

Inspection of Northway Primary and Nursery School

Northway, Wavertree, Liverpool, Merseyside L15 7JQ

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils, and children in the early years, feel happy at this welcoming school. They said that staff are kind and care for them well. Pupils explained that there are adults who they can go to if they have any concerns or worries. Leaders deal with any incidents of bullying effectively. This helps pupils to feel safe.

Most pupils said that behaviour in lessons and around the school has improved. They appreciate leaders' efforts to increase staff's expectations of pupils' conduct. The youngest children behave well. Most pupils listen attentively to their teachers. However, despite these improvements, some staff do not have equally high expectations of pupils' behaviour. Some pupils do not behave as well as they should.

Leaders have high expectations of what pupils can and should achieve. To this end, they have strengthened the curriculum across many subjects. However, it is too early to see the impact of this work. Pupils' learning across a range of subjects is uneven as a result.

Children in the early years benefit from a well-thought-out curriculum. They develop high levels of curiosity, independence and enjoyment.

Pupils engage with a wide range of extra-curricular activities including sports and music clubs. They spoke positively about the residential trips that leaders organise for them to enhance their learning beyond the classroom. Pupils play an active part in school life. For example, they value their roles as school councillors and play leaders.

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

Overall, leaders have designed an ambitious curriculum. Subject leaders have identified the essential knowledge that they want pupils to learn from the early years to Year 6. They have organised this learning logically. Subject leaders have also deeply considered what pupils should learn to enrich the academic curriculum. In some subjects, pupils learn increasingly well.

Most teachers have strong subject knowledge. In some subjects, teachers use their expertise to deliver the curriculum well. However, in other subjects, leaders have not made sure that teachers deliver the curriculum equally well. Some teachers do not deliver the curriculum as leaders intend. For example, some teachers do not design appropriate learning experiences. Other teachers do not routinely check how well pupils are learning the curriculum. As a result, in these subjects, pupils develop misconceptions. They do not develop a rich body of subject knowledge.

Leaders have organised learning in the early years so that children can build their knowledge across the Nursery and Reception classes effectively. Leaders have carefully selected high-quality texts to support children's development across each of

the areas for learning. Children in the early years are happy. They follow routines well. Staff ensure that children have meaningful opportunities to develop their communication, language and early mathematics skills. Children spoke confidently about their learning.

Leaders have put in place a strong phonics programme. Staff are suitably trained to deliver this programme well. Most children and pupils build up their phonic knowledge securely. Pupils read books which match the sounds that they have learned in class. However, leaders have not ensured that staff support children and pupils who fall behind with their reading to catch up quickly enough. Consequently, some pupils do not read as well as they should. That said, by the end of key stage 2, the majority of pupils read with fluency and confidence.

Pupils have positive attitudes towards reading. They value the reading areas that leaders have created for them around the school. Pupils spoke enthusiastically about the variety of fiction and non-fiction texts available to them.

Leaders' systems for identifying the additional needs of pupils with special educational needs and/or disabilities (SEND) are not as effective as they should be. Added to this, some teachers do not have the expertise required to successfully adapt the delivery of the curriculum for pupils with SEND. This means that some pupils with SEND do not learn as well as they should.

Leaders have put in place a clear behaviour policy that most staff apply consistently well. Most pupils, and their parents and carers, appreciate the improvements in behaviour in lessons and around the school. However, some pupils with complex needs continue to demonstrate extreme behaviours. This means that, from time to time, some pupils' learning is disrupted.

Leaders provide a strong programme of personal development which helps pupils to develop their character and build resilience. Pupils show respect for people of different faiths, cultures and backgrounds. They learn how to be responsible and active citizens, for example by raising money for charitable causes and planting trees in the local park.

Governors are beginning to hold leaders to account more fully for the quality of education that pupils receive. Some staff feel well supported and appreciate leaders' consideration of their workload. However, some staff and parents who shared their views with inspectors feel that leaders' recent improvements to the behaviour policy are not having a strong enough impact.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff receive appropriate safeguarding training. They know the school community well. Staff are alert to the signs that a pupil may be at

risk of harm. They report any concerns that they have about a pupil's welfare diligently.

Leaders work closely with external agencies to ensure that pupils and their families receive appropriate and timely support. However, leaders and governors are not always clear about what information to record when recruiting new staff. This means that sometimes important information is not recorded as well as it should be.

Pupils learn how to keep themselves safe when online and in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some children and pupils have fallen behind with their phonic knowledge. This means that they are not ready for the next stage of their learning. Leaders and governors should ensure that children and pupils receive effective and timely support to enable them to progress well through the early reading curriculum.
- In some subjects, leaders have not checked that teachers are delivering their curriculums as they intend. As a result, pupils' learning is uneven. Leaders and governors should ensure that systems are in place to check that teachers deliver these curriculums effectively so that pupils' misconceptions are swiftly addressed.
- Leaders' systems for identifying and meeting the needs of pupils with SEND are not as effective as they should be. As a result, some pupils with SEND do not learn as well as they should. Senior leaders and governors should make sure that leaders and staff have the necessary expertise so that pupils with SEND receive timely and effective support.
- Leaders and governors are not clear enough about how to record some information when recruiting new staff. This means that some information about staff recruitment is not as complete as it should be. Leaders and governors should ensure that they record staff recruitment information in line with appropriate guidance.
- Some pupils struggle to regulate their own behaviour. On occasions, this means that some pupils' learning is disrupted. Leaders and governors should ensure that the recent gains in standards of behaviour are well embedded across the school and that staff, parents and pupils are confident in leaders' abilities to manage behaviour effectively.

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.

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 | 104565 |
| Local authority | Liverpool |
| Inspection number | 10245944 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 416 |
| Appropriate authority | The governing body |
| Chairs of governing body | Sylvia Donnelly and Jon MacKenzie |
| Headteacher | Matthew Hargreaves |
| Website | www.northway.liverpool.sch.uk |
| Date of previous inspection | 10 October 2017, under section 8 of the Education Act 2005 |

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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.
- Inspectors spoke with the headteacher, other leaders and staff in school. They spoke with a group of governors, including the chairs of the governing body. Inspectors also spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, and art and design. They spoke with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.

- Inspectors also spoke with leaders from other areas of the curriculum. They looked at pupils' work and spoke with pupils.
- An inspector listened to pupils read to a familiar adult.
- Inspectors observed children's and pupils' behaviour at breaktimes and at lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors evaluated leaders' safeguarding arrangements and scrutinised leaders' self-evaluation documents and improvement plans.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school. They considered the responses to Ofsted Parent View. This included the free-text responses.
- Inspectors also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Louise McArdle, lead inspector

His Majesty's Inspector

John Hanley

Ofsted Inspector

Lisa Littler

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022