

Inspection of Northwick Manor Primary School

Northwick Road, Worcester, Worcestershire WR3 7EA

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Inspection dates: 12 and 13 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils reach high standards in this school. In many subjects, including English, mathematics, science, languages, music and art, pupils do exceptionally well. This is because leaders have very high expectations, parents are supportive and staff have strong subject knowledge.

Beyond the normal curriculum, there is a huge range of clubs. There is something for everyone and no one is left out. In addition, there are plenty of extra activities. Pupils put on musical shows, build racing cars, tend an allotment and can even visit France. This is to name but a few of the many interesting and worthwhile things that pupils can do.

Pupils are not concerned about bullying. They know what it is and how to spot it and stop it should it happen. Staff keep pupils safe. They notice and reward helpful behaviour and stop any unkind behaviour. Pupils respect the school's rules, and their behaviour is excellent. They are keen to attend and arrive looking smart and ready to work. Their attendance rates are high.

Older pupils take on jobs that require them to help others. Pupils of all ages say they would recommend the school to others. Most parents and staff agree with this view.

What does the school do well and what does it need to do better?

This is a high-achieving school. Pupils have many varied opportunities to experience feelings of success. Leadership at every level is clear-sighted and well informed.

This school has a strong track record in preparing pupils exceptionally well for secondary school. This is because leaders have designed an ambitious curriculum. In all subjects, there is a clear line of sight for how learning should build from Reception through to Year 6. Pupils learn a lot.

Leaders are committed to ensuring pupils learn to read. In Reception, staff teach letter sounds every day and children listen to and talk about lots of stories. This focus on phonics, storytelling and early writing continues through key stage 1. Together with support from home, this sets up pupils well for successful learning across the whole curriculum. When pupils move to key stage 2, most are reading fluently and eagerly get stuck into books. The school's support for a small minority who do not read and write so well in key stage 2 also presents well. Leaders continue to look for ways to strengthen this further.

The mathematics curriculum is also highly ambitious. Each new lesson builds on what has gone before and pupils are supported to do their very best.

While all subjects are extremely well planned and taught, some deserve particular mention. Art, languages, design technology and music are taught with expert

precision and pupils produce superb work. The standard of artwork around the school and in pupils' well-kept sketchbooks is excellent. Pupils sing and perform with confidence, and many have an impressive grasp of French. Science, computing, geography and outdoor learning also provide pupils with top-quality learning.

These high expectations can also be seen in pupils' behaviour. Staff teach them to understand the value of hard work, self-respect and taking responsibility. Pupil house captains, well-being champions and school councillors give pupils a voice in shaping school life. Jobs like this also teach them how to consider and represent the views of others.

Beyond lessons, the school provides many well-planned additional activities. Leaders check take-up rates so that no one is overlooked. From archery to code breaking, there is a vast range of fascinating extras.

Staff take an interest in pupils' lives. They use what they know about pupils' interests to find extra ways to inspire them. Year 6 pupils talk to parents of new Reception pupils about what the school has done for them. Former pupils send back information about how the school helped them fulfil their ambitions. All of this supports an aspirational, forward-looking culture.

Pupils with special educational needs and/or disabilities are included in all the school does. Staff's expectations are high, and they support pupils' wide range of needs with capable ambition.

Most staff say positive things about working here and how leaders support them in their roles. A few say they are made to work too hard. Inspectors found no evidence of unreasonable workload.

Parents are highly supportive of the school and many praise its work. The parent partnership group provides a constructive forum for them to share their ideas about school life.

Governance is highly effective. Local governors bring an intelligent and exacting level of challenge and support. School leaders and governors value the informed quality assurance and oversight provided by The Rivers CofE Multi Academy Trust (MAT).

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are up to date with training and know what to do in response to different types of concern. Pupils learn how to keep themselves safe and how to act responsibly and respectfully towards others. If anyone has any worries, then there are several different ways for them to share them with adults. When concerns have arisen, staff have done the right things.

Procedures for managing any accidents and medicines in school work as they should.

All the required checks on adults in school are carried out and recorded correctly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143396
Local authority	Worcestershire
Inspection number	10227531
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	635
Appropriate authority	Board of trustees
Chair of trust	Caroline Hoddinott
Headteacher	Sian Williams
Website	www.northwickmanorprimary.co.uk
Date of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school provides before- and after-school childcare on site. It does not use any alternative provision.
- Northwick Manor Primary School is part of The Rivers CofE MAT.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors carried out deep dives in the following subjects: reading, mathematics, science, history, art and languages. In these subjects, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. The inspectors also looked at the curriculum in other subjects in less detail to check how they were organised and taught.

- Inspectors looked at published performance data about the school and a range of school documents. These include information about behaviour, the curriculum, governance, attendance and improvement planning. They also checked the school's website and looked at some monitoring reports provided by the MAT.
- The inspectors asked pupils, staff and leaders about safeguarding arrangements and safety routines. The lead inspector examined the record of employment checks on school staff and looked at other school records.
- The inspectors watched pupils' behaviour in class, at lunchtime, in assembly, on the playground, at clubs and at other times during the day.
- During the inspection, the inspectors had formal meetings with the headteacher, other leaders, governors, the chief executive officer of the MAT, school staff and pupils.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views. Inspectors spoke with parents at the school gate and some parents from the school's parent partnership group. The inspection also took account of letters received from a parent and a member of staff.

Inspection team

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