
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Norton College
School Address:	Langton Road, Norton, North Yorkshire, YO17 9PT
Hub:	North

Telephone Number:	01653 693296
Email address:	admin@nortoncollege.net

Unique Reference Number:	136728
Local Authority:	North Yorkshire
Type of School:	Secondary
School Category:	Academy Converter
Age range of pupils:	11-18
Number on roll:	820
Head teacher/Principal:	Phil Loftus

Date of last Ofsted inspection:	2-3 rd October 2013
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	20 th to 22 nd March 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good with Outstanding features
Outcomes for Pupils is:	Good
Quality of Teaching, Learning and Assessment:	Good with features of Outstanding
Area of Excellence: [Identify area]	None submitted for this review
Previously accredited Areas of Excellence:	Use of Data

Overall Review Evaluation

The Quality Assurance Review found indicators that Norton College appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report and it has features of Outstanding in some of its provision with good capacity to sustain improvement.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- Norton College is a smaller than average secondary school but it has experienced some growth in numbers over the past few years.
- The proportion of pupils travelling in from outlying areas is high. Many travel over 20 miles to school
- The proportion of pupils from minority ethnic groups and whose first language is not English is well below the national average. The overwhelming majority of pupils are of White British heritage.
- There are low numbers of pupils who require special educational needs support.
- The proportion of pupils at school eligible for FSM is low but rising and has increased from 10% to 25% and is above the national average in some year groups.

School Improvement Strategies

What Went Well

- **The culture of the school is one of embracing change and challenge. Staff are involved in the setting of the school's culture as demonstrated through the 'ASPIRE' model.**
- **School leaders know the school well including the challenges that it faces and the areas where it performs well. This results in action plans that effectively address the areas for development. As a result, performance measures show an improvement over the last 5 years.**
- **Middle leaders receive effective support and development opportunities; they aspire to progress into senior positions.**
- **Although 20% of the teaching staff are new, results continue to rise because the induction arrangements are strong and effective.**
- **Leaders at all levels have implemented a number of highly successful strategies to improve the learning outcomes at the school over time as reflected in its current set of results. Consequently, confidence levels in KS3, 4 and 5 predictions are as secure as they can be.**
- **The behaviour for learning of pupils within the school is good. Pupils talk about how well they are supported and kept safe in school. Leaders and staff have high expectations to which pupils rise.**
- **Leaders have been successful instilling a sense of pride in their pupils. Pupils value their environment and frequently contribute to the culture of keeping the school calm, clean and tidy. Attendance in the school is good.**
- **The school has made significant investment in continuing to improve the quality of teaching.**

Even Better If...

... the school development plan was succinct and more keenly focussed on a few key areas for overall school improvement.

... targets for improvement were aimed at closing the gap between outcomes for pupils to bring about whole school improvement in significant sub-groups.

... the school refined its plans to allow staff to earn autonomy while maintaining the upward trend in standards.

... the school celebrated its own successes and achievements more overtly.

Pupil Outcomes

- Outcomes in progress 8 measures at the school in 2016 realised a +0.14 in 2016. Outcomes for pupils have risen overall for the past 5 years. A*-C GCSE grades are high at 74%.
- The school has also had its best results for its post 16 provision and particularly for vocational programmes which are well above national measures.
- Open qualifications results reflect Progress 8 measures of +0.2 and for EBACC +0.1. Results for SEN pupils reflects very positively at +0.42.
- There are some attainment gaps in various aspects of the school's provision such as between boys and girls at KS5, the attainment at KS5 for vocational versus academic achievement, between higher and lower ability pupils as well as for disadvantaged pupils which, if improved, could significantly improve overall outcome across the school.

Quality of teaching, learning and assessment

What Went Well

- **In the best sessions, teachers' questioning of pupils forces them to consider and present highly developed answers. For example, during an English lesson, the teacher rigorously tested and challenged the knowledge and articulation of pupils until they hit the expected grammatical accuracy required.**
- **Most staff know their pupils well and care about their well-being as well as their attainment. This results in many pupils and groups of pupils making good progress, particularly in sport.**
- **In the best sessions, staff structure learning well so that pupils are fully familiar with subject language and terminology. This is evident across year groups.**
- **Teachers use their subject knowledge well to scaffold learning.**

- Reflective practice and reasoning, such as the use of purple pen, is developing well across the school. At its best, where pupils know how to improve they make rapid progress.
- High levels of trust between staff and pupils result in the better teaching permeating throughout the curriculum. Pupils in these sessions remain engaged and highly involved in learning.
- Most staff are acutely aware of the changes to the curriculum, shown in PLCs, and have swiftly adapted to new specifications. This means that most staff are able to clearly, confidently and accurately support their pupils.
- At its best, the use of teaching assistants is effective at supporting all pupils, particularly for those of middle and higher ability.
- There is some emerging practice in the school where pupils demonstrate resilience in learning. This allows pupils to develop their learning whilst allowing them to struggle. At its best, this is modelled and challenged well by staff.
- Most staff have high expectations of their pupils. At its best, pupils take pride in the presentation of their work in workbooks and exhibit an interest in lessons to further extend their own learning

Even Better If...

... all teachers created opportunities for more open ended challenges to appropriately stretch pupils.

... all teachers used their on-going assessment to pitch the work appropriately.

... all pupils were encouraged to develop greater autonomy and independence in their learning by, for example:

- modelling the use of PLCs across the school - promoting teacher confidence to take risks in their teaching practice - capturing the existing best practice and use of study skills to share across the school.

Quality of Area of Excellence

None submitted for this review

What additional support would the school like from the Challenge Partners network, either locally or nationally?

The head teacher would like time to reflect and consider next steps prior to requesting additional support.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.