

SEF Summary Norbury School



What is it like to attend Norbury?

The overall effectiveness of the school is judged to be Good

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| <ul style="list-style-type: none">• When taking all 4 key judgements into account Norbury is a Good school where there is a key improvement required in writing, however despite the recent downward trend in writing at KS2 and the blip results at KS1, Norbury is a school where pupils do well despite high mobility & low starting points.• EYFS provision at Norbury is good because of the outstanding progress pupils make despite their low starting points, though the GLD remains below national & Harrow. There has been a slow upward trend since 2011.• From low on-entry attainment, pupils make better than expected progress by the time they reach the end of KS2 especially in reading and Maths. There are no significant gaps between key groups of pupils by the end of Key Stage 2 when looking at a three year average.• Phonics results have significantly risen over the last two years, due to the school looking at provision, training, and pedagogy and having rigorous programmes across the school.• Norbury has had a consistent track record over the last 3 years where progress is above National and Harrow averages by the end of KS2 in reading and maths, though there is a slight dip in Maths, where Reading is Well Above national for attainment and progress | <ul style="list-style-type: none">• The spiritual, moral, social and cultural development of pupils is outstanding and leads to a harmonious, caring and reflective culture and ethos within which pupils learn and thrive in a cohesive community. We promote the important British values of tolerance and respect, through our RRSA core values.• Behaviour and values at Norbury are outstanding (See Ofsted Report Nov.17. Sip Reports) 97% of pupils stated they were happy being at Norbury, 100% of staff & 99% parents. (Questionnaire Nov.19)• Personal development at Norbury is outstanding because the Pastoral Manager has developed clear programmes to meet the needs of the community leading in FGM Education and being an early adopter school for RSE. Norbury remains the Learning Hub for Safeguarding, Gymnastics and PSHCE.• Leadership and Management is good because leaders are robust in their pursuit for improvements and are rigorous in identifying gaps & improving outcomes. Leadership is visionary with leaders, encouraging and growing leaders from NQT onwards, with over 90% of its current leaders being initially NQT's at Norbury.• Safeguarding is effective. Safeguarding is a strength, whereby their Learning Hub status means that they work across Norbury, all Harrow Schools and beyond. Norbury teaches all NQT's and Associate Teachers, as well delivering over 24 workshops across a year. |
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<p>To improve further:</p> <ul style="list-style-type: none"> • Despite being a good school, we are in Harrow’s Amber at Risk category because we have low KS1 outcomes and low writing outcomes at KS2. These are being rigorously addressed. • Improve the outcomes across the school in writing to be at least expected & make at least 3pts progress per year. • Improve outcomes in KS1: after a blip in 2018-19 Norbury is working rigorously to narrow gaps in Year 3 and create better outcomes for Year 2. 	<ul style="list-style-type: none"> • Create a clear writing framework across the school using External Consultant to improve outcomes in all year groups, especially year 2 and year6.
<p>Key Judgements</p>	
<p>Quality of Education Good:*</p>	
<p>Intent</p> <ul style="list-style-type: none"> • Norbury makes a focus on reading across the school as over 83% pupils are EAL, with the majority initial speakers on entry, therefore the cultural capital is for reading to be a focus from EYFS, with writing skills explicitly developed across the school • Because Norbury has been rigorous in its curriculum planning: intent – knowledge & skills. Implementation: taught & assessed. Impact: outcomes achieved, and has made adjustments and reviewed practice the school is meeting the cultural capital of the pupils needs, however we are reviewing and evaluating to check this consistently. • Leaders are ambitious and proactive in knowing their areas and the intent of all aspects of the National Curriculum. However, we are part way through the development plan with appropriate next steps being developed. <p>Implementation</p> <ul style="list-style-type: none"> • The curriculum at Norbury remains as broad as possible, for as long as possible. Music is a strength of the school, with a significant number of children participating in a wide range of musical opportunities. PE is a strength at Norbury leading Gymnastics coaching and teaching across Harrow and hosts the 10 gymnastics 	<ul style="list-style-type: none"> • Pupils are provided with many opportunities to participate in enrichment activities such as trips and workshops. These aim to be stimulating and challenging with vivid, real and relevant learning experiences. • The school has effective strategies in place to further develop the quality of teaching. (See observations, SIP and SIP updates, Head teacher’s reports, Local Authority Reviews, Ofsted Nov. 2017) • Norburians, due to their high % of EAL are linguists therefore we teach Spanish from Reception – Year 6 to build on these skills, resulting in pupils being above the expected range at the end of KS2 providing a balance of spoken and written language skills • IPC enables our curriculum to have depth both with and beyond the National curriculum, with leaders making changes to address gaps and making cultural capital at the centre of curriculum choices. • Because leaders and teachers use assessment well, gaps are seen and worked upon, however we use learning walks and book scrutinies to see the full picture. • Phonics is central to learning across EYFS and KS1, with outcomes improving over the last two years.

<p>competitions, with Norbury being the London Youth games Champions for the second year in a row.</p> <p>Impact</p> <ul style="list-style-type: none"> • Our lesson formats of review, skills, explicit success criteria, evaluations means that pupils are improving their knowing more, remembering more and being able to do more. Our Book Scrutinies & Learning Scrutinies are showing greater evidence in book of this. • Due to the three year trend for progress/attainment of our disadvantaged pupils make at least expected progress. • Despite a high % of Norbury pupils having SEND needs, and having low prior attainment, most SEND pupils progress well matching or just below national averages. • Reading & mathematics progress was in the top 20% for at least 2 years for all pupils, middle prior attainers, and disadvantaged pupils. • EHC children made good progress. However due to a range of different context progress of SEN support was below national comparators. • From our Learning Scrutinies and Book Scrutinies pupils' work across the curriculum is of good quality, though further developments are required for consistency across classes, and subjects. 	<ul style="list-style-type: none"> • Implementation of writing & maths has non-negotiables makes it clear how and what should be taught, these are reviewed termly alongside the teaching for Learning Policy due to ever changing cohorts at Norbury. • Despite our KS1 data dipping, our book scrutinies and learning walks, as well as autumn data show an improvement in outcomes both for Year 2 & Year 3. • Because of our commitment to pupils reading and phonetic development our Reading scores are strong across the school, especially by the end of KS2 and Phonics national ranking of the school has significantly risen this year both in Yr1 & Yr2. • Because of our commitment to planning, curriculum and pedagogy staff are trained weekly in teaching skills and application to support the learners both through their planning and delivery. Our Spring observations, Learning Scrutinies and Book Scrutinies will show an improvement compared to Autumn.
<p>To Improve Further</p> <ul style="list-style-type: none"> • To be rigorous & relentless in improving writing across all classes and year groups. * • To be rigorous in narrowing gaps in Year3, Year 2 to make up for poor outcomes 2018-19 & make KS1 2020 an improvement by at least 15%. • Continue to review, inform and evaluate curriculum intent, implementation & impact of the curriculum: does it meet the needs of our pupils? 	<ul style="list-style-type: none"> • Be explicit about the intent and implementation of Spanish across the school (new teacher) – especially developing Spanish reading and writing in Year 6 • Develop the General Knowledge of pupils across Key Stage Two in order for them to debate subjects wider than the current curriculum • Develop handwriting across all KS1 and KS2 to improve the outcomes of all pupils

<ul style="list-style-type: none"> • Improve the consistency of IPC subjects across the school: Intent, implementation & impact. • Increase the 'so what' in learning & ensure pupils are being challenged consistently. Further investigation into challenge: 19% pupils do not feel challenged (Questionnaire Nov.19) 	<ul style="list-style-type: none"> • Continue to understand the gaps and needs for writers at Norbury to enable pupils to have a better chance at narrowing gaps across their schooling. • Continue to evolve our Curriculum Policy around our Cultural Capital definition.
Behaviour & Attitudes Outstanding	
<ul style="list-style-type: none"> • Due to our RRSA values being at the core of all behaviour strategies behaviour and attitudes are exceptional (see behaviour data) • A good range of additional support services to pupils, families and the wider community which support the raising of standards and promote pupils' personal development are provided by the school. (Ofsted Nov. 2017, Local Authority Reviews , Year 6 Booster Classes, Early Bird Sessions, Harrow Family Learning Hub and the Harrow Counselling Service, Play Therapist) • Families are engaged in a wide range of activities in the life of the school. The school has very positive relationships with parents and carers. (See parent questionnaire autumn 2018). Parent Ambassador Programmes are successful in targeting vulnerable groups to gain support and understanding to make a difference. (see Pastoral manager data) • Parents feel confident in the school – 99% said Norbury keeps their child safe and were satisfied with the Safeguarding and 98% stating that Norbury gave them the support they require. 	<ul style="list-style-type: none"> • Our array of pupil responsibilities, such as Peer Mediators, Healthy Eating ambassadors result in pupils behave with consistently high levels of respect for others, playing highly positive roles in creating Norburians who are respectful, responsible and know their rights can be limited if other choices are not followed: 54 different languages and 50 different countries are celebrated: World in a School Learning Together • Our proactive Pastoral team and Welfare teams, effectively using external professionals & effective teachers results in a minority of pupils who do struggle being supported & improvements made in their outcomes & mental health (See Case Studies) • Bullying is not tolerated, with all incidences followed-up effectively and rarely repeats. 2016-17: 19 incidents reported. 2017-18: 22 incidents reported. 2018-19 – 31- incidents reported. 2019 – 20: 0 incidents reported (our reporting & training has created an increase.) • Attendance is praised, celebrated weekly, termly & annually. Parents have weekly meetings with the Head, pupils have Welfare visits when their attendance or behaviour means attendance is a concern. From this our attendance is at least 96%.
<p>To improve further</p> <ul style="list-style-type: none"> • Improve attendance of Nursery pupils: earlier intervention & TAF's to target attendance & set programmes of support in EYFS. 	<ul style="list-style-type: none"> • Reduce exclusions of pupils with EHCP: are we doing enough, how much is understood about the Contextualised safeguarding. • Continue to actively celebrate attendance, behaviour & achievements, reduce lates and reduce the number of parents who take out pupils during term time.
Personal Development Outstanding	

<ul style="list-style-type: none"> • Because PE, Music & our pastoral work are at the centre pupils enjoy attending because we offer a rich array of subjects & clubs (28 weekly clubs): 98% enjoy school & feel challenged. • Because of the high priority on a rich curriculum and experiences Norbury children excel at borough-wide and London-wide competitions: runners up London Youth Games Gymnastics, Harrow Champions for group dance. Norbury hosts the Harrow Gymnastics competitions for A, B and C teams as well as pioneering Invictus competitions (19-20), which means Norburians are immersed in team sports, individual disciplines and inter-school competitions. • Our Pastoral knowledge has resulted in us creating two workshops for Yr5 & Yr6 working with the Police & Shopping Centre staff in order for pupils to feel safer on their way home, at weekends & know the signs for early grooming. • Pupils are at the centre of their own development, with Peer Mediators, Fun Friends, PE Council, and TEAM Norbury. Pupils feel empowered & responsible 89% feel challenged in their learning & 97% believe that subjects beyond English and Maths are important. (see questionnaires Nov.19)) • Our robust IT systems & recording results in any cyber-breaches being picked up & dealt with swiftly resulting in a year-on-year reduction as pupils learn better how to keep themselves safe. 	<ul style="list-style-type: none"> • Due to our Learning Hub status we are leading developments in RSE, PSHCE & FGM education, resulting in over 60 schools adopting our programmes & approaches. • Due to making personal development central Norbury allocates a large part of its staffing budget, seeks out charity grants and other sources to give the pupils the best possible, currently have 66% of our KS2 pupils attending after school clubs. This is an increase of 11% from Autumn 1.
<p>To improve further</p> <ul style="list-style-type: none"> • Greater emphasis on Democracy & Parliamentary systems in TEAM Norbury work – leading this across school more explicitly • Reviewing & evaluating needs of families & communities, making adjustments and additions to our programmes e.g. My Decision workshop • 	
<p>Leadership & Management Good *See questionnaire evidence.</p>	
<ul style="list-style-type: none"> • Currently Norbury is in Risk Category for Harrow due to Writing outcomes and dip in KS1 data. Norbury has the capacity to improve both writing outcomes: progress and attainment. 	<ul style="list-style-type: none"> • Because of our clear and ambitious vision, and review of planning and teaching means that poor outcomes are unpicked and understood in context, with clear plans used to narrow gaps.

<ul style="list-style-type: none"> • Due to a quarter of our Yr2 cohort leaving, and those arriving were initial speakers or new to education our results dipped, however, progress from EYFS – Yr2 is in line which is in line with national average, with 7% at higher (R,W,M) which is outstanding as no pupils got 3's at GLD. • Leaders are proactive both within and beyond the school the head is Chair of the local Cluster and recently successfully completed SIP qualification & has supported a local school across spring and summer terms to increase their outcomes. • Leaders are robust in making sure the curriculum is planned and sequenced so that new knowledge and skills builds on what has been taught before, with clear school policy on where the pupils will conclude. • FSM & PP pupils have done well at Norbury, there has been a slight dip 2018-19, which is being investigated due to small numbers at KS1, & increased outcomes for attainment, but a dip in progress for KS2, 	<ul style="list-style-type: none"> • SDP clearly shows the schools proactive planning in knowing its weaknesses and how to make them less: See SDP. • Leaders have carefully thought, built appropriate coverage, content, structure and sequencing the curriculum, with its implementation being effective in its initial stages. • The Governing Body is effective in systematically challenging and supporting the school. Governors' participation in activities, such as in relation to specific areas such as safeguarding, SEN, Pupil Premium, Health & Safety and Sports Premium. This highlights their commitment and their responsibilities to challenge the school and ensure the best outcomes for pupils. • Governors have clear roles to ensure that the school is challenged regarding compliancy and be effective practice. (See minutes from Governors meetings, Head teacher report • Because safeguarding is central to all that we do, we are robust and swift in identifying and meeting needs. The Pastoral manager trains across Harrow (training all NQT's & Associate teachers) and works beyond in Safeguarding resulting in Norbury being a frontline school in development & implementation
<p>To improve further</p> <ul style="list-style-type: none"> • Robust in raising attainment and improving progress from EYFS – Year 6, especially in writing. • Develop teacher knowledge of all curriculum subjects especially DT, Computing & history. • Develop and review Norbury's Cultural capital making it reflect the changing communities we serve. 	
<p>EYFS Outcomes:</p>	
<p>Intent</p> <ul style="list-style-type: none"> • GLD is lower than national and local averages, however progress from baseline to end of reception is outstanding: 27% at ARE on entry, 64.4% working at ARE by the end of the year. 68.9% making 6+ steps in reading, 57.2% making 6+ steps in writing, 56.7% making 6+ steps in Number and 65.6% making 6+ steps in Shape, Space and Measure. 	<p>Implementation</p> <ul style="list-style-type: none"> • Because our pupils need a rich environment with text, language and practicing new sounds, we set for phonics Phase 3 in Autumn 2. Once Phase 3 is completed we delay the start of phase of 4 to embed the skills of blending and segmenting for reading and writing.

<ul style="list-style-type: none"> • Our pupils need to learn language as majority are new to English, therefore there is an increased emphasis on sharing stories and reading. • A language rich environment is created by expert adults, where pupils are engaged with independent & directed learning. From our data and lesson observations we have started Phase 3 & 4 phonics earlier & writing earlier, in order to give our pupils a better chance of reaching national average outcomes Writing ELG – 57.8% expected, 6.7% exceeding (64.4% total). • From our KS1 & KS2 reading data of those pupils who remain at Norbury, pupils make well above national average attainment and progress showing that our EYFS gives pupils the preparation to be confident readers. 	<ul style="list-style-type: none"> • Staff continually review and adapt the curriculum to make sure that pupils' needs and learning is at the heart of the settings. From this pupils are making rapid progress compared to low starting points. Because the majority of our parents require support in understanding how to support their child's early reading and writing further we have workshops on phonics and introduce supporting reading to parents at their meeting early in Autumn 1. 77% of parents attended the information meeting and 71% of parents attended the Phonics workshop. There are then targeted workshops in the Spring term for Reading, Phonics and reading, writing and maths further we have workshops on phonics, maths early in Autumn 1 and again in Spring 1. <p>Impact</p> <ul style="list-style-type: none"> • Because we recap, reengage and reinforce pupils know more and remember more, our pupils are better prepared for KS1 because we have a robust EYFS-Yr1 transition across Summer 2 and Autumn 1 & 2. • Despite low starting points & mobility pupils make outstanding progress against almost all aspects, though are still below national and local averages: GLD 64%, however this is an upward trend. • A strength is Physical Development, moving & handling 94.3% above national, health & self-care, Understanding the World – technology – 86.2% • Due to 36% not ready in all areas for the next stage, a transition plan is in place for autumn year1.
<p>To improve further</p>	
<ul style="list-style-type: none"> • Further develop early writing across EYFS by building on early reading skills and phonically awareness. • Incorporating greater reading of stories across EYFS: at least 6 read per day. • Incorporating Phase 2 phonics in Nursery Spring2. • Review & adjust how to increase boy's progress in reading & writing in both Nursery & Reception. • Development of our Family Play (based on Early Words) across Spring & summer. 	