

# Northwick Manor Primary School

Northwick Road, Worcester, WR3 7EA

## Inspection dates

11–12 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior and subject leaders have brought about improvements in writing, strengthened the use of assessment and extended the performance of the most-able pupils since the last inspection, notably in mathematics.
- Pupils' conduct and attitudes are excellent. They show great respect for each other, their teachers and their school.
- Pupils do well across a range of subjects.
- Pupils, including the most able, disadvantaged pupils and those who have special educational needs, make good progress because the teaching is good and the curriculum interesting, so that they respond very positively.
- The provision for the Early Years has improved since the last inspection. It is well managed so that the children make good progress.
- The governors keep a close eye on the school and, in particular, the performance of the pupils.

### It is not yet an outstanding school because

- Although making good progress, some disadvantaged pupils are not reaching the same standards as other pupils in the school or nationally.
- Although many pupils reach high standards in grammar, spelling and punctuation, last year one in five pupils did not reach the level expected by the end of Year 6 because of weaknesses in spelling.
- Planning for improvement does not set out sufficiently sharp criteria against which leaders and governors can measure success.

## Information about this inspection

- The inspectors observed teaching in all classes. On occasions, they were accompanied by the headteacher and deputy headteacher. The inspectors examined pupils' work, spoke with them in lessons and heard some of them read. Inspectors also visited the playground and talked to pupils to gain their views.
- The inspectors reviewed a range of documents, including the school's plans for improvement and policies about keeping pupils safe. They also examined a range of data about pupils' progress.
- The inspectors held discussions with the headteacher, the deputy headteacher, one assistant headteacher, four subject leaders and six members of the governing body, and a local authority officer.
- The views of 120 parents from the Parent View website were analysed. The views of parents who spoke with and wrote to inspectors during the inspection were considered.
- The views of teaching and non teaching staff were analysed through 32 returned questionnaires.

## Inspection team

Christopher Parker, Lead inspector	Additional Inspector
Patrick Walsh	Additional Inspector
Angela Barry	Additional Inspector
Mary Maybank	Additional Inspector

## Full report

### Information about this school

- The school is much larger than average for schools of this type.
- Almost all of the pupils are White British. The proportion of pupils from minority ethnic groups is much lower than the national average. The proportion of pupils who speak English as an additional language is very low.
- The proportion of disabled pupils and those who have special educational needs at school action is below average. The proportion of pupils at school action plus or with a statement of special educational needs is broadly average.
- The proportion of disadvantaged pupils supported through the pupil premium is much lower than the national average. This extra government funding supports those pupils known to be eligible for free school meals and those in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Three newly qualified teachers had recently joined the school at the time of the inspection.

### What does the school need to do to improve further?

- Improve pupils' spelling so that the proportion reaching the expected level in spelling, grammar and punctuation increases rapidly.
- Accelerate the progress made by the small number of disadvantaged pupils in each year group so that they reach standards in line with other pupils nationally and within the school by:
  - ensuring that work set for them always promotes rapid progress
  - making full use of surveys of best practice to extend the range of strategies used by the school.
- Sharpen the focus of school improvement planning by setting clear and, wherever possible, measurable targets against which leaders and governors can evaluate success.

## Inspection judgements

### The leadership and management are good

- The headteacher, senior and subject leaders successfully promote a culture of excellent behaviour and highly positive attitudes to learning. Of the 'seven Rs' the school promotes, respectful 'relationships' are prominent in all aspects of school life and underpin a hardworking and harmonious community. Equally, the pupils' 'readiness to learn' is consistently evident in lessons.
- The monitoring of the quality of teaching and the curriculum that the pupils receive is very comprehensive. Performance management is used very well to assess the effectiveness of teachers, determine salary progression and set targets, as part of the school's drive to continually improve. The local authority provides an appropriate level of support for the school to help it to evaluate its performance.
- Subject and other leaders have taken full account of the demands of the new curriculum and are phasing in new assessment arrangements. These are intended to build on the thorough and well-established systems that the school currently uses to both identify pupils who may not be doing as well as expected and to extend those with the potential to achieve highly.
- The curriculum covers a wide range of subjects which pupils say they greatly enjoy. Pupils' spiritual and cultural development is fostered throughout the curriculum by learning about, for example, major world faiths in religious education, the work of Henry Moore in art, and war-time songs in music.
- Parents hold the school in high regard. Of those who responded to the online questionnaire, almost all would recommend the school to others. Parents receive exceptionally thorough and detailed information about the progress their child is making. The school has very good links with the local community and keeps it well informed.
- The funds the school receives to improve physical education and sport have been used well to train teachers and pay for specialist teaching of dance. As a result, pupils' performance has improved. Monitoring of the school's provision for physical education is thorough and includes a comprehensive review of pupils' views of the subject and how well they feel they are doing.
- Leaders have taken steps to ensure that the small number of disadvantaged pupils make as much progress as other pupils in the school. However, the use of the funds available to the school have not, so far, resulted in closing the gap with their classmates by the time these pupils leave the school. Although the school has increased support for these pupils, not enough consideration has been given to the findings of national surveys so as to enable alternative approaches to be considered.
- The headteacher, senior and subject leaders are ambitious and have high expectations. The school's plans for improvement set out clearly and accurately where improvements can be made. While the actions to be taken are clear, the criteria against which senior leaders and governors can monitor success are not sharp enough.
- **The governance of the school:**
  - Governors are well informed and give the school clear direction in respect of the values it promotes. They are very keen for the school to provide a broad and relevant education for all pupils. They keep a keen eye on how well it is performing.
  - The Vice-Chair leads the governors in analysing the school's performance and comparing it with schools nationally. Governors are kept well informed about the quality of teaching, and frequently visit the school to find out for themselves how well it is performing.
  - Governors carefully consider all spending, including the pupil premium. They are aware of the improvements to date but have set the headteacher the target of increasing further the attainment of disadvantaged pupils.
  - Governors set the headteacher targets and assure themselves that the teachers' appraisals are carried

out effectively.

- Governors check that arrangements to make sure that the pupils are kept as safe as possible are up to date. As a result, safeguarding arrangements fully meet current requirements.

### **The behaviour and safety of pupils**

**are outstanding**

- The behaviour of pupils is outstanding. Pupils' excellent conduct and readiness to learn reflect the high expectations placed upon them by leaders, teaching and non-teaching staff. In conversation, pupils say how much they learn in lessons and how much they enjoy the activities that the teachers plan for them. Low-level disruption in lessons is rare.
- Pupils display a considerable desire to learn. This was clearly evident in an accelerated mathematics group for the most-able pupils, where they demonstrated considerable resilience in tackling the challenging tasks set for them. Disabled pupils and those who have special educational needs also put a concerted effort into completing the tasks set for them in lessons.
- Pupils greatly enjoy the opportunities they are given to take responsibility and to contribute their views. For example, curriculum monitors collect other pupils' views, and these contribute to the information that subject leaders collect when they are reviewing the quality of the curriculum and its impact on pupils' learning and progress.
- The school's work to keep pupils safe and secure is outstanding. Checks are carried out on all adults to make sure that they can work with children. Rigorous policies to keep children safe are in place, and all members of staff are trained annually to make sure that they are fully aware of their responsibilities in this respect.
- Pupils say they feel very safe at school. Parents agree that the school does all it can to provide a safe and caring environment for the pupils. Conversations with pupils who have recently joined the school support the view that they have been warmly welcomed by staff and pupils alike, and they too feel very safe. Attendance is above average.
- Pupils know about different types of bullying and are very aware of how to stay safe. They are well informed about how to stay safe on the internet. Conversations with pupils in the playground indicate that bullying is not tolerated and name-calling is very unusual. Pupils say they would have no hesitation in telling an adult should they have any concerns.

### **The quality of teaching**

**is good**

- Teaching is good throughout the school. There is a high degree of consistency in the quality of teaching that results in all groups of pupils making good progress and achieving well over time. The most-able pupils are challenged to reach their potential. Consequently, they learn effectively and make good progress.
- Where disabled pupils and those who have special educational needs receive support from a teaching assistant, it is very effective. A range of resources are available and they are used well to ensure that these pupils can, wherever possible, play a full part in lessons; as a result, they make good progress.
- Teaching is good across a range of subjects. For example, in an art lesson in Year 3, pupils were experimenting with watercolours to create mood and feelings in their work. The teacher's concise and clear explanations gave the pupils confidence to 'have a go' and successfully produce work of a good standard.
- Marking is used effectively to extend pupils' learning. Teachers' comments on the pupils' work identify actions that they need to take to improve. Pupils are given time at the start of the day to follow up these comments. They say they find this, and the records of their progress in their books, provides them with a good understanding of how well they are doing.

- Homework is used effectively to enhance pupils' learning because the activities they are set extend learning in lessons. In Year 6, regular homework is set to accelerate pupils' progress and help them to achieve higher levels by the time they leave the school.
- The teachers create a very positive climate for learning. The school's values are positively and consistently promoted through the 'seven Rs' - reflectiveness, risk taking, readiness to learn, responsibility, resourcefulness, relationships and resilience. Expectations of behaviour, concentration and perseverance are high, and, consequently, pupils respond very positively. Almost all classrooms are kept neat and tidy so that pupils can work efficiently and effectively.
- Occasionally, the work set for some disadvantaged pupils is too hard, too soon. Teachers' additional explanations and alternative approaches overcome pupils' misunderstanding and ensure that these pupils make good progress. However, these occasions limit the very rapid progress these pupils need to make in order for them to catch up with their peers.

### **The achievement of pupils** is good

- Pupils make good progress throughout the school and reach above-average standards by the time they leave the school. The results of national tests at the end of 2013 were lower than in previous years, with standards in reading being broadly average. However, in 2014, results in reading, writing and mathematics recovered to the above-average levels achieved before 2013.
- Most older pupils read confidently. Younger pupils achieved better than pupils nationally in the check of their knowledge of the sounds that letters make at the end of Year 1. Reading records show that most parents support reading at home very effectively. Where this is not the case for a few disadvantaged pupils, the school gives them extra opportunities to read with an adult, and this accelerates their progress.
- Disabled pupils and those who have special educational needs are well supported to make good and sometimes better progress. This is the case across all year groups.
- The most-able pupils make good, and sometimes better progress throughout the school because they are consistently challenged to think hard. This is most evident in lessons for the 'accelerated' groups in mathematics, where they develop a range of strategies to tackle testing problems. These pupils are set homework which often extends this challenge. In 2014, three times as many pupils as the national average reached the highest Level 6 in the national test in mathematics at the end of Year 6.
- In 2013, the results of the national test in grammar, spelling and punctuation were in line with the national average. This year, standards have risen considerably, with half of the pupils reaching the higher Level 5, and one in 10 reaching the highest Level 6. However, one in five pupils did not reach the level expected of 11-year-olds. The subject leader's analysis of these results identified that, for these pupils, spelling is a weakness. This is also evident in a minority of pupils' work.
- The gap between disadvantaged pupils and others in the school narrowed considerably between 2012 and 2013. Nevertheless, this group of pupils left the school three terms behind other pupils in the school and other pupils nationally in reading and spelling, grammar and punctuation. In writing, disadvantaged pupils left the school two terms behind other pupils in the school and a term behind other pupils nationally. In mathematics, the gap has been reduced to one term compared with pupils in the school and nationally. Disadvantaged pupils throughout the school are making good progress and keeping up with their classmates, but some are not yet making the rapid progress needed to reach the same above-average standards by the time they leave the school.

### **The early years provision** is good

- The provision for the youngest children has improved since the last inspection because the Early Years Foundation Stage is well led. Many children start school with the skills and abilities expected for their age.

An analysis of the performance of the children in the Reception class last year shows that they made good progress and that most reached a good level of development, with some exceeding expectations for their age.

- Within a few days of the children starting school, the teachers establish high expectations of behaviour so that the children listen well, feel confident to ask questions, and offer answers when asked a question. The introduction of 'the Gruffalo's challenge' illustrated the children's readiness to learn. The children who have just entered school and are making a confident start, demonstrating a good understanding of the daily routines.
- The children play and work very well together and are happy to pursue their own learning interests through the activities planned for them. The classrooms are bright and lively, but some areas are too cluttered to promote the most effective learning. The adults monitor the children's choices carefully and are constantly developing conversation and encouraging and helping children to develop their skills – for example, in the use of the sounds that letters make.

## 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

<b>Unique reference number</b>	135523
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	449780

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	614
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Currie
<b>Headteacher</b>	Sian Williams
<b>Date of previous school inspection</b>	1 February 2010
<b>Telephone number</b>	01905 454430
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