

# Normanton Common Primary School

Inspection report

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<b>Unique Reference Number</b>	108147
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	309600
<b>Inspection dates</b>	3–4 April 2008
<b>Reporting inspector</b>	Derek Pattinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Katherine Hallas
<b>Headteacher</b>	Mr Glyn Bishop
<b>Date of previous school inspection</b>	11 May 1998
<b>School address</b>	Castleford Road Normanton West Yorkshire WF6 1QU
<b>Telephone number</b>	01924 302555
<b>Fax number</b>	01924 302559

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school serving an area of below average social and economic circumstances. The proportion of pupils taking free school meals is below average. Most pupils live in the local area and are White British. The proportion of pupils with a learning difficulties and/or disabilities is about average. The proportion of pupils from minority ethnic backgrounds and the number who speak English as an additional language are much lower than that found nationally. The school is an Investors in People Partner, holds the Basic Skills Quality Mark and achieved the Activemark in 2008 in recognition of its provision for sports. A new headteacher has been appointed since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school, which is well led and managed. A typical parent comment accurately describes the school as 'forward thinking, and with staff who promote positive attitudes to learning'. The school provides a varied curriculum and good pastoral support and academic guidance for its pupils. Because of this, pupils' personal development is good. The good curriculum, with its strong emphasis on music and sport, is enriched by a wide range of visits, visitors and after-school clubs and events. Pupils enjoy school, which helps to explain their above average attendance. They have a good understanding of healthy lifestyles, are happy to shoulder responsibility and support good causes, and are soundly equipped for the next stage of their education. The school is a safe and secure environment. Good links with local secondary schools benefit pupils. The school works hard to forge links with parents and relationships with them are good. Most have confidence in the school. A small number raise concerns about the management of pupils' behaviour, but inspectors find that pupils' behaviour is managed well.

Pupils, including those who need additional support with their learning, achieve satisfactorily overall as they move through the school. As a result, they reach standards which are broadly in line with national averages by the time they leave at the end of Year 6. However, progress is good in the Foundation Stage and across Key Stage 1. In Key Stage 2, progress is satisfactory overall but uneven because the quality of teaching is more varied, ranging from satisfactory to outstanding. This variability in teaching and learning and its adverse effect on the drive to raise standards is the main reason why the school is currently satisfactory and not yet good. Positive relationships, teachers' effective management of pupils and the good use of encouragement and praise are successful features of almost all lessons. Teaching assistants and the learning mentor support pupils well. However, pupils are sometimes given too little time to consolidate new learning and the pace of a few lessons is not brisk enough, which slows progress.

The headteacher, together with his keen and increasingly effective senior leadership team, works tirelessly to introduce measures to drive forward school improvement. As a result, systems and procedures to help raise standards are rapidly being embedded into the school's work and pupils' progress is starting to accelerate. Identified priorities for development are the right ones to move the school forward. For example, the school now rigorously tracks pupils' progress so that pupils likely to fall behind can be immediately identified and supported. As a result, the targets it sets to raise achievement are challenging and realistic. The school places increasing emphasis on enabling pupils to evaluate the extent of their own learning so that they know what they must do to improve. The school's self-evaluation is satisfactory, but views about teaching are somewhat too positive given the variability in quality at Key Stage 2. Teaching is monitored, but monitoring is not sufficiently regular or focused sharply enough on how teaching impacts on pupils' learning. Governors, some of whom are new, bring a diverse range of skills to their roles. As a result, the governing body is fully involved in setting a clear direction for the school and now holds it to account. The good leadership and management of the school, and its good capacity to improve, are evidenced by the improvements that are occurring to pupils' progress through the introduction of better tracking systems and more challenging targets. Considering the satisfactory teaching, learning and achievement, however, the school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress in the Foundation Stage. They settle quickly into school as a result of thoughtful induction procedures and smoothly make the transition from part-time to full-time education. They thrive in a calm, happy, stimulating learning environment. Well planned classrooms and outside learning areas give children opportunities to develop independent learning skills and they become confident learners. Good leadership draws together a strong professional team of staff who effectively meet the needs of children in this key stage. For example, assessment systems are being improved to provide better information to allow children's progress to be checked more effectively. Children enter school with skills below national expectations. Good teaching and learning ensures that they achieve the goals expected at the end of the Reception class.

### What the school should do to improve further

- Improve the quality of teaching in Key Stage 2 to that of the best to ensure that pupils make consistently good progress.
- Monitor the quality of teaching more systematically and rigorously to ensure that self-evaluation focuses sharply on pupils' learning and achievements.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards are broadly in line with national averages at the end of Year 6 in English, mathematics and science. Achievement is satisfactory. Pupils make good progress in the Foundation Stage and this good progress continues through Key Stage 1. Progress is more uneven in Key Stage 2 because teaching is more variable. In the last two years standards have dipped from above average to average. However, this decline has been halted because of effective systems for monitoring pupils' progress and improved tracking arrangements. This valuable information helps the school plan appropriate teaching programmes to meet pupils' needs. As a result, progress is now accelerating. Pupils have challenging targets for future attainment and they know how they can improve their performance, which contributes to the improving picture.

## Personal development and well-being

### Grade: 2

Pupils' good personal development is seen in their enjoyment of school and their positive attitudes towards learning. Attendance is good. Good relationships are evident throughout the school. Pupils say they feel safe and free from bullying and harassment. They are confident that if they experience problems adults will help them find solutions. An active school council represents pupils' views and is involved in working towards a Healthy Schools Award. Older pupils willingly take on roles and responsibilities such as 'Fitbod' leaders who encourage active play at playtimes. Pupils are developing a good awareness of healthy lifestyles, such as through opportunities for exercise in the playground and in the many after-school clubs. Behaviour is good overall, although there are small pockets of challenging behaviour, which are managed effectively. Despite some areas of good progress, achievement in basic skills is satisfactory

overall. Pupils' spiritual, moral, social and cultural development is good, although their multicultural awareness is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Secure relationships and regular use of praise and encouragement are positive features of the satisfactory teaching and learning. In all lessons teachers ensure that pupils know what they must learn and they involve them in checking what they have learned. As a result, teachers evaluate their progress accurately and match work well to their abilities. In good lessons, time is used to good effect, pupils are engaged in learning from first-hand experience and tasks are demanding to help pupils enjoy learning. In these instances there is often a buzz of industrious activity, as seen in a Year 3 lesson in which pupils made good progress when separating and labelling parts of a plant. Teaching assistants are used well to help pupils learn. However, the pace of some lessons is not brisk enough in Years 3 to 6. Pupils sometimes have too little opportunity to practise new learning. A few older pupils occasionally demonstrate inappropriate behaviour, which although is managed well slows the pace at which other pupils learn.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum and strong partnerships with local secondary schools, contributes effectively to pupils' learning and their social and personal development. English, mathematics and science are given good attention and the school is beginning to make effective links between subjects to bring learning alive. The introduction of French in Key Stage 2 has improved pupils' language skills and cultural understanding. Pupils are taught about their immediate locality and are able to relate the history of the past to the needs of the future. Music and sport are areas of particular quality and information and communication technology is well represented. There is a nationally acclaimed choir and older pupils have opportunities to learn to play a range of instruments and take part in Korean drumming. A range of clubs including sports, music and the arts extend opportunities to develop new skills and techniques. Opportunities for learning include visits to places such as Cannon Hall Farm and Magna, which help to broaden pupils' horizons and enhance their self-esteem and confidence. Opportunities for pupils to think purposefully are enabling them to take more responsibility for their learning.

### **Care, guidance and support**

#### **Grade: 2**

The school shows good commitment to the welfare of its pupils. Robust procedures, including those for child protection, ensure that pupils' safety is paramount. Systems for vetting staff and visitors meet with the latest national guidelines. Adults know the pupils well. Pupils value the level of care shown to them. Pupils with specific needs receive good quality support. Teaching assistants have strong relationships with their pupils. As a result, pupils gain confidence to rise to challenges. The learning mentor is having a positive effect on improving the behaviour and attitudes to learning of a small number who sometimes behave inappropriately. Academic guidance has a high profile. Systems for monitoring pupils' progress and tracking their academic achievement are embedded in the school's work. Pupils know how to reach the next step in their learning. Most teachers' marking is good because it indicates what pupils must do next

to help them improve. Pupils in many classes increasingly evaluate their own work and that of others to help inform their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher, working closely with his extended senior leadership team, has raised the expectations of staff and developed shared responsibility and accountability at all levels. There is a clear direction to the school's work. Priorities for development are pursued with vigour to help drive forward school improvement. Senior staff speak highly of the headteacher's enthusiasm and leadership qualities and are playing a prominent role in the drive to raise standards. For example, an innovation by the headteacher has led to a clarification of leadership roles and responsibilities. As a result, tracking systems have improved substantially, enabling staff to immediately identify and support pupils who are underperforming. They now use information obtained from data analysis to set challenging targets to help raise achievement. Subject leadership teams are steadily becoming skilled at monitoring the school's work and performance. However, the monitoring of teaching is not regular or sharp enough to help it improve. School self-evaluation is not yet focused sharply on the outcomes of learning and pupils' achievement. This makes it more difficult for the leadership to evaluate its effectiveness accurately. Governance is good. As a result of increased levels of involvement and improved channels of communication, the governing body is well informed and works in close partnership with the school. As a result, it fully holds the school to account for what it achieves.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Inspection of Normanton Common Primary School, Normanton, WF6 1QU

We very much enjoyed our visit to your school to find out how well you are learning.

We thought that you would like to know what we thought about your school and how it could improve.

You made us feel welcome when we came. Most of you are friendly, kind and polite towards each other and the teachers and other adults who work with you. We like the caring atmosphere and the way all adults who work in school take good care of you. We know that they give you lots of encouragement so that you feel safe and happy. It is good to see that almost all of you attend school regularly and arrive on time, which helps you to build on what you learn. You know how important it is to have a healthy lifestyle and take regular exercise. You appreciate the work of the school council who try hard to get things done. You are keen to take responsibility and do your jobs well. We know that most of you really like your lessons and appreciate the many visits, visitors and clubs that help to make your school life even more enjoyable. We know that almost all of you behave well and concentrate on your work even when a small number of older pupils sometimes do not. We were especially pleased that so many of you know your targets and are able to discuss what you must do to improve. Children in the Foundation Stage make a good start to their learning.

We were very pleased by the way your headteacher and all staff work hard to help you learn. You make good progress in English, mathematics and science in Key Stage 1 and satisfactory progress in Key Stage 2. Your teachers try to make sure that the work they give you is at the right level to help build on what you already know. They often check carefully on how you are doing so that they can give you extra help if you are falling behind. Sometimes lesson introductions are too long so that you do not have enough time to build on your learning and this slows your progress.

We have asked the headteacher to make sure that all teaching is as good as the best so that you all make good progress in your work. We have also asked your headteacher to make better checks, and to check more often, on how well you are doing in lessons to make sure you are learning enough. This will also give him more information about just how good the school is and what must be done to make it even better still.