and learned about other countries. After that we had a special sports day.'

The excellent curriculum, including in the Foundation Stage, is planned not only to ensure that each curriculum subject has enough coverage but also to make links between different areas of learning within themes, which interest pupils and motivate them to learn. This is particularly successful in information and communication technology. The curriculum is also extended very well, through for example, lessons in civics, to promote pupils' understanding of democracy and their responsibilities for their future. Pupils enjoy a very good range of visitors and visits which enrich their learning, and which include a healthy range of extra-curricular sporting clubs and events. The curriculum is adapted very well for pupils with learning difficulties and/or disabilities and the most able pupils are given work which extends their learning well. The school has successfully extended provision for music and sport, and plans are afoot to promote more drama. However, pupils with special gifts and talents, for example, in art, do not always have enough opportunities to fully realise their potential.

Care, guidance and support

Grade: 1

Pupil quote: 'We feel very safe in school.'

The overwhelming majority of parents feel that their children are well cared for and supported. The school makes every effort to ensure pupils are safe and secure and procedures are fully in place for child protection and for vetting staff. Risk assessments

are thorough. Pupils say they are confident that their teachers would help them if they had any difficulties and that teachers' marking 'tells them how to get better.' Their progress is tracked rigorously and the information gained is used effectively to help pupils make outstanding progress. Older pupils are guided successfully to take ownership of some aspects of their learning, for example, in assessing how well they are achieving their targets. Links with outside agencies are extremely effective and ensure that pupils with learning difficulties and/or disabilities receive the support to which they are entitled.

Leadership and management

Grade: 1

Pupil quote: 'The headteacher could be a football manager, because he manages the team really well.'

Although this quote directly referred to management of the football team, the sentiment applies equally well to the management of the school. The experienced headteacher's outstanding leadership is reflected in his empowerment of senior staff to help manage the school. This level of delegation has contributed to the forward thinking and controlled management of change in all aspects of the school's provision. Pupils' progress is tracked very closely and challenging targets are raised even higher throughout the year as pupils' attainment increases. Leaders promote a strong team spirit where everyone's contribution is valued. No one in school is complacent about school development and leaders, including governors, ensure that all those with a stake in the school have a say in how it could be improved further. Pupils' well-being and achievement is at the heart of the school development plan which is comprehensive, well-written and organised and accurately reflects issues identified in the school's own evaluation of its work.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel so welcome in your school and for talking with me so willingly. I hope you see that I have included some of your comments in my report. I really enjoyed talking with you and would have liked to have stayed longer.

I think you should be very proud of your school and your work. It is an excellent school and you make excellent progress. The things I particularly appreciated are:

- your school is a very friendly, pleasant place to be and you show a lot of respect for other peoples' faiths and cultures
- there are a lot of extremely interesting learning activities for Nursery and Reception children
- your teachers make lessons lively and fun; they use the interactive whiteboards very well, expect you to work hard and mark your work really well
- everyone seems to get on well with one another and your behaviour is excellent
- your headteacher, governors and the teachers are doing an outstanding job in always trying to make the school even better.

Although you are all doing really well in all your subjects, the school could find more opportunities for some of you to practise and improve on your special gifts and talents.

I hope you will carry on enjoying learning and helping your teachers to make Norbury Hall Primary School such a splendid place to be.