

Northlands Wood Community Primary School

Beech Hill, Haywards Heath, RH16 3RX

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress has improved rapidly, especially in writing and mathematics in Key Stage 2. Pupils now make good progress across most of the school.
- Pupils' results have improved, especially in writing and mathematics in Key Stage 2. Pupils across the school are on track to attain results higher than the national averages.
- Children in the Early Years Foundation Stage make good progress because they receive good and outstanding teaching.
- Teaching has strongly improved and most teaching is now good across the school, with some that is outstanding.
- Pupils are proud of their achievements and their school. They are polite and well behaved. The school keeps pupils safe and looks after them well.
- The headteacher, ably supported by other leaders and governors, has successfully raised expectations in the school. These higher expectations have resulted in strong improvements to pupils' achievement and to the quality of teaching.

It is not yet an outstanding school because

- Not all teaching is consistently good or better. This is because not all teachers check that pupils respond to and act upon the written feedback and advice given to them.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 18 lessons and pupils' behaviour in the playground and at lunchtime. Nine lessons were observed jointly with the headteacher or assistant headteachers.
- Discussions were held with pupils, seven members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account through taking note of the 88 responses to the online Parent View survey, one letter that was received, and through discussions with several parents and carers.
- Staff views were taken into consideration by looking at questionnaires completed by 12 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Carolyn Steer

Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children known to be eligible for free school meals.
- The proportions of disabled pupils and those with special educational needs, including pupils supported through school action or school action plus and those with statements of special educational needs, are lower than in most other schools. Some pupils have speech, language and communication support needs, while others have behavioural, emotional and social difficulties or other needs, some of which are severe.
- Most pupils are of White British heritage.

What does the school need to do to improve further?

- Ensure that all teachers consistently make sure that pupils respond to and act upon the written feedback and advice given to them.

Inspection judgements

The achievement of pupils is good

- Pupils' progress has improved rapidly, especially in writing and mathematics in Key Stage 2. Pupils now make good progress across most of the school. Pupils' most recent results are mainly above average, and pupils currently in the school are on track to attain even better results this year. These are the key reasons why the achievement of pupils is good. However, there are still a few areas where progress is not consistently good. This is why the achievement of pupils is not outstanding.
- Children enter the Early Years Foundation Stage with skills below or in line with those typical for their age. They make good progress and develop good attitudes to learning during their first year at school.
- The school's results in national screening of phonics (linking letters to the sounds they make) have improved rapidly and continue to improve as a result of better teaching. The most recent phonics scores are just below those seen in most other schools, with higher scores predicted this year.
- Pupils' most recent results in reading, writing and mathematics in Key Stage 1 are above average at expected levels, but below average at the higher levels. However, pupils currently in Key Stage 1 are on track to attain better results in all subjects this academic year, including above average results at the higher levels.
- Pupils' results in reading, mathematics and writing are higher than those in most other schools. Their results in writing and mathematics have rapidly improved, and writing results are particularly high. Pupils currently in Year 6 are on track to attain even better results in all subjects this academic year.
- The most able pupils make good progress and are on track to attain higher results in reading, writing and mathematics at the end of Key Stages 1 and 2 than in most other schools.
- The small number of disabled pupils, and those with special educational needs, typically make slower progress than other pupils. However, this is explained by their particular individual circumstances and the severity of some of their needs. The progress made by disabled pupils and those with special educational needs has consistently improved over time.
- The school is successfully narrowing the gap in progress between pupils eligible for additional funding and other pupils. There are gaps in performance of approximately a year in mathematics and eight months in English at the end of Key Stage 2, but these gaps are much smaller in the rest of the school, and in some cases are closed.
- A very large majority of parents who offered an opinion expressed positive views about their children's progress.

The quality of teaching is good

- The headteacher's high expectations of teachers and robust monitoring of teaching have led to strong improvements to the quality of teaching across the school. Most teaching across the school is now good, with some that is outstanding. As a consequence, pupils' progress and results have strongly improved, especially in writing and mathematics in Key Stage 2. These are the key reasons why the quality of teaching is judged to be good.
- Teachers know their subjects well and communicate clearly about them. Teaching is focused, and pupils understand the purpose of the tasks given to them and how these will help them to learn.
- Teachers give pupils, including the most able, high levels of challenge. Teachers and teaching assistants work well with pupils of different abilities, including the most able, and give them tuition and tasks well matched to their abilities and learning needs.
- Pupils are very enthusiastic about their learning and are highly engaged in their lessons. This is

because their teachers know their pupils well, have good working relationships with them and treat them with respect.

- Teachers ensure that pupils' work is presented to a high standard.
- Teachers' verbal and written feedback to pupils gives them clear advice about how to progress further. However, not all teachers check that pupils respond to and act upon the written feedback and advice given to them, with the result that there are a few times when pupils do not make as much progress as they could. This is why teaching is not outstanding.
- Teaching in the Early Years Foundation Stage is never less than good and some is outstanding. Children engage in their activities with much care and attention to detail. This is because they are successfully encouraged to take pride in their learning and achievements.
- A very large majority of parents who offered an opinion thought that their children were taught well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are proud of their achievements and their school. They demonstrate very positive attitudes to learning, which contribute to the progress that they make. However, pupils' positive attitudes to learning have not yet enabled all pupils to make rapid progress in all areas. This is why behaviour is not outstanding in its support for learning.
- Pupils concentrate well in lessons. They play happily and cooperatively in the playground and are well behaved while eating lunch and when travelling around the school. Pupils are polite and courteous to others. The school's motto of 'Together we learn and grow' is understood by pupils and reflected in their behaviour.
- The school manages pupils' behaviour effectively, and pupils are clear about the standard of behaviour that is expected of them. School records show very few incidents of poor behaviour or bullying over time, and that any incidents that have occurred have been responded to well by the school.
- The school's work to keep pupils safe and secure is good. Pupils are taught about healthy eating, and keeping safe in different situations. E-safety is strongly promoted. The school conducts regular anti-bullying assemblies and teaches pupils how to guard against the risk of bullying and other forms of poor behaviour. Pupils who talked to the inspectors said they felt safe in the school.
- Attendance, including the attendance of pupils eligible for additional funding, is higher than in most other schools. There is also less persistent absenteeism than in most other schools.
- A very small number of parents raised concerns about bullying or safety, but the inspectors found no evidence to substantiate any concerns raised. A very large majority of parents who offered an opinion thought that the school kept their children safe and managed pupils' behaviour well.

The leadership and management are good

- The headteacher, ably supported by other leaders and governors, has successfully raised expectations in the school. These higher expectations have resulted in strong improvements to pupils' achievement and to the quality of teaching. This is the key reason why leadership and management are good.
- The school's monitoring of the quality of teaching and performance management have both been strengthened since the time of the previous inspection. Teachers are clearly informed about their progress against targets set for them, and are expected to show how they have responded to advice previously given to them. The quality of teaching has improved strongly as

a result and is now much more consistent across the school.

- Middle leaders' roles and responsibilities have become much more clearly defined since the previous inspection. As a result, middle leaders are much more confident and effective in their roles. They contribute to the monitoring of teaching and help develop other staff's expertise and practice. Middle leaders also check that pupils make enough progress in their subjects, and ensure that teaching is planned to meet pupils' needs.
- Senior leaders ensure that staff receive sufficient training and time to be able to carry out their roles well.
- The school's evaluation of its strengths and areas for development is accurate, thorough and highly detailed. The school's plan to bring about improvements shares these qualities, and is clear and precise about what actions are needed to improve the school further.
- The subjects pupils learn are taught through imaginative topics that pupils find exciting, such as 'Rampaging Romans' and 'To Infinity and Beyond'. These topics give pupils good opportunities to apply their skills in English and mathematics to other subjects, such as history.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils speak enthusiastically about their learning about a range of religions and social situations. They also speak well about the school's messages about respect, rights and responsibility.
- Sports premium funding is spent effectively on developing teachers' confidence and expertise in physical education and sports. It is also spent well on enhancing pupils' engagement in sports, including competitive and less usual sports, such as fencing.
- The school has a very inclusive ethos. It promotes equal opportunities well and works against discrimination. The school has achieved the Autism Awareness Award in recognition of its work.
- The school works well with parents, and has carried out much work to engage them and keep them informed about the school's work. For example, the school has conducted information evenings about its approaches to homework and to inclusion. It has listened to parents' views and taken them into account.
- The headteacher leads the school in cooperative work with other local schools. This work has helped ensure the accuracy of the school's assessment of its pupils and enabled staff across different schools to learn from each other's practice. The school has also hosted speech and language training for staff from a range of schools.
- The local authority has given helpful support to the school in several ways, including giving training to governors and staff, and checking the accuracy of the school's assessments of children in the Early Years Foundation Stage.
- A large majority of parents who offered an opinion thought that the school was led well.
- **The governance of the school:**
 - Governors are active and effective. They have received much training, including training about pupil performance data, safeguarding and safer recruitment. They monitor the quality of teaching and pupils' achievement regularly and systematically, and analyse these for themselves. Governors are involved in frequent dialogue with leaders at all levels, and offer a good level of challenge. They check that the headteacher's and senior leadership team's expectations are high, and that enough is being done to eradicate any weak teaching and reward good performance. Governors ensure that pupil premium funding is spent effectively and results in eligible pupils' better progress and learning. They contribute strongly to the school's good work with parents.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125948
Local authority	West Sussex
Inspection number	442477

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Chris Roe
Headteacher	Gavin Oulton
Date of previous school inspection	16–17 October 2012
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