

# Northlands Primary School

Pinders Lane, Rugby, Warwickshire CV21 2SS

**Inspection dates** 11–12 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Teaching, learning and assessment have improved rapidly and are now strong across the school. Consequently, all groups of pupils are consistently making good progress.
- The latest school performance information and the work in pupils' books show that achievement in all year groups is good. Pupils' progress is accelerating rapidly in reading, writing and mathematics.
- Other adults are skilled in supporting the learning of individuals and groups of pupils. They make a significant contribution to these pupils' progress.
- Pupils' positive attitudes to school make a strong contribution to their learning. Their behaviour is well managed. Pupils have a good understanding of how to keep safe, including when using a computer on the internet.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding well.
- From their starting points children make good progress in the early years. They enter Year 1 as confident learners.
- The strong leadership of the headteacher and senior leaders' constant drive for improvement have led to better teaching and faster progress. Pupils' skills in reading, writing and mathematics have also improved.
- The governing body supports the school well and has a good awareness of its strengths and weaknesses. It is rigorous in holding the school to account for pupils' progress so that the school continues to improve.

### It is not yet an outstanding school because

- Sometimes the work pupils choose is too easy or difficult, which means they do not learn as well as they could.
- Teachers do not always follow the school's marking policy to ensure that pupils' work improves.
- Pupils do not have sufficient opportunities to develop their mathematical skills across the curriculum.

## Full report

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

- Improve the quality of teaching so that pupils make the best possible progress by ensuring that:
  - teachers support pupils to choose work at the right level of difficulty for their individual learning needs
  - teachers enable pupils to improve their work by consistently following the school's marking policy
  - pupils apply their number skills in other subjects more frequently.

## Inspection judgements

### Effectiveness of leadership and management is good

- The strong ambition of the senior leadership team, driven by the headteacher, has brought about rapid improvement in many areas of the school. Staff are all committed to raising pupils' achievement and morale is high.
- The drive to improve the quality of teaching and pupils' achievement has been successful and they are improving rapidly. Inconsistencies in progress have been ironed out and pupils are making good progress throughout the school. Weak teaching has been eradicated and the quality of teaching is now good.
- Rigorous management of teachers' performance is helping to improve teachers' skills. Staff are held to account for the progress of pupils in their class. The headteacher and leaders make good use of information from regular checks on teaching, and cross-referencing their observations with work scrutinies, to develop teachers' skills and improve teaching.
- Leaders have an accurate understanding of how well pupils are doing and where further improvements are needed. The headteacher and senior leaders systematically monitor the school's progress towards the demanding targets set for pupil achievement. Subject leaders ensure that highly effective support activities are put in place if any individual or group of pupils fall behind, so that they quickly catch up and perform equally well.
- Pupils' spiritual, moral, social and cultural development is promoted well through the school's clear vision and values and reflected throughout its work. Pupils learn about other religions and cultures through visits to local religious centres and invitations from faith groups, which reflect the multicultural community that the school serves. Leaders ensure that any form of discrimination is not tolerated. This helps to prepare pupils well for life in modern Britain.
- The school provides a broad and interesting curriculum that promotes pupils' interest and achievement and contributes to their personal development. Termly topics such as The Saxons and Rugby Rules bring together aspects of many different subject areas including music and art, and are very effective in inspiring pupils' interests and curiosity. Pupils enjoy the many additional activities like educational visits to the local art gallery, library and the sponsored 'Neon Night Walk' for the Help for Heroes charity in Caldecott Park. However, although the number of opportunities for pupils to use their mathematical skills in different subjects is increasing, there are still not enough of them.
- The pupil premium grant for disadvantaged pupils is used well. Each pupil is identified, their needs assessed and funds used to give additional support. They also receive assistance for educational visits and events. As a result, these pupils are progressing well in their learning.
- The primary school physical education and sport funding is used well to ensure that all pupils become more physically active. It funds specialist coaches who take sports lessons in conjunction with the teachers. The school now provides a much wider range of sporting opportunities and inter-school competitions, and pupils' participation in after-school clubs such archery and tennis has increased. As a result, pupils develop healthier lifestyles and improved physical well-being.
- The school has drawn on the effective support of the local authority. It has worked well with the school to improve the quality of teaching and contributed effectively to its improvement.
- **The governance of the school**
  - The governance of the school has a clear view of how it will continue to support and develop the school to continue to improve. Governors have a good knowledge of the school's strengths and weaknesses, including in teaching and pupils' achievement. This means they offer effective challenge to the headteacher and other school leaders to maintain the pace of improvement.
  - The governance of the school has seen some changes in its make-up, with the appointment of a new chair and deputy. The governors bring to their roles a wide set of qualities such as professional skills and a good knowledge of the local community.
  - The governance of the school makes frequent visits to the school and attaches individual governors to year groups and subjects. As a result, governors are aware of what goes on in the school.
  - The governance of the school has worked with the school to create an efficient system for the tracking of pupils' progress. This helps governors and staff make detailed analyses of the school performance information and ensure that effective action is taken to ensure that pupils achieve well.
- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe. The school works

successfully with its key partners to ensure that all pupils are safe and cared for well. The school helps parents and carers understand the importance of adopting safe practices such as using the internet safely.

## **Quality of teaching, learning and assessment** is good

- Teaching has improved rapidly and is now consistently good. This is because leaders and governors have appointed some effective new teachers and improved teaching practice across the school. As a result, pupils' progress is rapidly improving and pupils are now making good progress in reading, writing and mathematics.
- Teachers use their subject knowledge well and confidently teach lessons that engage, motivate and interest pupils. They use questioning effectively, particularly to challenge pupils to respond in detail and explain their answers.
- Mathematics is taught well. Good emphasis is placed on developing pupils' mathematical vocabulary. Staff ensure that pupils learn the essential skills of calculation well. In a Key Stage 2 lesson, pupils made good progress in solving word problems to work out travelling time dates in days, weeks and months.
- Pupils' skills in using grammar, punctuation and spelling correctly are improving. Pupils use these skills well when writing for different purposes. In a Key Stage 2 lesson, pupils demonstrated good skills and enjoyment in using words for effect and alliteration when writing poems about the Roman god Mars.
- Good teaching of reading has ensured that pupils can build words effectively and understand what they are reading well. Pupils took pride in demonstrating their reading skills to the inspectors and showed they understood the text effectively.
- Other adults make important contributions to pupils' progress, sometimes teaching small groups and at other times providing support for individuals. For example, they provide effective support for those pupils who join the school throughout the year, helping them to settle in quickly and catch up with the others.
- Teachers mark pupils' work regularly but not all follow the school's marking policy closely enough to ensure that pupils improve their work.
- Occasionally, pupils choose the work that is not at the right level for their starting points. Consequently pupils' learning and progress slows down because the work is too easy or too hard for them.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe in school and parents agree that the school keeps their children safe. The school site is kept secure and visitors are carefully checked.
- Pupils are made aware of risk, particularly when using the internet and mobile devices. Pupils say they feel safe in school because the atmosphere is calm and ordered.
- Pupils are proud of their school and keenly take on responsibilities, for example as school councillors, buddies and monitors. The school buildings and grounds are free of litter, bright and filled with stimulating resources. The good relationships between all pupils and adults contribute to the positive values and sense of belonging in the school.
- Pupils have a good understanding of the different forms bullying can take, including those relating to race and gender. They say that it is rare, but if they ever have any concerns there is always an adult on hand to help them.
- Pupils learn to learn to take responsibility and consider their role in society. They help others by raising funds for charities such as the Birmingham Children's Hospital. These events often involve making and selling items, which helps them to learn about the value of money.
- The breakfast club is well organised and gives pupils a nourishing start to the day as they relax, play games and complete homework tasks.

### **Behaviour**

- The behaviour of pupils is good. Pupils are well equipped for their lessons and settle quickly to their work. Most books are neat and well kept. Pupils enjoy helping each other when working together on tasks and activities. They rise well to high levels of challenge and persevere even when they are finding it difficult. Their positive attitudes and good behaviour contribute to good learning and achievement.

- Pupils play well together. At lunchtime they eat well and show good manners. Pupils readily tidy up after themselves after activities. They are taught to take responsibility for their own behaviour, and to remedy the consequences of any mistakes they may make.
- The school keeps thorough records of any incidents of poor behaviour. These show the effectiveness of the procedures for improving behaviour. Records of individual pupils reveal a significant reduction in poor behaviour over time.
- The school monitors attendance and punctuality closely. It is taking effective action to work with parents of children with low attendance to make them aware of the benefits of regular attendance. As a result, attendance has improved and is now above average.

## Outcomes for pupils

are good

- The headteacher and other leaders have taken highly effective action to deal with a dip in achievement following significant staff changes. In 2015, pupils' progress was strongest at the end of Year 2, where their achievement was good. Pupils' progress at the end of Year 6 was similar to that of all pupils nationally in writing but not as strong in reading and mathematics. However, work in pupils' books and school records show that nearly all pupils in year groups are making good progress, and increasing numbers making outstanding progress, in reading, writing and mathematics. The proportions of current Year 6 pupils attaining the nationally expected standards for their age are above average and rising rapidly.
- The most-able pupils make good progress and higher proportions are exceeding the expected standards for their age this year in reading, writing and mathematics.
- A successful focus on the teaching of mathematics has accelerated pupils' progress rapidly in this subject. Pupils have a good knowledge of number facts and enjoy solving practical mathematical problems.
- The results of the most recent Year 1 phonics screening check show that pupils make a good start in understanding the sounds that letters represent. The school has effectively improved pupils' reading skills through daily, guided reading activities. Pupils enjoy reading, both for pleasure and to find information. Older pupils are enthusiastic readers, have favourite authors and recognise the features of a good story.
- Standards in the quality of pupils' writing have improved and pupils are making good progress across the school. Pupils write for different purposes and in different styles effectively. The school has been successful in raising the standard of pupils' grammar, punctuation and spelling.
- Disabled pupils and those who have special educational needs are also benefiting from decisive early identification of their individual needs and the extra help that is given quickly. As a result, these pupils make rapid progress that is in line with other pupils in the school.
- The school's highly effective work to improve achievement has also paid off for disadvantaged pupils, and gaps in attainment and progress between different groups have closed or are closing rapidly across all year groups currently in school. This is an improving picture on the gaps reported in published performance information for 2015.
- The school has successfully improved the progress of pupils from minority ethnic backgrounds and those who speak English as an additional language, so that they make similar good progress to other pupils. This is because their learning needs are identified and responded to well, so that they settle quickly.

## Early years provision

is good

- The early years is led and managed well. The early years leaders have established effective links with parents and pre-schools. As a result, children settle quickly into the Nursery and Reception and grow in confidence and independence.
- Good teaching makes sure that children quickly get used to routines and expectations. By the end of Reception all children have made good progress from their different starting points and a majority reach a good level of development. This means they enter Year 1 as confident learners.
- Staff are knowledgeable and well trained. They work closely together, meeting regularly in order to discuss what is taught. Consequently, the activities and learning opportunities provided help the children to extend their knowledge and understanding well. Adults teach phonics (letters and the sounds they make) effectively, setting a good foundation for the rising achievement now evident in Year 1.

- Children behave well. They are happy and relaxed, enjoy one another's company and welcome the interaction of adults. The children value very highly the wider school environment, with its field, forest and gardens. These experiences are particularly enriching for some children whose outdoor activities at home may be somewhat limited.
- Staff encourage children to develop their reading, writing and mathematics skills well, including through exploring and experimenting. They ensure that children have many opportunities to develop good social skills. They learn to follow instructions and concentrate on activities, happily sharing equipment and discussing what they are learning with their friends. Information contained in children's 'learning journals' shows they make good progress and enjoy learning.
- Children work and play in a safe, secure environment. Arrival and departure times are closely supervised by the staff, the outdoor area is secure and well maintained, the ratio of adults to children is good, and the health and safety of children is ensured through the thoughtful care and attention of staff.

## School details

<b>Unique reference number</b>	125576
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10002462

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Orlando Arnold
<b>Headteacher</b>	Leah Adams
<b>Telephone number</b>	01788 5542440
<b>Website</b>	<a href="http://www.northlands-school.org.uk">www.northlands-school.org.uk</a>
<b>Email address</b>	<a href="mailto:admin2417@welearn365.com">admin2417@welearn365.com</a>
<b>Date of previous inspection</b>	16–17 October 2013

## Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language is well above average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is above average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with a statement of special educational needs or an education, health and care plan is above average.
- Early years provision is part time in the Nursery and full time in Reception.
- The school provides a breakfast club.
- There have been six new teachers appointed since the last inspection.
- Leadership has been disrupted due to the absence and resignation of the previous headteacher. The substantive headteacher was acting headteacher from January 2014 and appointed in September 2014.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed pupils' learning in 14 lessons, five of which were seen jointly with the headteacher and four with the deputy headteacher. In addition, inspectors listened to pupils read and examined their work in books.
- Inspectors took account of the 60 responses to Parent View, Ofsted's online questionnaire.
- Inspectors considered the views of 37 staff that completed the staff questionnaire.
- Meetings were held with a group of pupils, the Chair of the Governing Body, the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress; samples of pupils' books; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector

Ofsted inspector

Dr Elizabeth Ellis-Martin

Ofsted inspector



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