

Inspection of Norwood Primary School

Gunthorpe Road, Gunthorpe, Peterborough, Cambridgeshire PE4 7DZ

Inspection dates: 23 and 24 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy at Norwood Primary School. They feel safe. They say that teachers are really kind and help them if they are stuck with their work. Pupils know they can talk to a trusted adult about any problems. They know the adults will resolve these. Pupils say bullying is very rare. One commented, 'it is such a small school; it is like a family.'

Pupils enjoy using the playground equipment available to them at break and lunchtimes. Some pupils are playground monitors, helping to tidy up the equipment. There is a wide range of opportunities to take on responsibilities. These include sports ambassadors, prefects and eco-warriors. Such experiences help to prepare pupils to be responsible citizens.

Pupils enjoy their learning across the curriculum and are eager to talk about this. Some, for example, explained the different jumps they had learned in gymnastics. Others spoke enthusiastically about the topics they had learned about in history, such as The Romans.

Pupils enjoy attending the clubs the school offers. They speak positively about the trips they experience. Year 3 pupils enjoyed a visit to a farm during the inspection. Pupils say though they would like more trips. Parents are very supportive of the school.

What does the school do well and what does it need to do better?

Leaders have put in place an ambitious and clearly sequenced curriculum across all subjects. This ensures that pupils build their knowledge and skills year on year. Pupils learn subject-specific vocabulary. This helps them to understand harder concepts in lessons. They use this vocabulary in their writing. Year 6 pupils, for example, drew on their learning in history to write about the Holocaust. The early years curriculum is rich and stimulating. It prepares children well for Year 1.

Leaders have ensured that all subject leaders are well trained. This enables them to support teachers in delivering their subjects. Consequently, teachers are confident about the subjects they teach. They present lessons clearly and revisit learning regularly. This helps pupils to remember.

Teachers check periodically how well pupils understand learning. Leaders also check how well teachers are delivering the planned curriculum. Leaders know where improvements are needed. They know, for example, that assessment is less developed in a few subjects. In these subjects, teachers do not know as much as they could about what pupils understand and can do.

Leaders have made reading a high priority. Staff are well trained and deliver the school's chosen phonics programme effectively. Pupils read books that allow them to

practise the sounds they are learning. As a result, most pupils are fluent readers by the end of Year 1. Teachers quickly identify any pupils falling behind. They ensure they get the help they need to keep up.

Older pupils learn the different skills of reading as they move through school. These help them to understand more complex texts. Pupils read a broad range of books, some linked to learning in other subjects. There is a well-stocked library. It includes a diverse range of both fact and fiction books. Pupils enjoy reading and speak enthusiastically of their favourite books and authors.

The school has effective systems in place to identify pupils with special educational needs and/or disabilities (SEND.) All staff working with these pupils know their needs well. They know what strategies will best support the pupils. Leaders review pupils' individual plans regularly to check their impact. Teachers make appropriate adaptations to ensure that pupils with SEND access the same curriculum as their peers. Consequently, they make good progress from their starting points.

Pupils behave well. Children in the early years are kind to each other. They cooperate well, sharing and taking turns. Pupils are respectful to their teachers and each other. The school's approach to managing behaviour is new. Most pupils understand the rules and expectations. A few are not sure about these. Likewise, not all adults fully understand the new approach to managing behaviour. This means they lack confidence in applying it.

The personal, social, health and economic (PSHE) curriculum is well thought out. It ensures that pupils learn about healthy relationships and keeping healthy. They appreciate how completing the daily mile helps them to stay fit. Pupils learn to understand and value their differences. They vote democratically for roles in school, such as school council representatives.

Governors visit the school regularly. They know the school's strengths and where it needs to improve. Staff are proud to work at the school and feel well supported by leaders. They value the training opportunities leaders provide. Staff appreciate leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff know pupils and their families well. This contributes to the strong culture of safeguarding in the school. Leaders ensure that everyone who works at the school has relevant and up-to-date safeguarding training. The staff know how to identify and record concerns.

The curriculum supports pupils' learning of how to stay safe. This includes being safe when online.

Governors make regular checks to assure themselves that safeguarding systems and procedures are being effectively implemented. This includes the safe recruitment of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, assessment systems are not fully embedded. This means that staff and leaders do not always know enough about what pupils have learned in these subjects. Leaders should implement their plans to fully embed assessment systems across all subjects. This is to ensure that teachers and leaders are confident about what pupils know and what they may need to revisit.
- Some staff are not confident about their knowledge of the school's new approach to managing pupils' behaviour. As a result, some pupils do not fully understand the new approach and how it differs from the previous approach. Leaders should revisit staff training to ensure there is a shared understanding of behaviour management strategies among all adults.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110734
Local authority	Peterborough
Inspection number	10268637
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Chris Sutton
Headteacher	Deborah Reynolds
Website	www.norwood-school.co.uk
Date of previous inspection	8 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- Leaders do not use any alternative providers.
- The school has higher than average numbers of pupils with special educational needs and/or disabilities (SEND.)

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education, to evaluate the quality of education. For each deep dive, inspectors met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and scrutinised samples of pupils' work. Other aspects of the curriculum were also scrutinised to provide further evidence for the quality of education.
- An inspector observed some pupils read to staff and talked to them about their reading. They also spoke with other pupils about reading.
- Inspectors observed pupils' behaviour across the school. They met with groups of pupils to seek their views of the school. They also spoke with pupils informally in class, around the school, and at breaktimes. Inspectors considered 26 responses to Ofsted's pupil survey.
- Inspectors spoke with members of staff about their workload and well-being and pupils' behaviour.
- To inspect safeguarding, an inspector scrutinised the single central record and reviewed safeguarding systems. Inspectors spoke with leaders, teachers, support staff, members of the governing body, and pupils to evaluate the culture of safeguarding in the school.
- Inspectors held meetings with senior leaders, the special educational needs coordinator, the early years leader, and the subject leader for PSHE. The lead inspector met with members of the governing body, including the chair. Additionally, she spoke with a representative of the local authority.
- Inspectors scrutinised a range of documentation during the inspection, including curriculum plans, minutes of governing body meetings and school development plans.
- Inspectors considered the views of parents. An inspector spoke with parents at the end of the school day and considered a letter from a parent received by Ofsted. Inspectors also considered 34 responses to Ofsted's online survey, Parent View, and 34 free-text comments.
- Inspectors spoke with different groups of staff to gather their views. Additionally, they considered 18 responses to Ofsted's staff survey.

Inspection team

Joan Beale, lead inspector	Ofsted Inspector
Laura Hewer	Ofsted Inspector

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