

Northwood Community Primary School

Roughwood Drive, Northwood, Knowsley, Merseyside, L33 8XD

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Northwood is an inclusive and happy school where all pupils are nurtured and cared for well.
- The school is well led. The headteacher has a crystal-clear view of how successful the school can be and is taking decisive action to achieve this end.
- Together with senior leaders and governors, the headteacher has ensured that the quality of the teaching and pupils' achievement have improved well since the last inspection.
- Children make good progress in the effective early years provision. This good progress continues on through Years 1 to 6.
- At least good and sometimes outstanding progress is made by all pupils, including those who access the designated special provision for their specific needs or disability.
- The quality of teaching is consistently good. Staff relate to and care for all pupils and their families exceptionally well.
- Pupils' positive attitudes and good behaviour make a strong contribution to their learning. They are usually eager to learn and are very proud of their school.
- Pupils feel safe and say everybody is made to feel very welcome, regardless of background or ability.
- Parents highly value the wide range of opportunities provided for their children to develop as responsible and caring young people.
- The curriculum provides pupils with a wide range of learning activities. The promotion of pupils' spiritual, moral, social and cultural development, together with British values of respect, democracy and resilience, is outstanding.
- The school continues to improve because it really lives out its shared vision of 'together we learn, together we grow'.

It is not yet an outstanding school because

- Marking does not consistently help pupils, especially the most able, understand how to improve their work. Pupils do not always have the opportunity to respond to teachers' marking or learn from their mistakes.
- Subject leaders do not consistently check that the quality of teaching and pupils' learning are good enough to enable all pupils to achieve the best they can in all subjects.

Information about this inspection

- Inspectors observed teaching and learning in lessons and part lessons. Two lessons were observed jointly with the headteacher.
- A scrutiny of work in pupils’ books was carried out by inspectors with the headteacher and two deputy headteachers.
- Meetings were held with senior leaders, school staff, a representative from the local authority and two governors, including the Chair of the Governing Body.
- Inspectors held discussions with parents and groups of pupils. Inspectors also spoke informally to pupils in lessons, during breaks and lunchtimes.
- Inspectors listened to a small number of pupils from Years 1, 2 and 6 read.
- Inspectors observed the work of the school and looked at the latest school data on pupils’ achievement and the progress they are currently making.
- Other documentation scrutinised by inspectors included strategic development planning, safeguarding information, behaviour logs, attendance records and minutes of recent meetings of the governing body.
- Inspectors took account of the 54 responses to the online questionnaire (Parent View) as well as the 48 responses from staff to the inspection questionnaire.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is well above the national average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above the national average.
- The school provides designated special provision for pupils with communication delay, social and emotional difficulties, and sensory needs. Forty-eight pupils have been allocated a place by children's services. These pupils are taught, at times, in their own designated classes and at other times with other pupils in the school.
- The early years provision comprises two Nursery and two Reception classes. The children attend the provision in the Reception class full time and part-time in the Nursery class.
- The majority of pupils are White British. A small, though increasing, proportion are from various minority ethnic groups.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is a breakfast club and many after-school clubs which are managed by the governing body. These formed part of the inspection.
- The school is part of a local cluster of schools.
- The headteacher was appointed in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, so that pupils' achievement continues to improve, by ensuring that:
 - in line with the school's marking policy, marking consistently helps pupils, especially the most able, to understand how to improve their work, and that pupils are given regular opportunities to respond to teachers' comments
 - when checking on pupils' work in lessons, teachers spot errors and misconceptions quickly
 - subject leaders consistently monitor the quality of teaching and pupils' learning in the subjects they lead to ensure that all pupils, especially the most able, achieve the best they can.

Inspection judgements

The leadership and management are good

- On appointment, the new headteacher, together with the senior leadership team, made a rapid and accurate assessment of the priorities for the school. They put well-focused action plans in place to secure improvement in the school's performance and provision. As a result, there have been major improvements in the early years provision, in resources and in staff training. These have led to improvements in the quality of learning across the school.
- Senior leaders have rightly focused on more rigorously monitoring the effectiveness of classroom practice and thus the quality of teaching over time has improved. This is evident from an analysis of the school's own records and the joint working reports the school has carried out with consultants.
- Checks on the performance of individual teachers are fully in place and records are kept in line with the national Teachers' Standards. Performance management is carried out systematically and is closely linked to teachers' salary awards and training. Targets set for teachers are challenging and are closely linked to pupils' progress.
- Staff say they appreciate the more rigorous checks on their performance and value the fact that it links with their own professional development. A typical comment from staff is: 'This school has a remarkable culture and atmosphere. I'm proud to work here and for Mr Hollywood.'
- Pupils' attainment and progress in reading, writing and mathematics have improved considerably since the time of the previous inspection. There have also been good improvements in the results in the English grammar, punctuation and spelling tests over the last two years.
- The headteacher and senior leaders are well supported by the subject leadership team. Members of this team have a varied breadth of experience, but are not yet fully involved in checking the quality of teaching and pupils' achievement in the subjects they lead. As a result, some pupils, especially the most able, do not achieve as well as they could.
- The designated special provision is very well led. As a result, those pupils with communication delay, social and emotional difficulties, and sensory needs benefit from excellent support and guidance. This enables them to achieve well and to make at least good and often outstanding progress in their learning and personal development.
- The pupil premium funding is used well to train staff and provide small group and individual support for disadvantaged pupils. This has proved effective and the latest validated figures show all disadvantaged pupils made at least expected progress in reading, writing and mathematics. An increasing proportion made better than expected progress. Consequently, gaps in disadvantaged pupils' attainment compared to their peers narrowed.
- The school is using the primary school physical education (PE) and sport funding effectively to improve the skills of teaching staff and provide pupils with a wealth of sporting activities, which extend their physical and personal well-being effectively. The school's sports clubs are all attended well. Pupils have gained a good understanding of how to live their lives more healthily and the importance of a healthy diet, for instance by attending cookery classes.
- Residential trips, such as camping for Year 5 pupils as part of the Mayor's Award and for pupils in the resourced provision, are geared to outdoor pursuits very effectively. This was observed by one of the inspectors who visited pupils on their trip. One pupil's views sums this up very well: 'I didn't know I could do this abseiling - I know now I can and this makes me feel good.'
- School leaders have reviewed the way that subjects are taught across the school in line with the new National Curriculum. Information for parents on the work being undertaken has been made available on the school's website. Teachers plan work that excites and motivates the pupils and, consequently, most pupils are fully engaged in their work in lessons.
- A planned programme of personal and social education, coupled with displays around the school, are promoting pupils' spiritual, moral, social and cultural development exceptionally well. As a result, pupils work and play together cooperatively and harmoniously, showing respect for others.
- Leaders encourage pupils to be polite, courteous and take on additional responsibilities, such as the role of anti-bullying ambassadors. Taking part in a live debate at the House of Commons, for example, gave the pupils a first-hand experience of democracy in action. Pupils are well prepared for life in modern Britain and have an excellent understanding of British values.
- Since the previous inspection, the school has received light-touch support from the local authority which is appropriate to its needs.
- Senior leaders and governors have worked together to make sure that the school's provision promotes equal opportunities for all staff and pupils. Any rare incidents of discrimination are tackled promptly and

effectively.

- The school fosters strong relationships with parents. From the responses on Parent View and from discussions with parents during the inspection, it is very evident that most are very pleased with the school and the education provided for their children.
- The arrangements for the safeguarding of pupils are effective. Checks on members of staff and other people working in school are rigorous and up to date. Statutory requirements are met.
- **The governance of the school:**
 - The governing body is effective and highly committed. Governors have a clear understanding of their roles and responsibilities. Governors have a good understanding of the strengths and weaknesses of the school. They are able to identify the key priorities likely to be faced by the school over the next few years. They understand the pupils' performance data and know about the quality of teaching and learning across the school. There are good links with staff, who regularly contribute presentations at governing body meetings.
 - Governors have a good understanding of the links between classroom performance and the teachers' incremental salary rises. Governors are fully aware of the systems in place to tackle underperformance in teaching should it occur. They undertake school visits regularly and with a clear focus. They report back to the governing body as a whole, particularly on the progress of the school improvement plan.
 - Statutory requirements are met, including those for safeguarding and child protection. Governors engage well with staff, pupils and parents.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils and most parents agree that behaviour is typically good.
- Pupils display mutual respect for each other and all adults. This is the hallmark of their good behaviour. Their manners are excellent and they show courtesy at all times.
- Pupils like the school's reward systems and behaviour code because they were involved in its planning. They enthusiastically talk about the '6Rs' which are interwoven into their behaviour policy.
- Behaviour is almost invariably good in lessons and sometimes exemplary. Pupils have good attitudes to their learning and a positive climate for learning is created in lessons.
- Pupils get on with each other extremely well at play and lunch times. Pupils from the designated special provision play harmoniously and sensibly with their peers. Pupils were keen to tell inspectors: 'We are all friends in our school.'
- Occasionally, there is some low-level disruption to learning when pupils are not fully engaged in their work but pupils say, and records confirm, this is only in a very small minority of lessons.
- Attendance is improving as a result of the wide range of initiatives introduced to encourage pupils' regular attendance. As a result, attendance is now average.

Safety

- The school's work to keep pupils safe and secure is good. Again, pupils and most of the parents agree that this is the case.
- From the school's records and from discussions with pupils, bullying is rare. Pupils say that they have every confidence that staff will help them if the need arises and will resolve any issues.
- Anti-bullying work within the school has been a contributory factor in making sure that pupils, including those in the designated special provision, feel safe and secure. The large majority of the pupils spoken with during the inspection have a good understanding of the various forms of bullying.
- The breakfast club is well attended and provides a safe environment for pupils to spend time playing with their friends.
- Pupils have a good understanding of the safe use of computers and the internet through work they have undertaken in school. They have also been given good advice on how to stay safe outside school in the wider community.

The quality of teaching is good

- The school's information and the records of the work with consultants show that the quality of teaching has improved well since the previous inspection. The analysis of pupils' progress in every year group, the

evidence in pupils' books and lesson observations indicate that teaching is now consistently good.

- The impact of teaching on pupils' learning and achievement in reading, writing and mathematics is reflected in pupils' higher attainment in these subjects. Teachers plan lessons that motivate the pupils and pupils say that they enjoy their work in school.
- Clear instructions and expectations from teachers are outlined in individual pupils' books. These make sure that the pupils know what is expected of them and allow them to check on their own progress.
- The school's leaders recognised the need to improve pupils' attainment in reading and introduced extended sessions on phonics (letters and the sounds they make), together with group reading sessions, when staff help pupils understand the meaning of what they are reading. This good leadership has been successful in raising standards. The school promotes reading very effectively within all subjects of the curriculum.
- Staff training has made sure that the lessons are being delivered more effectively. This is already accelerating pupils' progress and raising their standards in reading and writing.
- Teachers have reviewed the way in which subjects are taught in the light of the new National Curriculum. In literacy, there is a greater focus on punctuation and grammar. The positive impact of this good leadership was observed during the inspection and was evident when inspectors looked through pupils' books.
- Pupils make good progress in mathematics because they are usually set work that appropriately challenges them. However, on occasion the checks teachers' make in lessons on how well pupils are doing do not pick up quickly enough that pupils have made errors or have misconceptions.
- Marking has improved during this academic year as a result of staff training and a whole-school marking policy. In line with that policy, most teachers give clear advice to pupils about how to improve their work and set aside time for them to respond to such advice. This, however, is not consistently evident.
- The support for disadvantaged pupils, disabled pupils and those who have special educational needs and those in the designated special provision is extremely well matched to their precise needs by very skilled and highly trained adults. As a result, pupils' achievement is consistently good or better.

The achievement of pupils is good

- Pupils achieve well because of the overall good quality of teaching throughout the school.
- Overall, children enter the Nursery class with skills and knowledge below those typically expected for their age. A significant proportion enter nursery with social, reading, writing and mathematical skills that are significantly below what is typical for their age. Since the last inspection, there have been good improvements in the early years provision and, consequently, children make good progress.
- By the end of Year 6 in 2014, pupils reached standards which were just below the national average in reading, writing and mathematics. These pupils did not have the advantage of the good start to their education now seen in the early years. A significant number joined the school in the special resourced provision; from where they started, their results represent good progress for these pupils in the resourced provision.
- Standards are rising across the school. The proportion of pupils Year 6 pupils whose work shows that they are reaching or exceeding standards expected for their age has improved since 2014 and is broadly average. This is because of the successful focus of school leaders on providing additional tuition as required, particularly in writing and mathematics.
- The school's results in the Year 1 national phonics screening check were below average in 2014. Standards in early reading are improving rapidly following the keen focus on extending pupils' reading skills through effective training for staff in the teaching of phonics and reading.
- The school is effective in the way in which it teaches the youngest pupils to read and in increasing the opportunities that all pupils have to apply their writing skills in their project work. As a result, standards in reading and writing are improving rapidly.
- The most-able pupils throughout the school do not consistently achieve as well as they could. This is because teachers do not consistently use marking to present pupils with enough of a challenge in their work to enable them to achieve the best they can.
- In 2014, the achievement of the disadvantaged pupils was below that of their classmates by half a term in reading and by one term in writing. Their achievement matched their classmates in mathematics. Disadvantaged pupils were three terms behind other pupils nationally in reading, writing and mathematics.
- The progress of disadvantaged pupils throughout the school is good. A high proportion made better than expected progress from their individual starting points in 2014.

- Gaps in achievement are closing well. The disadvantaged pupils currently in the school achieve as well as, and in some cases better than, their classmates. This is because of the effective use of the pupil premium funding to provide a high level of targeted support. This leads to highly positive attitudes to learning that have a direct impact on improving pupils' achievement.
- Disabled pupils and those who have special educational needs are identified as soon as possible after entering the school and are given excellent support from well-trained staff. As a result, these pupils and those in the designated special provision make good and often outstanding progress.
- Pupils from different ethnic groups achieve equally well because the school is committed to ensuring equality of opportunity and is highly successful at tackling discrimination.

The early years provision

is good

- The leadership and management of the early years is good. Leaders have rightly focused on developing children's speaking and listening skills and their literacy and mathematical knowledge as the priorities from when they enter the early years.
- The early years leader has a clear vision of what is needed to improve children's learning. Strong teamwork is evident and all adults work well together.
- The progress made by children from their starting points has improved year-on-year since the previous inspection and is now good. The proportion of children achieving a good level of development has increased rapidly in the last two years and the outcomes in 2015 are in line with the 2014 national averages. As a result, children are well prepared for the next stage of their education in Year 1.
- The Nursery and Reception areas are well resourced. The staff have created attractive and stimulating learning environments that support children's learning and celebrate their work, especially their developing writing skills.
- Children settle quickly into the life of the school. The routines and expectations are soon learnt and the children develop positive attitudes to learning.
- Owing to good and sometimes outstanding teaching, children make good progress from their various starting points. Reading, writing and mathematical learning are woven meaningful into children's play. This is evident when, for instance, children are buying and selling fruit and vegetables in the village shop or when writing a list of objects a jungle explorer may need to take on an exploration.
- Exciting activities allow all groups of children to make good progress although, occasionally, adults do not ask questions which challenge children to think for themselves and seek solutions to problems set.
- Behaviour is good. Children quickly develop their social skills and learn to work and play together cooperatively. This was evident when they were investigating ways of making boats travel more swiftly down plastic guttering.
- Those children who have special educational needs and disadvantaged children are included fully. They are well supported in their learning. Excellent relationships are built up between parents and staff. Parents are encouraged to be actively involved with their children's learning through opportunities to, for instance, 'stay and play'.
- The classroom and outdoor areas are safe and secure. Safeguarding procedures are in place and staff have undertaken all the appropriate training on child protection and first aid for children of this age. The activities planned by teachers are motivational for the children. Teachers and teaching assistants know the children well and, through checking regularly on their progress, are able to plan work that is meeting the next steps in each child's development.

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	135807
Local authority	Knowsley
Inspection number	461702

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	The governing body
Chair	Tom Kelly
Headteacher	Jason Hollywood
Date of previous school inspection	18 April 2012
Telephone number	0151 477 8630
Fax number	0151 477 8639
Email address	northwood.primary@knowsley.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

