

Cambridge Primary School

Inspection report

Unique Reference Number	134117
Local authority	Cumbria
Inspection number	381611
Inspection dates	13–14 March 2012
Lead inspector	Neil Mackenzie

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Susan Benson
Headteacher	Linda Dean
Date of previous school inspection	13 November 2008
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Introduction

Inspection team

Neil Mackenzie
John Ellwood

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 17 lessons taught by 10 teachers, observed various group activities and listened to pupils reading. Inspectors also attended a school assembly, a production from a touring theatre group, observed break and lunch times and held meetings with representatives of the governing body, staff, pupils, and parents and carers. Inspectors observed the school's work and looked at the school development plan, policies, assessment data, school and local authority monitoring and safeguarding information, lesson plans and pupils' work. The team analysed 90 questionnaires from parents and carers together with questionnaires from staff and pupils. When planning the inspection there were no responses to the online questionnaire (Parent View) available to be considered.

Information about the school

Cambridge Primary School is a smaller than most primary schools. Sharing the same site, but not inspected during this inspection, are: Hopscotch Pre-school, Abbotsmead Community Development Centre (adult learning education) and a base for the South Cumbria Dyslexia Association. The proportion of pupils known to be eligible for free school meals is significantly above average. Almost all pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs is significantly above average. The school has Healthy Schools status, the Eco School award and the Inclusion Chartermark. The school meets the current floor standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. All staff are highly committed to improving the achievement of every child. Pupils engage very well with their learning because the curriculum is outstanding. The school is not yet outstanding overall because further improvement is required in the overall quality of teaching. Attainment and achievement in mathematics are variable, and attendance, although improving, is only just broadly average.
- Achievement is good because pupils progress well from low starting points and leave the school with broadly average attainment. Attainment and pupils' achievement in reading and in writing have shown steady improvement, but in mathematics they are less strong.
- Teaching is usually good and some is outstanding because teachers know pupils very well and adapt teaching precisely to match their needs. They enthuse pupils through carefully chosen topics and interesting learning experiences.
- Pupils' behaviour is good because they enjoy learning and respond positively to the high expectations of staff. There are very effective structures in place to support those who sometimes misbehave. Good behaviour is positively rewarded. Pupils feel safe in school. Attendance has been low, but recent initiatives to improve this are beginning to have an impact, and attendance this year is broadly average.
- Leadership and management are good. Some elements of leadership are outstanding, particularly in the way that leaders creatively break down barriers to pupils' learning. There is excellent team spirit among all adults and all take responsibility for school improvement. Teachers constantly reflect on their performance. Improvements to the quality of teaching are well managed, albeit the outstanding practice has yet to be shared sufficiently to ensure high-quality

teaching throughout the school. Good spiritual, moral, social and cultural development is blended throughout pupils' learning and play.

What does the school need to do to improve further?

- Improve pupils' attainment, particularly in mathematics, by:
 - sharing the outstanding teaching practice that exists in the school, to ensure that teaching is always at least good
 - adapting the strategies that have led successfully to rapid improvements in reading and writing skills to help to raise pupils' attainment and achievement in mathematics.

- Ensure that the current improvement in attendance is sustained over time.

Main Report

Achievement of pupils

In lessons pupils have very positive attitudes to their learning and, because of engaging topics and good teaching, pupils enjoy their work. Older pupils readily explain how feedback from teachers helps them to know how well they are doing and what they need to do next in order to improve their work. Pupils are very proud of their achievements. Evidence from observations, and the scrutiny of pupils' work, show that they make good progress because tasks are very carefully prepared to match their abilities and potential. Disabled pupils and those who have special educational needs achieve well and some make outstanding progress. The gap in performance between pupils who are known to be eligible for free school meals and other pupils is closing. Inspection findings endorse parents' and carers' views that their children make good progress, their child's particular needs are met and that they are helped to develop effective communication and literacy skills.

An analysis of the school's assessments shows that children enter the Early Years Foundation Stage with well below expected skills and knowledge in all areas of learning. A significant number of children are dependent on adult support for basic needs. However, they progress well because of the support, encouragement and praise they receive.

Throughout Key Stage 1 pupils continue to make strong gains in reading and writing. By the end of Year 2 pupils' attainment in reading is still below average, but the gap is reducing. By the end of Year 6 pupils' attainment in reading and in English is broadly average. Over time, pupils' attainment in mathematics has been less strong than in English.

Quality of teaching

The quality of teaching overall is good and some is outstanding. Parents and carers are of the same view that teaching is good. Pupils tell us the school helps them do as well as they can do and that teaching is good.

Teachers know the emotional, physical and learning needs of every pupil in their class and adapt their teaching accordingly. They have high expectations of pupils, both in terms of academic success and behaviour, and this contributes significantly to pupils' good spiritual, moral, social and cultural development. Consequently, almost all lessons are well planned to meet the needs of all pupils. In these lessons teachers carefully choose themes and materials that engage pupils. They pitch questioning at the right level to stimulate pupils' imagination and to help them deepen their understanding.

Pupils talk with enthusiasm about the outstanding curriculum. It provides them with opportunities to apply their literacy, numeracy and information and communication technology skills across a range of subjects. Pupils' skills in speaking and listening are systematically developed so they can effectively discuss in pairs, in groups and with adults. It also helps them to express themselves and to deepen their understanding, and it effectively supports their reading and writing development. Children are developed equally well in the Early Years Foundation Stage through personalised programmes based on individual need. Teachers take care to accurately monitor the children's progress and systematically reduce their dependence on adult care and increase their language skills.

Outstanding teaching in a literacy lesson where the teacher used an extensive range of teaching strategies that engaged pupils and helped them fully understand what it would feel like to be in a workhouse. Pupils' attitudes were always positive, they were enthusiastic and their behaviour was excellent. Pupils' spiritual, moral, social and cultural understanding was well developed through activities such as 'heads down/close eyes', where the focus quickly moved from pacy discussion and explanation to personal reflection. The teacher was very sensitive to interpreting the level of pupils' understanding and swiftly adapting her plan to correct any misunderstandings. Reading is taught well, with pupils given regular opportunities to use their reading skills both in literacy lessons and in other subjects. They benefit particularly well from guided reading sessions. Pupils take part in events and competitions. Four pupils have had their poems published in 'Young Writers – Travel Back In Rhyme'. The teaching of mathematics is not as well considered and children's skills in discussing alternative strategies to solve problems are under-developed. In a few lessons, teaching is no better than satisfactory because planned activities are not tailored precisely enough to meet pupils' learning needs. Explanations lack precision and questioning is more superficial.

Teachers' guidance focuses very sharply on the next steps to improve. Teachers and learning assistants work very well together, cooperatively planning activities and support. The care and provision for disabled pupils and those who have special educational needs is a significant strength of the school. Consequently, they make at least good, and sometimes excellent, progress.

Behaviour and safety of pupils

Pupils behave well and they feel very safe in and around the school site. School leaders and teachers are well aware of the impact that their expectations and the quality of teaching have on the attitudes of the pupils. Adults within the school are excellent role models for the pupils, never raising their voices; they are calm and treat everyone respectfully. As a direct consequence, the school provides an excellent environment for learning where pupils feel secure and can thrive. When, occasionally, a pupil's behaviour becomes unacceptable adults deal with incidents skilfully, limiting the impact on the child and on others. Over time, pupils' behaviour has improved to the point where none need external support to help them manage their behaviour.

Almost all parents and carers who responded to the questionnaire said that behaviour is good. A very small minority said they considered bullying to be a problem. Inspectors investigated this by talking to pupils and closely observing pupils outside lessons. Most pupils said they could think of someone who had been bullied, but it was a long time ago. All of the pupils asked understood different types of bullying but none had any recent, direct experience of it. This response was entirely consistent with the inspectors' view that behaviour is exceptionally well managed through positive engagement and high expectations. Pupils readily take on responsibilities and show initiative. Pupils are happy, honest and enjoy their learning. Despite this, some pupils have not attended regularly and attendance rates were low. The school has taken action which has recently had a positive impact. Currently, pupils' attendance is broadly average.

Leadership and management

The school is led and managed well. The governing body and headteacher share the long-term vision to provide a learning resource for the whole community. Within the school there is an adult learning facility and a local centre for dyslexia. Engagement with parents and carers is good and is improved through the provision of free fitness classes and extensive parenting support. Accurate self-evaluation, good planning and judicious use of available resources have enabled the school to provide a positive learning environment, improving pupils' attainment and their attendance. As a result of the excellent leadership in the Early Years Foundation Stage, and of the provision for disabled pupils and those who have special educational needs, these children and pupils make good, and sometimes outstanding, progress. The strong commitment to promoting equality of opportunity can be clearly seen in the good achievement of all groups of pupils and the inclusive nature of all school activities. There are skilled and effective leaders at all levels. Leaders interact well with each other and have a common purpose: to improve the pupils' progress and personal development. Consequently, the school has very good capacity for further improvement.

Parents and carers say their children are well looked after and inspection findings concur with this view. This high level of academic and pastoral support for every individual means that all pupils are kept free from discrimination and make good progress. Pupils are safe at school because all staff ensure safeguarding requirements and other statutory procedures are fully met.

The curriculum is outstanding. Teachers and leaders carefully plan class activities, visits, cultural and scientific events, residential, clubs and play, to provide an excellent range of interesting, memorable and effective learning experiences. The planned curriculum supports pupils' good and sometimes outstanding progress and their good spiritual, moral, social and cultural development.

Pupils' progress is carefully tracked, which enables precise and timely intervention for those few pupils whose performance dips. The system to monitor the quality of teaching is good. This enables leaders to set a strategic direction for professional development, resulting in well-focused and effective training for all staff. In addition, specific areas for improving individual teachers' practice are identified and appropriate support is given. These initiatives have resulted in measurable improvement, for example in the teaching of and pupils' attainment in reading.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2012

Dear Pupils

Inspection of Cambridge Primary School, Barrow-in-Furness, LA13 9RP

Thank you for your enthusiastic welcome when I and one other inspector inspected your school. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do at school.

During our visit, we were impressed by your behaviour and the way you worked well in lessons. We also noticed many exciting activities and events happen at your school. You are well taught and looked after extremely well and this means you enjoy lessons and feel safe. However, we were disappointed that your attendance has not been good, but we can see that it is improving. Well done! We would like some of you to try hard to make your attendance even better. You make good progress in your work, grow in confidence and take many opportunities to get involved in school life and to accept responsibilities.

The headteacher and staff know how well the school is doing and how to improve it even more in the future. It is a good school and, with your help, it can become even better. We found out that reading in your school has been steadily getting better, but results in mathematics go up and down. We have asked your teachers to improve results in mathematics so they are similar to reading. The inspection team have asked the headteacher to make sure that other teachers in the school share ideas and ways of teaching that will help them to improve your learning.

You can help by coming to school regularly, continuing to behave so well in school and by always doing your best in every lesson.

Yours sincerely

Neil Mackenzie
Lead Inspector

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