

INSPECTION REPORT

**NORTHWAY PRIMARY AND NURSERY
SCHOOL**

Wavertree, Liverpool

LEA area: Liverpool

Unique reference number: 104565

Headteacher: Mr Paul R. Anderson

Reporting inspector: Mrs S. Cook
14842

Dates of inspection: 24th – 25th September, 2001

Inspection number: 196001

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	LEA Maintained
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Northway Wavertree Liverpool
Postcode:	L15 7JQ
Telephone number:	0151 722 3540
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend P.W. Beaman
Date of previous inspection:	17 th – 20 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northway Primary and Nursery School is situated in Wavertree, a suburb of Liverpool and takes pupils from the ages of three to 11. The school is of average size and most of the school's 245 pupils, 131 of whom are boys and 114 girls, live on the local estates. These estates are a mixture of privately owned, Housing Trust and council properties. It is predominantly a stable community, with the majority of families having firm roots in the community. The 60 place nursery for children to attend part-time is not yet full because the school admits children throughout the year after their third birthday. A small number of pupils are from the ethnic minorities, predominantly Chinese, and thirteen pupils are learning English as an additional language. Forty five per cent of pupils are entitled to free school meals, which is well above the national average. Three pupils have statements of special educational needs and a further fifty-six pupils are on the school's register of special education needs; which is above average. The pupils' attainment when they start school is below average. The school has recently been awarded 'Beacon' status and has received the government's Award for Excellence, but despite its popularity with parents, is not fully subscribed, reflecting the falling birth rate across the city.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a good education in a supportive environment in which all pupils feel valued as individuals. By the end of Year 6 pupils' attainment is in line with national expectations in English and mathematics. In science it is above average. Pupils achieve well. The school is proud of its new 'Beacon' status and plans are being developed for the school to fulfil its responsibilities as a 'Beacon' school. The teaching is very good for nursery and reception aged children and good for the infants and juniors, and this enables pupils to gain the key skills that many lack when they first come to the school. The headteacher, staff and governors work together very well as a team to bring about improvements and are very committed to the raising of standards. Though costs for educating pupils are above average, the school provides good value for money.

What the school does well

- Pupils make very good progress in science and good progress in English and mathematics.
- The leadership and management by the headteacher are excellent and key staff make a significant contribution.
- Pupils' attitudes, behaviour and relationships are strengths of the school and contribute successfully to their learning.
- Children in the reception and nursery classes get a very good start to their education.
- The school's provision for pupils' moral and social development is very good.

What could be improved

- The consistency of teachers' marking.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in March, 1997 Northway Primary School was judged to have good features. Since then it has continued to improve at a very good rate. Standards in English, mathematics and science have improved. The quality of teaching is much better. A greater proportion of lessons are good or very good and there is now no unsatisfactory teaching. The school has successfully addressed the key issues arising from the previous report. The planning of lessons has improved and now includes a clear focus on the skills and knowledge

to be taught. The tasks which are provided are exciting and challenging. The results of assessments made of pupils' work, using a range of appropriate tests, are used very effectively to plan pupils' future learning. Co-ordinators are now fully involved in supporting the planning, teaching and learning in their subjects. The management of the school has improved and the school's development plan is now an effective tool in driving the school forward. Extra funding is used very well to support a range of initiatives such as the running of the 'Breakfast' club and to enhance the playground.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	B	A
Mathematics	D	B	C	A
Science	E	A	B	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The full analysis of National comparative statistical data is unavailable for the 2001 tests but pupils did not achieve quite as well as in 2000 in English and mathematics. A similar percentage of pupils attained the level expected for their age but not quite so many pupils gained the higher levels. The work seen in the current Year 6 classes indicates that standards are similar to 2001 and most pupils are working at the expected level for their age in these subjects. Above average standards are being maintained in science. The 2001 results in mathematics and English, although apparently slightly lower than the previous year, represents a significant achievement; many of the pupils concerned started off in the juniors with lower than average attainment. Also, as in the current Year 6, there was a much higher proportion of pupils, than in past years, with special educational needs and pupils who joined the school as newcomers who were of lower ability. The school exceeded its realistic and challenging targets in 2000. The trend of improvement is above the national average and since 1996 there has been sustained improvement in the numbers of pupils achieving the national average in all three subjects. Boys achieve better standards than girls in the infants in mathematics. The school is acutely aware of this and the school's close tracking of pupils' progress shows that by Year 4 girls have caught up in mathematics. All pupils make good or very good progress. In lessons, pupils with special educational needs make good progress and attain standards appropriate to their ability; sometimes they achieve similar standards to other pupils of the same age. Pupils who speak English as an additional language and those from the ethnic minorities usually do as well as their contemporaries.

The results of the tests for seven-year-olds in 2000 were below average in reading, writing and mathematics but these results compared favourably with schools in a similar social setting. The results for 2001 show an improvement over recent years. A higher proportion of pupils are gaining above the expected level in reading and mathematics. Although standards in writing improved last year and pupils achieved the expected standards none of the pupils achieved the higher level. In the current Year 2 the standards are improving, particularly in writing. Pupils are working at the expected level for pupils of their age in reading, writing and mathematics and are attaining above average standards in science. In information and communication technology,

standards are broadly average, except in the 'modelling' element of the work which is below average. The school is fully aware of this and, with purchases of software and further training for staff, it is setting about improving this energetically, as well as other aspects of information and communication technology. As a result, the pupils are achieving satisfactorily in this subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy coming to school, are keen to do well and rise to challenges. They work exceptionally hard in most lessons and persevere with their tasks.
Behaviour, in and out of classrooms	Very good. Pupils behave extremely well in lessons, when moving around the school, at breaks, lunchtimes and at the breakfast club. A strength of the school.
Personal development and relationships	Very good. Pupils are polite, friendly and have respect for others' values. They relate well to each other and to all adults with whom they come into contact.
Attendance	Below the national average. The school makes every effort to encourage good attendance. The percentage unauthorised absence is better than National Average.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception aged children	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Apart from the nursery and reception classes the quality of teaching is often very good in the upper juniors. Teachers have adapted the national strategies for literacy and numeracy well to complement their own successful ways of working. The teaching of English is very good in the upper juniors and good in the rest of the juniors and infants classes. Teaching of mathematics is good in both the infants and juniors but is better for older pupils. Science is very well taught. Pupils who speak English as an additional language, those from the ethnic minorities and pupils with special educational needs are all well taught because of the good support they get in lessons. In the one information and communication technology lesson observed the teaching was excellent.

The strengths in teaching and learning are: the very good relationships established between pupils and teachers based on mutual respect. Pupils respond very positively to their teachers' high expectations to work hard, to behave and to be attentive. Teachers make pupils think and give them plenty of opportunities to both work independently and in group situations. The fast pace and clear purpose of lessons motivate the pupils and the clear instructions and explanations ensure pupils understand what they have to do. Teachers monitor what pupils are achieving and are quick to spot those who need support. The quality of teachers' marking is

inconsistent. In some Year 5 and 6 classes it is exemplary but in others work is ticked and does not tell pupils how to improve their work. Weaknesses in the satisfactory lessons were different each time, for example in one lesson the teacher did not intervene quickly enough to extend pupils' learning when the task was too easy. Pupils enjoy the rich mix of activities, which help them to acquire the basic skills in reading, writing and number.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. It is best in the reception and nursery classes and the juniors. The curriculum is enriched by the many visits to places of interest and visitors into school. Junior pupils benefit greatly from the wide range of extra curricular activities. The pupils have equal opportunities to learn and statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils with special educational needs, particularly those with statements of Special Educational Needs, are well supported in class and make good progress. The school's systems for identifying those pupils with special needs and the monitoring of their progress has significantly improved recently. The school is addressing the weaknesses in the keeping of up-to-date records and assessments.
Provision for pupils with English as an additional language	Good. The adult specialist who works with pupils who are not yet fluent speakers of English provides very good help and support and pupils are helped by their teachers to do well. Most pupils attain similar standards to others of their age by the time they leave the school, as do pupils from ethnic minorities.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good overall. Very good for pupils' moral and social development and good for spiritual and cultural. Pupils are taught to behave responsibly, to have clear ideas about right and wrong and to respect each other. They learn to socialise very well through the many opportunities provided. Art and literature contribute well to pupils' cultural development opportunities are provided for reflection in assemblies and lessons and this helps to promote the pupils' spiritual awareness.
How well the school cares for its pupils	The school is a caring place in which the pupils are happy and want to work hard. Very good systems are in place for assessing academic progress and the school does everything it can to monitor attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is excellent. He sets the tone for the school and has a clear vision for the way ahead. He is ably supported by the deputy head and teachers with specific responsibilities. They play a major part in the management of

	the school. The school has made good progress in its management of the work and performance of teachers.
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How well the governors fulfil their responsibilities	They do this well. Governors are supportive and effective in the work of the school and fulfil all their statutory duties. Governors are very knowledgeable and involved in the work of the school. Their understanding of the school's strengths and weaknesses is good and they show a high level of commitment.
The school's evaluation of its performance	Very good. The school has a very clear understanding of its strengths and weaknesses from its regular checks on the quality of teaching, of pupils' work and close analysis of data from tests. It recognises that it is successful, but it is not complacent.
The strategic use of resources	Good. The school has an effective policy for considering obtaining 'best value for money' which guides its spending and it seeks to compare what it spends with other schools. The budget is carefully focused on costed needs and specific grants are carefully used. The large carry-forward figure from last year is mainly to fund staffing costs because of the lower number of pupils entering school this year.

The school does not have any difficulty in recruiting new staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the leadership provided by the headteacher • standards that the school achieves • the friendly atmosphere in the school and the approachability of the staff • the high expectations staff have of pupils • parents feel well informed about their children's progress 	<ul style="list-style-type: none"> • the arrangements for homework • the availability of reading books that are taken home

The inspection confirms parents' positive views of the school. The inspection team judges that the way the homework has been planned and organised is satisfactory. Homework is usually relevant and helps pupils to continue learning at home. The amount is usually reasonable. The school provides sufficient books for pupils to take home to read.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress in science, and good progress in English and mathematics

1. Pupils make very good progress in science throughout the school and as a result they achieve very well. In the National Curriculum tests for 11-year-olds in 2000 the proportions of pupils reaching the nationally expected level was high and compared to schools with similar social settings was in the top five per cent for the country. Standards were above average for the proportions of pupils attaining the next higher level and particularly so when compared with similar schools. In the 2001 tests a similar proportion of pupils attained the nationally expected standard although slightly fewer gained the higher level. In the teacher assessments for seven-year olds in 2000 all pupils attained the nationally expected standard but few achieved above it. The teacher assessments in 2001 were very much the same as in the previous year. The work of the pupils currently in Year 6 and Year 2 shows that standards are above average and more pupils are on track to attain the higher levels. The performance of girls is improving because of the tight monitoring of their progress.
2. The principal reasons for the pupils doing so well lies in the strong emphasis placed on pupils investigating things for themselves and in the quality of the teaching. Pupils have countless opportunities to make hypotheses, experiment and investigate a variety of materials and to record their findings in different ways. For example, pupils in Year 2 investigated magnetic materials and set out their results in a simple matrix and in Year 4 pupils cut up lilies, laying them out on craft boards, labelling the petals, carpels, stigma and stamen with paper arrows. Pupils with special educational needs were able to remember these labels because of their experience of looking closely at the flowers.
3. The very good quality of the teaching in science was evident from both looking at pupils' work and observing lessons. The work provided is well planned, challenging and interesting. Teachers are skilful in their questioning of pupils. For example, in a Year 6 lesson where pupils were absorbed in a 'hands on' lesson investigating electrical circuits the teacher's "What if ..." questions encouraged pupils to think logically. In an excellent Year 5 lesson on 'evaporation' the teacher had very high expectations of pupils' ability to structure their thoughts in a questioning yet systematic way. After taking the pupils outside to observe a puddle of water the teacher followed this up with an excellent line of questioning, going over in great detail those concepts, which a group were struggling to understand. By the end of the lesson pupils had learned a great deal about evaporation and how to design a test to show the amount of evaporation and to make it fair by changing one element at a time. Pupils with lower than average attainment and those with special educational needs had learnt as much as other pupils because the teacher took extra time to go over the concepts with them while at the same time providing opportunities for higher attainers to continue with independent work at an appropriate level. Pupils' work is always neatly presented.
4. Pupils make good progress in English for a variety of reasons but principally because of the good teaching. They make very good progress in the upper juniors where teaching is very good and as a result pupils achieve well. In the National Curriculum tests for 11-year-olds in 2000 the proportions of pupils reaching the nationally expected level was above the national average and close to it for the proportion of pupils gaining the higher level. In comparison with schools in a similar social setting they were well above average. This represents very good progress as children enter the school attaining

below what is usually expected for children of this age. In the 2001 tests a similar proportion of pupils attained the expected standards but not quite as many as the previous year, exceeded these. Similarly in the current Year 6, most pupils are on track to achieve the expected standards but slightly fewer are likely to attain the higher level. This is because there is a much higher proportion of pupils with special educational needs and more pupils than usual, have joined the junior classes, with lower than average attainment. Additionally, the school's records show that a larger than average number of pupils did not attain the expected standard at the end of the infants. The results of the national tests for 7-year-olds in 2000 was above average in reading for pupils gaining the expected standards but was below for those gaining the higher level. The results for writing were below average. The school has worked hard to improve pupils' attainment in the infants and the results in 2001 are considerably better, with a far higher proportion of pupils gaining the expected level in writing and gaining the higher level in reading. The current Year 2 pupils are working at expected levels and more pupils are on track to gain the higher level in both reading and writing.

5. The main strengths of the teaching are that teachers are knowledgeable about effective methods of teaching, and the relationships, which they establish with pupils, are of a high order. The work provided is usually challenging and carefully planned to match pupil's attainments. What pupils are to learn in lessons is made clear to them at the start and in the best lessons is often referred back to so that pupils are aware of what they have learnt already and what they need to master next. The calm atmosphere that teachers create in most lessons and their high expectations for pupils to behave leads to a high level of commitment from pupils to work hard. In a very good English lesson, the pupils were asked to write a story, having planned the outline of the story the day before. The teacher's examples of story openings and references to how authors create suspense and atmosphere resulted in very good learning taking place for pupils of different ages and attainments. The teacher urged higher attaining pupils to use metaphors and similes and encouraged the use of adverbs and adjectives for those of a lower ability. The task motivated pupils and time targets set by the teacher ensured pupils were one hundred per cent focused on their writing. As a result all pupils produced an original and well-written piece of work.
6. In another very good lesson, based on the methods of the National Literacy Strategy the teacher used every opportunity when teaching reading to remind pupils about the parts of speech contained in the text. The teacher did not miss any opportunity to help pupils learn - "Look on the page and find the adverbs". By using lots of examples the teacher help lower ability pupils to understand what they read and increase their vocabulary. Texts set in lessons are demanding and Year 6 pupils read words such as 'hallucinations' and 'geologists' easily.
7. Pupils make good progress in mathematics. In the National Curriculum tests in 2000 the percentage of pupils attaining the expected standard was higher than average, and almost as high as in English, and a similar percentage to the national average gained the higher level. Again they compared very favourably with schools in similar social settings. The results of the 2001 tests show as good as picture in the percentage of pupils gaining the expected level but not quite as many achieved the higher level. In the current Year 6 most pupils are on target to attain the expected standard but as in 2001 slightly fewer will attain the higher standard. The reasons for this are similar to those explained in the earlier paragraph relating to English. Standards achieved by 7-year-olds in the 2000 tests were below average but the results of the 2001 tests are much better. The current Year 2 pupils are working at the expected standards for their age and more pupils are on track to achieve the higher levels.

8. The teaching of mathematics is good and frequently very good for older pupils. Teachers have a firm grasp of the National Numeracy Strategy which they use to good effect to teach number work and skills in mental arithmetic. Teachers set a fast pace for mental arithmetic. This was demonstrated superbly with the higher ability set in Year 6. These pupils' skills are sharp and their methods of calculation quick; they can, for example, put numbers such as 4.230, 4.320, 4.032 and 4.023 in order starting with the smallest number exceedingly speedily, calculate 213 multiplied by 300 and suggest two numbers that are consecutive that total 25. Year 5 pupils had a good grasp of the concepts of 'probability' by the end of their lesson because the teacher explained the concepts in ways in which pupils readily understood. Teachers regularly use a wide range of good quality resources, to motivate pupils and base the work on real life. Teachers use lots of different strategies to put across ideas and concepts and this was well demonstrated in a Year 2 lesson where pupils learnt to add three numbers together quickly by starting with the largest number first.
9. There are three other principal reasons why pupils make good or very good progress. These are: the emphasis the school puts on pupils gaining the basic skills; the monitoring of teaching and learning in these subjects, and pupils' excellent attitudes to their learning.
10. The school spends a high proportion of its time teaching the basic skills. Extra time is given to reading so that pupils can practise reading both in groups and individually. Teachers give up their lunchtimes to hear pupils read and other adults, including parents, hear pupils read. Spelling is taught separately as well as part of the National Literacy Strategy. The headteacher and staff make a thorough analysis of the available data so that they can identify areas where pupils could do better. After identifying what improvements need to be made they take effective action. For example, last year standards in writing were identified by the school as being in need of improvement. Many new initiatives were put in place. The excellent monitoring of the quality of teaching together with the sampling of pupils' work, the interviewing pupils about their progress and using the analysis from data all combined to bring about significant improvements.

The leadership and management by the headteacher are excellent and key staff make a significant contribution.

11. Leadership and management of the school were rightly identified as a strength for the school's award for 'Beacon' status. The headteacher's excellent leadership of the school is pivotal to the school's success. He has a very clear view as to the direction the school should take and his approachability and outstanding interpersonal skills are highly effective in motivating those around him. The deputy head, key co-ordinators and senior management team have clearly defined and important roles in leading the school forward. They carry out these responsibilities very effectively. The headteacher is a firm believer in involving all staff in the work of the school and delegates responsibility well and wisely, allowing teachers with particular knowledge and expertise to influence the work of the school.
12. Since the last inspection, and the headteacher's appointment three years ago, there has been considerable improvement in the leadership and management of the school. For example, under his leadership the school has reviewed, clarified and developed managerial procedures, systems and roles and has improved the role of subject co-ordinators. It has prioritised curricular, financial and staff developments and ensured the systematic monitoring and evaluation of spending decisions and their impact on standards. Teachers' planning and assessments of pupils' work have improved and all the key and minor issues from the last inspection have been systematically addressed.

The school's plan for development is now a document that is a significant aid in driving the school forward. The headteacher values the opinions of pupils, parents, staff and governors; for example, pupils' views and information gleaned from parent questionnaires are used to inform the school development plan.

13. This is a school that is keen to evaluate what it does and is based on staff knowing what will be monitored, when and by whom, and how. The headteacher has been instrumental in establishing very good systematic monitoring of standards of pupils' work, teaching quality and staff development. The quality of teaching has significantly improved since the last inspection when a fifth of the teaching was judged as unsatisfactory. Observations of lessons by the headteacher are extremely perceptive and feedback from these to staff has had a significant impact on the quality of the teaching. The proportion of lessons judged good, very good and excellent has substantially increased. The results of such monitoring are fed into future planning. The school has an excellent system for analysing pupils' test results, using the outcomes to set targets and plan for further improvement and this is an important contributory factor to the good progress that pupils make.
14. Day-to-day management is very well organised and enables the school to run smoothly and efficiently. However, although the headteacher is enthusiastic about spending more time teaching he is frequently overburdened by demands for unnecessary paperwork from outside agencies. For example, forms to be completed for extra funding for the 'Breakfast' and other clubs took a day to complete. This time could be better spent on more important matters. Good use is made of information and communication technology for administration to record and monitor attendance, for the transferring and using of data and for financial management.
15. The governing body holds the headteacher in high regard and appreciates the guidance that he provides for their work. Nevertheless, governors question the headteacher's proposals on a range of matters to ensure that wise decisions are being taken and an appropriate level of accountability established.
16. The high quality of the leadership and management of the school has a positive impact on the progress pupils make and the standards they achieve.

Pupils' attitudes, behaviour and relationships are strengths of the school and contribute successfully to their learning.

17. Pupils enjoy coming to school and have excellent attitudes to their work. At the start of the day they come in quietly and sensibly and are ready to listen to their teachers. In lesson introductions, they listen attentively, but when given the opportunity are keen and willing to ask and answer questions. In the individual or group work part of lessons they work exceptionally hard, particularly the older pupils. Often older pupils are concentrating so hard on their English or mathematics that 'a pin can be heard to drop' and they produce neatly presented and thoughtful work. Pupils' application to the tasks given to them enables pupils to do their best and to achieve the standards they do.
18. Pupils behave very well in lessons and older juniors often behave impeccably because they are interested in their work, challenged by activities that meet their needs and want to please their teachers. Behaviour around the school is excellent: for example, when going to and from the hall for assembly or going upstairs to the library or computer suite. Behaviour in the playground is very good; no incidents of unacceptable behaviour were observed during the inspection. The forty plus pupils who attend the Breakfast club behave very well.

19. Pupils relate very well to each other, their teachers and all adults whom they meet. They are friendly, polite and welcoming and keen to talk to visitors. Pupils are confident to speak at length in question and answer sessions in lessons. They listen carefully to others and are keen to air their views. Boys and girls often work together in partnerships, for example on the computer or in reading groups, and if a partner needs to be found they are quick to pair up.
20. Inspection findings support the views of parents that their children like school and that it helps them to become mature and responsible. Pupils' excellent attitudes, very good relations and high standards of behaviour make a significant impact on pupils' learning and the good and often very good progress they make during their time in school.

Children in the reception and nursery classes get a very good start to their education.

21. Children get a very good start to their education in the nursery and reception classes because of the quality of the teaching. The teaching is at least good and very good in two thirds of the lessons observed. Teaching in the reception classes has much improved since the last inspection. Teachers' planning is very detailed and based securely on government guidance for children of this age. Roles of support staff are clearly defined and they provide very good support for the children in the work they do. Staff are sensitive to the needs of children who are learning English as an additional language and give unobtrusive support. They ensure by their questions that children understand what they have to do. Routines have been quickly established. In the nursery where many children are new to the school and who are only three years old children already know what is expected of them such as at 'snack time' and how to return their books to the right place. In the reception class children recognise their name, find their name cards competently and plan some of their own activities. Teaching children to be independent is high on teachers' priorities. Children respond very sensibly to the trust given to them to play with activities, such as sand and water, when not being directly supervised. They play happily and co-operatively using a variety of interesting resources for over twenty minutes, a long period for children of this age. Teachers provide a very good quality environment for learning with attractive wall displays to support the teaching of basic skills, templated equipment to help children to match items to their outlines and resources which are motivating and fun to use. The nursery teacher captivated the children's attention by producing a big teddy bear when reading a story. This ensured that the children gave their full attention to the story. In a reception class the teacher skilfully used a puppet to explain what children were going to learn. One of the strengths of the teaching is the way teachers monitor children's progress, using very effective assessment procedures. These features contribute strongly to the progress achieved.
22. Children in the nursery are soon introduced to books and early writing. They make marks on paper to represent drawings and letters. Many of the new three-year-olds already 'read' the pictures and know how to handle books correctly and show interest in them. They listen entranced to the story 'This is the Bear' which the teacher read beautifully using her voice to create atmosphere. Children in the reception class know how they have changed from babies and are beginning to distinguish between the past and the present because of the good discussion led by the teacher. For example, she asked lots of "What can you do now that you couldn't do when you were a tiny baby, a toddler, first starting school?" to encourage children to think. Children working on the computer are confident in using the mouse to control a computer program to dress a teddy by moving and clicking on the screen icons. Although children's attainment is below average on entry to school they make very good progress and attain the expected standards by the end of the reception year. This is evident when looking at the children's past work from last year. By the end of their time in the reception classes children

develop beautiful handwriting and they write interestingly at reasonable length. They have a good grasp of number work and all their work is very well presented. Children show care and thoughtfulness in their work.

23. The curriculum provides a balanced and rich mix of activities. There is a good balance between those activities directed by the teacher and those planned by the children themselves. Teachers and other staff show a great deal of care for the children and their happiness, and have built up lovely relationships where children feel encouraged to learn and respond positively in discussions and activities.

The school's provision for pupils' moral and social development is very good

24. These areas of the school's work have significantly improved since the last inspection. The school's climate for learning is based upon a moral structure, which involves caring for others, being responsible and knowing and acting upon doing what is right. From discussions in a Year 3 lesson pupils clearly knew what is the correct thing to do if they found a purse with money in. From an early age, pupils are taught to respect the rights of themselves and others, and to understand other people's points of view. By Year 6 pupils have gained a strong understanding and tolerance for the rights of others. This is evident in their perceptive writing, based on research into 'human rights' and the work of Nelson Mandela. Pupils quizzed by an inspector are very quick to point out what is right and wrong. When asked about what they would do in certain situations and about bullying there were cries of horror "We don't do that at Northway". Moral development is promoted very well particularly in the literacy lessons where texts with a moral theme are often used. Staff show how well they value pupils' contributions and achievements in many different ways. Pupils' ideas or concerns are treated sympathetically when they post these in a box marked 'Concerns' and ideas and contributions from members of the School Council, which is made up of two pupils from each class, are taken seriously and often acted upon.
25. Most lessons provide opportunities to promote pupils' social development. Discussions in lessons are notable for the way in which each pupil listens carefully to the comments of others and are encouraged to take part. In many lessons pupils have opportunities to discuss their work in pairs or small groups and this often helps to clarify pupils' thinking and ideas. All staff and other adults working in the school set very good examples of conduct towards each other, and pupils learn the attributes of politeness and understanding from them. The School Council and 'buddy' system where Year 6 pupils befriend a Year 3 pupil both promote very successfully pupils' social interaction. It is a system which is well appreciated by parents and pupils. In the juniors many pupils take advantage of the wide range of extra-curricular activities available to them, and they take a pride in the achievements of others. Each class visits places of interest, such as Freshfield Squirrel Reserve; these are effective social occasions, and an annual residential visit for older pupils to Anglesey is a good opportunity for pupils to develop their social skills in an unfamiliar environment.

WHAT COULD BE IMPROVED

The consistency of teachers' marking

26. Teachers' marking is inconsistent. The policy for marking does not give sufficient, detailed guidance for teachers. All teachers mark work regularly but there is inconsistencies in marking, from marking being exemplary to satisfactory. Excellent marking, as seen in Years 5 and 6 in literacy, numeracy and science is informative, evaluative and it clearly identifies pupils strengths and weaknesses. It is based firmly on

the teacher's knowledge of pupils' prior learning and indicates a clear way forward to improvement. For example, once pupils have been given feedback on their openings to a story the next time they write they write more interesting and better structured sentences, and in mathematics they correct answers they have previously got wrong. Time is given in lessons for pupils to re-read, redraft and edit their work. Satisfactory marking, on the other hand occurs where work may be ticked, and does not comment often enough on how the pupil could improve or identify what it is that the pupil needs to do in order to learn from his or her mistakes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

27. Ensure that teachers' marking is consistently good

by:

- a) reviewing the policy for marking
- b) monitoring teachers' marking regularly
(Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	11	4	0	0	0
Percentage	4	29	50	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	245
Number of full-time pupils known to be eligible for free school meals	0	112 not including reception

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6
National comparative data	5.6

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	15	12	14
	Total	28	25	28
Percentage of pupils at NC level 2 or above	School	90 (86)	81 (83)	90 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	13	13	16
	Total	26	27	31
Percentage of pupils at NC level 2 or above	School	84 (86)	87 (88)	100 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	25	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	28
	Girls	23	20	23
	Total	45	42	51
Percentage of pupils at NC level 4 or above	School	85 (80)	79 (82)	96 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	26
	Girls	22	20	22
	Total	44	42	48
Percentage of pupils at NC level 4 or above	School	83 (85)	82 (82)	92 (85)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	5
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	8
White	226
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y 6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	19
Average class size	22.45

Education support staff: YR – Y6

Total number of education support staff	5.5
Total aggregate hours worked per week	147

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30:1

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	15:1
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	695,442.00
Total expenditure	687,743.00
Expenditure per pupil	2,355.00
Balance brought forward from previous year	37,481.00
Balance carried forward to next year	45,179.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	64	34	1	0	1
Behaviour in the school is good.	59	38	1	0	2
My child gets the right amount of work to do at home.	48	39	6	1	2
The teaching is good.	72	27	2	0	0
I am kept well informed about how my child is getting on.	65	33	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	66	32	1	0	1
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	75	24	1	0	0
The school provides an interesting range of activities outside lessons.	62	30	2	0	4