

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



13 March 2009

Mrs Reynolds
Headteacher
Norwood Primary School
Gunthorpe Road
Peterborough
Cambridgeshire
PE4 7DZ

Dear Mrs Reynolds

Ofsted survey programme visit - National Strategies survey 2008-09

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 03 March 2009 to look at the impact of the National Strategies on raising standards and narrowing the attainment gap.

As outlined in my initial letter, the visit focused on the work of the National Strategies in improving outcomes for children and young people. The visit focused particularly on the school's view of the impact of the National Strategies and how this is evaluated.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual schools will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the outcomes of the visit includes observations of two parts of lessons and discussions with the headteacher, senior staff, teachers, the SENCO and groups of pupils. Relevant documentation and data were analysed.

Assessment data indicates that over the past three years pupils' performance at Key Stage 2 has been above national and local authority averages. However the percentage of pupils attaining the higher Level 3 has been not been as strong. Since September 2008 progress has rapidly improved with indications that more pupils are performing at the higher levels in reading and writing. At Key Stage 2 unvalidated results indicate that performance has been above both national and local authority results although the challenging targets for 2008 were not achieved. Indications are that pupils are now firmly on target to achieve their challenging targets for 2009 with significantly more pupils working confidently within the higher Level 5.

Your view is that the National Strategies currently have a minimum impact in these improvements. Prior to your appointment as headteacher in September 2007 the school had chosen not to be involved to any great extent with implementing the revised strategies for literacy and numeracy. A key priority for the school has been the implementation of the revised framework for literacy. Children start school with a level of skills above those expected for their age. You have chosen to follow the '*Read write Inc*' programme in order to teach the daily phonics lesson in Foundation Stage and Key Stage 1 rather than the '*Letters and Sounds*' programme. Recently introduced pupil tracking systems indicate that this, together with elements of the literacy strategy, are proving effective in raising pupils' reading skills in Key Stage 1. The implementation of the revised framework for numeracy is at an early stage of development in school although there is evidence that pupils are aware of their targets in mathematics.

Assessment for learning is not yet consistently implemented throughout school. Consequently you feel that the school is not best placed to fully implement the assessing pupil progress (APP) programme.

In the Reception class phonics lesson good progress was made by very young pupils. The focused teaching of letter sounds and a strong emphasis on celebrating success in their learning ensured pupils were confident when they eventually came to read the story. Assessment for learning was used successfully with pupils spontaneously celebrating the achievements of their peers. Opportunities for Reception class pupils to develop their formal learning through more independent activities and play are currently limited and the school has set a priority to develop provision at Early Years Foundation Stage.

In the Year 6 lesson elements of the literacy strategy and assessment for learning combined successfully with the school's own revised creative curriculum. Pupils were clear throughout of the learning objectives, their own targets and the expected outcomes they had to produce. Regular snapshots of each group's work in progress assisted in keeping the lesson focussed on the objectives. Speaking and listening opportunities for a group of boys with additional needs was highly effective in encouraging reluctant speakers to perform in front of their peers. Indications are that the performance of pupils particularly in Year 6 is rapidly improving.

The role of the SIP is developing well with several informative visits made since you took up the headship of the school.

I hope you find this feedback useful.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

James Kilner
Her Majesty's Inspector