

Norbury CofE Primary School

Inspection report

Unique Reference Number	112845
Local Authority	DERBYSHIRE
Inspection number	289435
Inspection date	2 May 2007
Reporting inspector	Gill Broadbent

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	54
Appropriate authority	The governing body
Chair	Mr J Garside
Headteacher	Mrs M Shermer
Date of previous school inspection	1 November 2001
School address	Norbury Ashbourne Derbyshire DE6 2EG
Telephone number	01335 324337
Fax number	01335 324337

Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector

Description of the school

This small school serves a rural area and has three mixed age classes, with Reception aged children being taught mainly in a newly built room. Most pupils are White British with a few from Other White backgrounds. Their skills on entry are as expected nationally for their age, but vary each year. The proportion of pupils with learning difficulties or disabilities is average. The proportion of pupils entitled to free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where standards are very high in English. Parents are right when they say that everyone pulls together in the same direction to bring out the best in their children. This is achieved by good leadership and management. The headteacher's effective leadership encourages strong teamwork. The excellent relationships between the staff, governors, parents and pupils, and their full involvement at all levels of school improvement are at the heart of the school's success. They identify the school's strengths and areas to improve accurately. The school has made good improvement since the last inspection, has a good capacity to improve and provides good value for money.

The provision in the Foundation Stage has been improved since the last inspection and children make good progress. The new room is a bright comfortable learning environment. Staff provide good activities for all areas of learning inside and make effective use of the playground and field. Teaching, learning and the curriculum are good throughout the school. There are examples of outstanding teaching too which inspires and motivates pupils to do extremely well. Teachers provide work that is well matched to pupils' different abilities. They check pupils' work regularly which ensures their good progress. Pupils reach slightly above average standards at the end of Year 2. By the end of Year 6, standards rise further to finish clearly above average. In English, assessment data are used very effectively to set individual targets and to track progress towards them. As a result, achievement is outstanding. In science and mathematics standards are above average because target setting and monitoring is good but not quite as rigorous as in English.

Excellent care, guidance and support help to ensure that pupils' personal skills develop extremely well. Almost every pupil chooses enthusiastically the high quality, healthy meals provided at 'restaurant' style tables in the village hall. They thoroughly enjoy the vast array of sports on offer, which develop excellent teamwork, contributing to very healthy lifestyles. The development of a school bank and the company established and run by prefects, Pupils Making a Profit (PMP) help towards the development of outstanding future economic well being. Pupils' personal skills and well-being are excellent because of the high quality provision for their spiritual, moral, social and cultural development. They respect and value the views, beliefs and cultures of others through the regular links they have with pupils and adults from other backgrounds. This prepares them well for their lives in multicultural Britain. Through the school council they contribute their views on school improvements and support fund raising initiatives through PMP. They suggest their own ways of keeping younger pupils safe, creating an area free of ball games. They thoroughly enjoy school and parents find it hard to prise them away at the end of the day, so attendance and behaviour are outstanding. Pupils say they feel safe and know that any member of staff will help them if they are worried, upset or hurt. They know bullying is not tolerated, and if it occurs will be dealt with fairly and stopped. They are proud of what the school does to help them get on. In their own words, school '...doesn't get much better than this!'

What the school should do to improve further

- In science and mathematics, increase the rigour with which pupils' progress is tracked to match that in English. Use the information gained to improve individual targeting and the setting of practical and investigative tasks

Achievement and standards

Grade: 2

With small groups of nine or less in each year, standards are affected by the different skills, abilities and needs of individuals, as well as by pupils leaving and entering the school. However, from school assessments it can be established that they all make good progress, no matter what their starting points. All pupils including those with different learning needs and those with learning difficulties achieve as well as others in relation to their own targets. Pupils enter the Reception class with skills that are usually as expected nationally for their age, except in mathematical development in which they are lower. They make good progress and enter Year 1 with skills that are often slightly above those expected nationally. In Years 1 and 2 pupils make good progress given their different starting points to reach above average standards overall, although in mathematics standards are average. In Years 3 to 6 pupils make good progress and reach above average standards in science and mathematics. In English standards are outstanding, which reflects the excellent progress made in this subject.

Personal development and well-being

Grade: 1

This aspect is excellent. Pupils work and play together extremely harmoniously. They love learning and enjoy all that the school offers them. They concentrate well and work with huge enthusiasm in lessons. Behaviour is outstanding and pupils take great pride in their school. They respond very well to the school's high expectations of them. They regard being a prefect as a privilege that has to be earned through being responsible and a good role model for others. They say that they model their conduct on that of the adults around them, showing each other kindness and mutual respect. Consequently they develop outstandingly responsible attitudes. Older pupils care highly for the younger pupils and if anyone is hurt they are quickly on the scene to give their help or call for an adult if necessary. All pupils feel very safe and secure in this environment which enables them to thrive and do well. The adoption of healthy lifestyles is outstanding. Older pupils talk animatedly about abseiling and canoeing as well as sporting competitions that develop excellent social and teamwork skills. Pupils contribute a tremendous amount to the community through their responsible attitudes and using their initiative to support activity days. PMP and the school council provide excellent opportunities for them to contribute their views, to develop school policies such as anti-bullying, and to bring about school improvement so that bullying is very rare.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching is typical. Lessons are well prepared and activities planned that are well matched to pupils' different abilities, ages and needs within each class. Information and communication technology (ICT) is well used to enhance lessons. Staff use good questioning techniques that provide opportunities for pupils to explain their reasoning and enter into a dialogue. This helps staff to assess pupils' learning needs and plan the next steps, so all pupils make good progress. Occasionally a slower pace and less challenging tasks result in learning that does not quite match this quality. Teaching assistants are very well used to provide highly skilled support for pupils who need additional help. Very good relationships exist between staff

and parents, who are fully involved in helping their children to learn. Some examples of outstanding teaching further increase the pace of learning and progress. Marking is very good in English and pupils know exactly what they need to do next. This is not the case in mathematics and science where marking remains helpful but is not as precise as in English.

Curriculum and other activities

Grade: 2

This aspect is good and enriched by the extensive range of provision for sport, music, drama and French. Excellent relationships with parents, local groups and other schools contribute much to these activities. Parents, governors and the friends of the school association also use their skills well to extend opportunities for pupils. Provision for ICT has improved well since the last inspection. In English activities are well linked to other subjects. This enables pupils to use their literacy skills in many situations and for other purposes which enhances their learning. However, this is not always the case in science or especially in mathematics where practical tasks and investigations are not so frequently evident. The school's programme for personal, social and health education as well as their links with the church make an excellent contribution to pupils' personal development.

Care, guidance and support

Grade: 1

This aspect is outstanding and entirely central to the school's work. Everyone takes great care of pupils' well-being, which provides the driving force behind school improvement. The school fully meets the latest guidance with regards to the safeguarding of pupils. The academic care and guidance provided by staff is good in mathematics and science and outstanding in English. Additional support is provided for all pupils no matter what their needs, abilities or talents. This ensures that pupils are thoroughly prepared for the next stage of their education. Guidance on social and moral issues is outstanding because it fully involves pupils in the school's policy making and implementation. They are given opportunities to take responsibility and to use their initiative in a wide range of situations so they become confident 'rounded' young people with a wide range of interests.

Leadership and management

Grade: 2

Leadership and management are good. The provision for equality of opportunity is outstanding ensuring that any barriers to learning are overcome very successfully. The school makes full use of everyone's knowledge of the school. Parent and pupil questionnaires, along with the staff's and governors' good knowledge of the quality of the school's work contribute to the school's accurate self evaluation. Representatives from these groups form working parties to review school policies and the quality of the school's provision. The pupils' school council is also consulted very effectively. Consequently, everyone knows that their views are valued and how they can make a positive contribution to school improvement. The school's analysis of the value they add to pupils' learning is accurate. But the school is not sufficiently sharp in finding out why the same pupils do not always do as well in one area of learning or subject as they do in another. Teachers set targets and track pupils' progress well, although more rigorously in English than in mathematics or science. This strategy has raised standards and achievement in English successfully. Senior management accepts that this rigour should be extended to

mathematics and science to ensure that standards and achievement in these subjects are equally high.

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Annex A

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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

3 May 2007

Dear Pupils

Inspection of Norbury C of E Primary School, Norbury, Ashbourne, Derbyshire, DE6 2EG

Thank you very much for welcoming me to your school. I really enjoyed your company and the high quality meal we shared when you told me about your school. This letter tells you some of the important things that I found out.

Your school is good and you do well. Each year, children start in Reception with different levels of skills but good teaching and learning make sure that you all make good progress. In English your work is extremely good by the end of Year 6. Your headteacher and governors have agreed to set targets and check your progress in mathematics and science as often as they do in English, so your good work in these subjects also becomes outstanding.

You appreciate the excellent way everyone works together to make sure you feel safe and are well cared for. The headteacher, staff, parents and governors work hard so that there are lots of highly enjoyable activities to help you to learn and lead very healthy lives. Residential visits and the physically challenging activities are great fun and develop your excellent teamwork. Pupils Making Profits and the school bank develop your financial awareness very well indeed. The school's links with the church show you how to develop excellent attitudes and know the difference between right and wrong. Anti-bullying has a high profile and you help to prevent it. Bullying rarely happens but if it does you know it will be dealt with fairly and stopped. The school council contribute their views to help improve the school too. You enjoy regular visits from pupils and adults from other backgrounds, whose views, culture and customs you respect and celebrate. Prefects understand their responsibilities and provide excellent role models for younger pupils and your attendance and behaviour are outstanding.

I hope that you will continue to work hard and to be proud of your school, which is an exciting, harmonious and happy place in a beautiful setting.

Yours sincerely

Mrs Gill Broadbent (Lead Inspector)