



Mission Statement

The Mission, Vision & Values of Northwood Primary School

Northwood Primary is a community school with a strong moral code, where children succeed in an atmosphere characterised by educational success, social happiness, warm and caring relationships and high academic expectations.

'A World of Opportunities'

- A caring School which lies at the heart of its local community.
- Inspirational values for life and lifelong learning.
- Nurturing respect and consideration for self and others.
- Pursuing excellence for all.
- Challenging all children to achieve their very best.
- Empowering all to identify and celebrate their Gifts and Talents.
- Teach children to reflect about the world they live in at a local and international level.
- Enabling children to recognise how to keep themselves safe both physically and in the wider world.
- Excellent parental relationships and involvement.

At Northwood Primary School we value:

- Originality
- Independence
- Ambition
- Collaboration
- Individuality

*'We are proud to think that our Northwood values help contribute towards enabling our children becoming valued and respectful members of the community'.
Headteacher Sarah Hussey*

Overall Effectiveness

We are consistently striving for:	You would regularly observe:	You would not see:
<ul style="list-style-type: none"> ■ The quality of teaching, learning and assessment is outstanding. ■ All other key areas are likely to be outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. ■ Safeguarding is effective. 	<ul style="list-style-type: none"> ■ The quality of teaching, learning and assessment is at least good. ■ All other key areas are likely to be good or outstanding. ■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. ■ Safeguarding is effective. 	<ul style="list-style-type: none"> ■ Inadequate teaching and ineffective safeguarding and serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

Personal Development, Behaviour and Welfare

We are consistently striving for:	You would regularly observe:	You would not see:
<ul style="list-style-type: none"> ■ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. 	<ul style="list-style-type: none"> ■ Pupils are confident and self-assured. They take pride in their work, their school and their appearance. ■ Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. 	<ul style="list-style-type: none"> ■ Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms. ■ Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

Effectiveness of Leadership and Management

We are consistently striving for:	You would regularly observe:	You would not see:
<ul style="list-style-type: none"> ■ Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. ■ Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. 	<ul style="list-style-type: none"> ■ Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. ■ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. 	<ul style="list-style-type: none"> ■ Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support. ■ Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.

Quality of Teaching and Learning

We are consistently striving for:	You would regularly observe:	You would not see:
<ul style="list-style-type: none"> ■ Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. ■ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. 	<ul style="list-style-type: none"> ■ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. ■ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. 	<ul style="list-style-type: none"> ■ Teaching is poorly planned. ■ Weak assessment practice means that teaching fails to meet pupils' needs. ■ Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. ■ Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.

Outcomes for Pupils

We are consistently striving for:	You would regularly observe:	You would not see:
<ul style="list-style-type: none"> ■ Throughout each year group and across the curriculum, including in English and Mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. ■ The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. 	<ul style="list-style-type: none"> ■ Across almost all year groups and in a wide range of subjects, including in English and Mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points. ■ In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. ■ Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving. 	<ul style="list-style-type: none"> ■ Progress in any key subject or key stage indicates that pupils are underachieving considerably. ■ From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement. ■ For disadvantaged pupils, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.