



# Northway Infant School

## Inspection Report

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**Unique Reference Number** 115563  
**LEA** Gloucestershire  
**Inspection number** 279628  
**Inspection dates** 29 November 2005 to 29 November 2005  
**Reporting inspector** Michael Barron RISP

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

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<b>Type of school</b>	Infant	<b>School address</b>	Virginia Road
<b>School category</b>	Community		Northway
<b>Age range of pupils</b>	4 to 7		Tewkesbury, Gloucestershire GL20 8PT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01684 293447
<b>Number on roll</b>	140	<b>Fax number</b>	01684 293447
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Joan Fisher
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs Lynn Williams

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Northway Infant School is situated on the outskirts of Tewkesbury. The 141 pupils who currently attend live in a mixture of owner-occupied and social housing. There is a significant amount of deprivation in the surrounding area. The proportion of pupils known to be eligible for free school meals has risen recently and is presently above the national average. The percentage of pupils with learning difficulties or disabilities is below the national average. The number of pupils from minority ethnic backgrounds has risen recently but is still comparatively low.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school judges its own effectiveness to be good and inspectors agree with this. The school gives good value for money. Leadership and management are good overall but the role of the governing body in supporting the school is underdeveloped.

The level of care, guidance and support for pupils is outstanding. Staff know and understand individual pupils very well and support them very effectively. Pupils like coming to school and see it as a welcoming place. Parents value the high quality of care and help given to their children.

Pupils make good progress in all year groups because of effective teaching. Many start school with standards well below expectations, especially in the development of social and language skills. Teaching and learning are good in the Foundation Stage and children make good progress. However, because of their low starting points, the majority of children do not meet the goals they are expected to achieve by the time they enter Year 1.

By the end of Year 2, pupils have still to develop their knowledge and understanding of the wider world, especially in relation to cultures other than their own. However, pupils attain standards comparable to those expected nationally in reading and mathematics although standards in writing are generally below average.

The school has successfully addressed the concerns of the previous inspection especially in regard to the quality and use of assessment information, which is now used continuously to monitor and improve achievement.

The school clearly has the capacity for further improvement.

### What the school should do to improve further

- further develop the role of the governing body in supporting the school
- raise standards in writing
- improve provision for pupils' cultural education, especially regarding multi-cultural aspects

## Achievement and standards

### Grade: 2

The average standards achieved by pupils when they leave the school at the end of Year 2 reflect the good progress that they make from entry. Many children begin school with skills, knowledge and understanding well below the levels expected for their age. They achieve well in their Reception Year and, although all make good progress, many do not reach the levels expected of them. Pupils continue to achieve well in Years 1 and 2. This year, standards in Year 2 national assessments were broadly average. For many years, pupils have done best in mathematics, with higher-attaining pupils doing particularly well. Standards in writing are generally below average, with too few pupils doing better than expected for their age. This is because some pupils have difficulty in putting together spoken sentences and many find spelling hard.

Standards in reading are average and pupils clearly enjoy reading and books. All groups of pupils make good progress, including those learning English as an additional language and those with learning difficulties or disabilities. Most pupils reach the challenging targets set for them year on year.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good and pupils are developing as confident and well-rounded citizens. They are making good progress in their spiritual, social and moral development. Their cultural development is satisfactory. Pupils learn about art and design, for example, by studying the work of famous artists and their work is of high quality. However, they are not so well informed about notable children's writers and books. Pupils have too limited an understanding of the rich diversity of cultures and traditions represented in British society. Pupils are positive about school and enjoy learning. Most behave very well and get on well with each other. Attendance is satisfactory. Pupils feel safe at school and are conscious of possible hazards, such as icy playgrounds. They know how to stay healthy and enjoy the good opportunities provided for physical exercise. They are involved in the local community and enjoy their visits to the local retirement home, for example. Pupils are preparing well for the world of work by learning to work in partnership with others and by developing their literacy, numeracy and ICT skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall. Pupils have very positive attitudes towards learning. They behave very well, enjoy their work and actively participate in lessons. Lesson planning is good and staff work effectively together to ensure work is well matched to learning needs. Classrooms are stimulating and attractive places and lessons provide pupils with an interesting range of activities that keep them keen and attentive. The development of speaking and listening skills is seen as a priority throughout the school and pupils are actively encouraged to enter into discussions in lessons and to talk about their feelings and ideas.

There is little difference in the quality of teaching in different year groups because teaching and planning are monitored on a regular basis. Classroom assistants are well directed and support pupils effectively, especially those with learning difficulties or disabilities. As a result, pupils make good progress in learning throughout the school. Adults have high expectations of pupils' behaviour and pupils respond well to this.

Marking is helping pupils to understand how to improve their work. The quality and use of assessment information to track pupils' progress and to set clear learning targets has greatly improved since the previous inspection. This has been an important factor in improving achievement.

## **Curriculum and other activities**

### **Grade: 2**

The school provides an effective curriculum for pupils, which meets their needs well. Basic skills are reinforced through a range of subjects and ICT is used well to enhance learning in mathematics and English. However, pupils are not given sufficient opportunities to develop their knowledge and understanding of multi-cultural education.

Good planning and provision for personal, social and health education ensure that pupils are well aware of the importance of fitness and well-being. Pupils feel valued as individuals and show respect towards adults and towards each other. Education for safety and health is good and suitable arrangements are in place to support pupils' health awareness and keeping safe.

Every opportunity is taken to bring learning alive for the pupils. Special 'weeks', visits and visitors all help pupils to become involved in their work. Usually, in the summer term, Year 2 pupils have the opportunity to learn to play the recorder.

## **Care, guidance and support**

### **Grade: 1**

This area is outstanding. The school has developed very good procedures in order to ensure that all pupils are very well supported, and staff know the pupils very well and have a very clear understanding of their individual needs. Every care is taken to ensure that pupils are safe and very well looked after. Child protection arrangements are thorough and arrangements for keeping pupils safe are reviewed regularly. Pupils are given very good guidance about what they need to do to improve. They are now routinely involved in discussing their progress and this helps them to be clear about their personal targets. Very good attention is paid to meeting the needs of all learners. Staff work hard to involve parents in supporting their children's learning. The school also works very well with other agencies to provide extra support for pupils who need it.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher leads and manages the school very well. She has a clear vision and displays the drive and determination required to bring about improvement. She is very well supported by school staff, who all share the common goal of continuing to raise standards and achievement.

Leadership and management of the Foundation Stage are good. This has ensured children make rapid developments in learning, which prepare them well for the next stage of their education.

Governors who are actively involved with the school monitor the curriculum well and have a good idea of the school's strengths and areas in need of further development.

However the governing body has had a high turnover in membership during recent years and has encountered difficulties with recruitment and retention of governors. As a result, whilst the governing body carries out most of its duties effectively, it is not presently in a position to provide the required level of support to the school in its role as a critical friend.

Subject leadership is good. Resources are used effectively and the quality of teaching and planning is monitored on a regular basis. Pupils' needs are at the heart of the school's ethos, and equality of opportunity is very well promoted in all aspects of school life. School improvement planning contains relevant and achievable targets aimed at enhancing the quality of learning.

Procedures for assessing pupils' progress are good and feature both parental and pupil involvement in agreeing clear, attainable targets. As a result, pupils achieve well in all year groups and in nearly all subjects.

Staff who support pupils with learning difficulties or disabilities and also support the small number whose home language is not English are well trained and effective. As a result, both these groups of pupils make good progress.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Northway Infant School Virginia Road Northway Tewkesbury Gloucestershire GL20 8PT

29 November 2005

Dear Pupils

Thank you for making us feel very welcome when we visited your school. We really enjoyed coming into your lessons and looking at your work. We especially enjoyed talking to some of you about your school.

Here are some of the things we like about your school.

- Your headteacher has worked very hard to make sure you like coming to school each day.
- You all work well in lessons and make good progress. •Teachers expect you to do your best.
- Your behaviour is very good and you are very polite. •Your teachers and the other adults who teach you know you very well and take very good care of you. •You know there is always an adult there to help you if you need someone.

To make your school even better, we have asked your headteacher and teachers to help you to improve your writing. We have asked them to teach you more about how other people live and their different traditions and customs. We have also asked the school's governors to become more involved with the school and give the headteacher a little extra help.

Both the other inspector and I both wish you the very best for your future.

Yours sincerely

Michael Barron (Lead Inspector)