

# Northwick Park Primary School

Third Avenue, Canvey Island, SS8 9SU

**Inspection dates** 19–20 March 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children make a good start in Nursery and Reception classes because teaching is outstanding and there are excellent opportunities for play and exploration.
- Pupils make excellent progress and achieve well in mathematics.
- Teaching is good and some is outstanding. Pupils learn well and progress quickly during most lessons because of lively, knowledgeable and engaging teaching.
- Support staff make a strong contribution to learning because they are well trained and effectively deployed.
- Provision and support for disabled pupils and those who have special education needs is good. Pupils who benefit from additional funding make good progress in reading, writing and mathematics.
- Pupils show exemplary behaviour in lessons and around the school. They are friendly, have excellent manners and are polite and respectful to adults and each other.
- Safety is a high priority for the school and, as a result, pupils are safe and happy.
- The pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Pupils take part in good quality enrichment activities which develop their cultural learning.
- The headteacher is ambitious for the school. Staff and governors share her expectation that every pupil should make the best possible progress regardless of their abilities or background.

### It is not yet an outstanding school because

- Pupils' attainment in reading and writing at the end of Key Stage 1 and Key Stage 2 are not high enough.

## Information about this inspection

- The inspectors observed 20 lessons or part lessons of which four were joint observations with the headteacher.
- The inspectors observed many aspects of the school’s work including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor displays. Inspectors attended one assembly and visited the school's breakfast club and after-school clubs.
- They looked at a number of documents, including the school's information on pupils' attainment and progress, and data on attendance. They examined safeguarding procedures and records of the school's own lesson observations as well as the school's self evaluation, performance management and planning documents.
- Discussions were held with groups of pupils, the Chair of Governors and Curriculum Chair of Governors, the headteacher, senior leaders in the school and representatives of the local authority.
- Four parents and carers completed the online survey Parent View. This was not sufficient to see the results of the survey on the website. Therefore inspectors took account of the school’s most recent parent survey. They spoke to several parents and carers when they brought their children to school. They took account of the 44 staff questionnaires.

## Inspection team

Helena Evans, Lead inspector

Additional Inspector

Angela Podmore

Additional Inspector

Andrew Wibroe

Additional Inspector

## Full report

### Information about this school

- This is a much larger-than-average sized primary school.
- The Nursery classes admit children in the year before they are eligible to attend school. The school provides full wrap-around care in the form of the Busy Bears' Club which includes breakfast and after-school clubs and a holiday club, registered day-care for children aged two or above and a pre-school that caters for children aged three and upwards, before they are old enough to enter the Nursery. Of this wrap-around care only the breakfast and after-school clubs were inspected as part of this inspection. In addition, there is a children's centre on site which is separately managed.
- Most pupils are from White British backgrounds.
- The proportion of pupils eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is double that found in most schools.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above average. The proportion supported at school action with a statement of special educational needs is well above average.
- The school meets the government's curriculum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Raise standards in reading and writing so they reflect the progress made by the school in embedding recent changes made by the school to ensure a systematic and consistent approach to

*It'll give you some background to the school + page 3 is very useful*

## Inspection judgements

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

- Children join the school with skills and knowledge that are below, and for a significant proportion, often well below the levels typical for their age. They make rapid progress both socially and academically in the Nursery and Reception classes but still enter Year 1 with skills below those typical for their age.
- In 2013, the proportion of pupils who reached expected standards in the Year 1 phonics (linking letters to sounds) check was below average. At the end of Year 2, standards are broadly average in mathematics, below average in reading and well below in writing. Fewer pupils achieve the higher Level 3 in writing when compared to their peers nationally.
- The new whole school approach to the teaching of phonics ensures that children in the Early Years Foundation Stage and pupils in Key Stage 1 now receive better support in developing their reading and writing skills. They make good use of their knowledge of letters and sounds to decipher unfamiliar words and this is having a positive impact on their writing.
- The school's own assessments show that pupils are making better progress and they are on track to achieve higher standards at the end of Key Stage 1 this year. Pupils' work in Key Stage 2 shows that standards in reading and writing are improving as a result of good progress.
- Pupils' mathematical skills and understanding are outstanding. National assessments of Year 6 pupils in 2013 showed they had made excellent progress from the end of Year 2 and attained standards that were significantly above average.
- The more-able pupils at the end of Key Stage 2 make good progress. A greater number are now achieving the higher Level 5 and some achieve L6. Standards in reading and mathematics are higher than the standard reached in writing.
- The progress of disabled pupils and those who have special educational needs is very closely checked and regularly reviewed. Carefully planned support, which closely matches individual pupils' needs, makes sure that these pupils make progress that is similar and often better than other pupils.
- Pupils supported by pupil premium funding achieve very well. School data shows that there are no gaps in attainment in reading, writing and mathematics between these pupils and others in school. This is because of the quality of the extra help provided for them, such as learning in smaller groups. This is an improvement on 2013 when these pupils were one-and-a-half terms behind their classmates in mathematics, one term behind them in reading and half a term behind them in writing.
- Equality of opportunity is central to the school's work. The school has been successful in removing barriers to learning. There are no differences in the achievement of different groups of pupils in the school and the difference in their achievement between subjects is reducing.

### The quality of teaching **is good**

- Teaching is never less than good across the school and some is outstanding. Pupils make good progress in classes as a result. However, teaching has not yet led to high enough results for pupils in reading and writing at the end of Key Stage 1 and Key Stage 2, which is why teaching

is not judged to be outstanding.

- Pupils make rapid progress in mathematics because teachers have very good subject knowledge and high expectations of what pupils can achieve. Pupils rise to the challenge and their positive attitudes to learning mean no time is wasted in lessons. A particular strength is the teachers' ability to adapt lessons so that slower learners get extra help and the more-able pupils can move on quickly.
- Children in the Early Years Foundation Stage get off to an excellent start as a result of the caring environment, very good teaching and the detailed knowledge all adults have of the individual children's abilities. Children's curiosity and imagination is captured from the moment they enter the classroom and they quickly settle into their learning. For example, Reception children encountered a crime scene and immersed themselves in the task of being forensic scientists investigating the evidence!
- Teachers relate very well to pupils and have high expectations of their work and behaviour. Lessons proceed at a good pace because the activities engage pupils and maintain their interest. For example pupils in a Year 4 lesson were given opportunity to write an explanation text about their favourite game show.
- Teachers use progress information effectively to find out how well pupils are doing. Pupils are grouped by ability for mathematics and English and teachers plan well to ensure work is never too easy or too difficult.
- Marking has improved since the previous inspection with work marked frequently and accurately. Teachers give pupils good advice about the ways that they can improve their work.
- Support staff play an important role in helping pupils learn. They have a good knowledge of what individuals need to do in order to learn. They use this information well to support learning in small groups. Relationships with the class teacher are good and this team work ensures that the pupils make the best possible progress.

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

- The behaviour of pupils is outstanding. Pupils have very good attitudes to learning, and talk with enthusiasm and enjoyment about their learning. Their exemplary behaviour in classrooms mean that lessons can proceed without disruption and this contributes to their good rates of progress.
- Pupils are polite and well mannered. They work and play happily and co-operatively with one another. Excellent foundations laid in Nursery secure good learning habits and well-developed social skills.
- Relationships between pupils and adults and pupils and other pupils are excellent. Staff have extremely high expectations of behaviour and all adults set excellent examples for pupils to follow. Older pupils provide good role models for younger pupils.
- The school's work to keep pupils safe and secure is outstanding. Pupils are taught how to keep themselves safe and they say they feel very safe in school. They say that bullying is rare and are confident that staff would successfully deal with any that arose. They know about the different kinds of bullying especially those associated with working on the internet.

- The school operates a highly effective behaviour management system that encourages and rewards positive behaviour. Pupils have a good understanding about the expectations for their behaviour.
- Attendance, which was an area for improvement in the previous inspection, has improved considerably and is now average. This is as a result of leaders and managers tackling poor attendance and rewarding good attendance. There are effective systems for checking on, and following up, any absences. Participation in breakfast and pre-school clubs is high because children enjoy them and this has been a strong contributory factor in reducing absence.
- The before-and after school club is very popular. Pupils are offered a range of enjoyable and purposeful activities. The breakfast club provides a healthy and enjoyable start to the school day for those who attend.
- Parents and staff are very positive about behaviour and safety. The vast majority who expressed an opinion thought behaviour was very good and well managed.

### **The leadership and management are good**

- The headteacher provides clear direction for the work of the school. Leaders and managers at all levels are strongly committed to raising pupils' achievement and promoting their well being. This has led to improving standards over time and very good achievement in mathematics. However, pupils' results in reading and writing are too low which is why leadership and management is not outstanding.
- The headteacher and governors monitor the quality of teaching and its impact on pupil progress and results. Teachers' training needs are identified and provided. This has led to an increase in the proportion of outstanding teaching.
- The progress of individual pupils is tracked accurately, rigorously and in great detail. This tracking enables subject leaders to give pupils the support they need to reach their targets. Pupils starting school mid-way through the year are carefully assessed and supported to ensure they quickly get on track with their learning.
- The range of subjects and activities is well planned and provides good opportunities for the development of basic skills in English and mathematics. It provides excellent opportunities for pupils' spiritual, moral, social and cultural development. For example, Year 4 pupils had the opportunity to develop their musical and creative writing skills in producing an Opera as part of the Royal Opera House project. Pupils benefit from a variety of extra-curricular activities, including a range of musical and sporting activities that are well attended.
- The Sports funding has enabled the school to purchase specialist expertise. This is providing a wider range of sports for pupils. Pupils especially enjoy archery, the cross country club and opportunities to take part in sports tournaments. The funding is impacting positively on pupils' well-being and developing the capacity of teachers to deliver physical education.
- Safeguarding arrangements meet requirements and effectively support the high quality care and support provided for pupils.
- The local authority has provided advisory support which has helped the school monitor and review progress made with recently introduced initiatives.

- The school leads a well regarded partnership with a local Infant and Nursery school, and the school offers outreach work to schools in the locality. This provides the opportunity for sharing of good teaching and promoting consistency across the schools.

■ **The governance of the school:**

The governing body is fully supportive of the school. Its members are knowledgeable about the strengths and areas for development in the school and they use monitoring visits to check how well the school is doing. They use the information provided by the school to challenge the head teacher and hold the school to account. Governors take advantage of training to help them fulfil their roles effectively. They manage the school's finances prudently including the deployment of pupil premium funding and sports funding.

## 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>	131346
<b>Local authority</b>	Essex
<b>Inspection number</b>	440634

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Select
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Maclean
<b>Headteacher</b>	Emma Lane
<b>Date of previous school inspection</b>	23 June 2011
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