

Inspection of a good school: Norbriggs Primary School

Norbriggs Road, Mastin Moor, Chesterfield, Derbyshire S43 3BW

Inspection dates:

7 and 8 February 2024

Outcome

Norbriggs Primary School continues to be a good school.

What is it like to attend this school?

Pupils like coming to school. They follow the school's values of respect, responsibility and resilience. They take pride in their school and feel safe. Pupils take full advantage of clubs available. These include athletics, dance and cricket. They can also learn to play brass musical instruments. Pupils have lots of opportunities to contribute to their school. Some act as pupil councillors, while others give advice about keeping safe when learning online. Pupils receive awards for making a positive contribution and being good role models.

Pupils enjoy their learning. They know that teachers expect them to work hard. Pupils are able to recall their knowledge. They can talk about what they have learned, and they build their knowledge over time.

Pupils understand equality. They say that everyone is welcome in school. Racism is not tolerated. They know that staff will help them. There is a togetherness in the school and the community. Parents, staff and pupils see this as a strength.

The behaviour in school is good. Pupils are well mannered and polite, both in lessons and during social times. In class, pupils follow instructions and are keen to learn. When they are outside, they share equipment with each other. They treat the staff and their friends with respect.

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

The school's curriculum is designed to build pupils' knowledge over time. In mathematics, there are lots of chances for pupils to revisit previous learning. This helps them recall what they have learned previously. In lessons, pupils solve mathematical problems with confidence. They often make use of resources to help them learn. Pupils discuss the methods they use in their calculations so that they gain a deep understanding. Teachers check what pupils can do closely and use this information to plan the next steps. This helps pupils get better at mathematics.

Planned sequences of learning in other subjects help pupils build their knowledge over time. In physical education (PE) lessons, pupils learn about balance and movement. They use this knowledge in defence and attack games and this helps them to develop their skills. Pupils learn how to use strategy in sport and sometimes run their own mini games.

The school checks closely that pupils learn the curriculum. Any weaknesses in the curriculum are identified and improvements are made to help pupils learn. In some subjects, this work is in the early stages.

The teaching of phonics is systematic and thorough. Pupils learn their letters and sounds as soon as they start attending school. Staff use accurate pronunciation to help pupils secure their knowledge. They quickly correct any errors pupils make. Pupils who need extra help to catch up get the support they need. However, some pupils in Years 1 and 2 do not consistently resort to using phonics when trying to read unfamiliar words. There are plenty of opportunities for pupils to read and develop their love of books.

Pupils with special educational needs and/or disabilities (SEND) get the support they need. Adaptations to the curriculum help these pupils access the same learning as their peers and be successful.

The school keeps a close eye on pupils' attendance and supports parents and carers to ensure that their children have the best chance to succeed. The school helps children in the early years settle into the routine of coming to school each day. Close support for pupils and their families is helping to improve the attendance of some pupils. However, despite the school's work, some pupils are absent from school too often.

The school prioritises pupils' wider development. Pupils learn about different faiths and cultures, including those represented in school, and they visit local places of worship. They appreciate that families can be made up in lots of different ways. Pupils visit elderly residents in a local care home and raise money for charities. They take part in forest school and enjoy trips to the countryside. Pupils like attending concerts and visiting local attractions. They learn how to keep themselves safe, including when learning online.

Parents and carers appreciate the work of the school. One parent reflected the wider view of many by describing the school as: 'Everything you could wish for to give your children the best start in life.'

Governors support the school well. They check that the school is delivering the curriculum. They hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are persistently absent from school. These pupils do not learn important curriculum knowledge, and they miss out on wider experiences to support their personal development. The school needs to continue its work to improve attendance so that all pupils come to school often.
- Some of the changes made by the school to strengthen the teaching of phonics are quite recent. As a result, a few pupils in Years 1 and 2 do not always use their knowledge of phonics when they try to decode unfamiliar words. This affects how fluently and accurately these pupils read. The school must ensure that all pupils have the knowledge and skills they need to read well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112705
Local authority	Derbyshire
Inspection number	10313223
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair of governing body	Karl Richardson
Headteacher	Paul Scragg
Website	www.norbriggs.derbyshire.sch.uk
Dates of previous inspection	3 and 4 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative providers.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector met with the headteacher and the deputy headteacher, and a range of staff.
- The inspector met with members of the governing body and also spoke with representatives of the local authority.
- The inspector carried out deep dives in early reading, mathematics and PE. For each deep dive, the inspector met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. Also, the inspector visited lessons

and looked at samples of pupils' work and observed some pupils reading to a familiar adult.

- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text comments. The inspector met with staff and considered responses to the Ofsted survey for school staff.

Inspection team

George Huthart, lead inspector

Ofsted Inspector

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