

North Walney Primary School

Duddon Drive, Walney, Barrow-in-Furness, LA14 3TN

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils thrive in this happy and welcoming school. The supportive atmosphere helps them grow in confidence and feel safe.
- Achievement is good. Pupils make good progress in reading, writing and, more recently, in mathematics. Reading is a particular strength as is work in art, design and music.
- Teaching is at least good and there is some that is outstanding. There are many interesting lessons which pupils enjoy. They are involved with exciting topics that capture their imagination and these are successfully used to improve their literacy skills.
- Pupils' behaviour is good. They are keen to learn and work well together.
- The headteacher provides good, purposeful leadership. His relentless drive to raise attainment is shared by staff, who enthusiastically plan and collaborate effectively together, working well as a team.
- Governance is good, ensuring that the headteacher and staff are held to account and that the school is on a secure financial footing.
- Parents have confidence in leaders and teachers. They report that their children are happy, feel safe and enjoy school.
- Pupils' experiences in school enhance their day-to-day learning and support their personal development very well.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Although teachers mark pupils' work thoroughly, they do not routinely provide further guidance to help pupils improve.
- Standards in mathematics and information and communication technology are not as high as those in English at the end of Year 6.

Information about this inspection

- The inspector observed seven teachers and visited six lessons. In addition, a number of short visits were made to lessons. The inspector listened to pupils read.
- Discussions were held with school staff, groups of pupils, parents, a representative from the local authority and members of the governing body.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents and the school's checks on how well it is doing, including action and development plans. Records of pupils' current attainment and progress, attendance and punctuality were also checked.
- Parents' views were taken into account through the 14 responses to the online questionnaire (Parent View) and discussions with parents during the inspection.

Inspection team

Juliet Ward, Lead inspector

Additional Inspector

Full report

Information about this school

- North Walney is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is higher than found nationally.
- The proportion of pupils supported at school action and school action plus is significantly above average. The number of pupils with a statement of special educational needs is average.
- Pupils are taught in six classes; Nursery, Reception and Year 6 pupils have their own class, with others being of mixed ages.
- In 2012 the school met the government's floor standard in English but not in mathematics. The government's floor standard sets the minimum expectations for attainment and progress in English and mathematics.
- The school has Eco School status.

What does the school need to do to improve further?

- Improve teaching by making sure that all marking makes clear what pupils have done well and what they need to do to improve.
- Raise standards in mathematics and information and communication technology (ICT) by making sure that:
 - group activities enable pupils to build on their mathematical skills more rapidly
 - there are more opportunities for pupils to apply calculation skills to problem-solving investigations
 - pupils' ICT skills are regularly assessed and improved
 - pupils make more use of ICT across all subjects, particularly in mathematics.

Inspection judgements

The achievement of pupils is good

- Most pupils make good progress from their starting points and, with the exception of 2012, attainment has been broadly average by the time pupils reach the end of Key Stage 2. Progress is now consistently strong.
- Attainment on entry to Reception is much lower than that expected for children of this age.
- Children make good progress in the Early Years Foundation Stage and this is continued into Key Stage 1. The school's thorough tracking of the progress pupils make, together with careful scrutiny of the work in pupils' books, shows that progress is speeding up.
- Reading is now a particular strength because pupils are better prepared in the early stages of learning. Pupils use a range of skills, including phonics, the sounds that letters make, very successfully to read unfamiliar words. Regular reading at home is encouraged and well-planned class sessions foster a real enjoyment of reading.
- Pupils develop secure skills in literacy because of the way these are taught through exciting topics. Similarly, pupils' mathematical skills and ability to use ICT are effectively taught. However, their skills in mathematics and ICT are not as high as in English because they have less opportunity to use them when working in their groups on topics.
- Progress and achievement have improved overall since the last inspection, despite a dip in the results in 2012 at the end of Key Stage 2. The school's records show that, even though a high proportion of the pupils in Year 6 in 2012 did not reach the standard expected of them in mathematics, these pupils made good progress from their starting points which were much lower than in any other year groups.
- The achievement of the current Year 6 is much stronger than in 2012. Attainment is rising rapidly and pupils' progress is good. This confirms the steady trend of improvement since the school was last inspected. All pupils achieve well from their varying starting points, although attainment in English is stronger than in mathematics.
- Disabled pupils and those who have special educational needs achieve well. They receive carefully targeted support at an early stage of their schooling, and often make better than expected progress.
- The progress pupils make in using and applying information and communication technology varies; many pupils do not have access to computers at home and need a more carefully planned programme to teach them these skills.
- Effective assessment and tracking systems help staff to identify those pupils likely to fall behind. Consequently, equality of opportunity is promoted effectively because tasks meet pupils' different needs well, and gaps in learning are closed.
- The high numbers of pupils known to be eligible for the pupil premium make good progress in reading, writing and mathematics because of effective, additional one-to-one and small-group support. A significant number have additional support to help them cope with their personal and emotional needs, and this makes sure they manage to work well with their peers. The pupils' average point scores have improved to match those of their peers. The school promotes good opportunities for all groups of pupils and fosters very positive relationships.
- Pupils achieve well across a wide range of subjects. Work in art, design and music is particularly strong.

The quality of teaching is good

- Teaching is usually at least good and sometimes outstanding. Where teaching is outstanding, pupils' are totally absorbed in their learning and tasks are well matched to their needs. For example, in a Key Stage 2 mathematics lesson on solving word problems pupils relished the chance to work out problems and explain the strategies they used to do so. This is an

improvement since the last inspection.

- Teachers have high expectations of pupils' progress and learning is well planned so that it moves on at a good pace. Because pupils are enthusiastic learners and have positive attitudes they work hard and like to be actively involved.
- Some lessons really inspire and motivate pupils. In the Nursery and Reception classes children worked very happily on a range of reading and role-play activities, independently or with friends. The adults worked effectively with the children to encourage them to discuss their work in a well-organised and stimulating learning environment, where all reading and talking activities were seen by children as 'great fun'.
- Teachers use accurate assessment and regular tracking to identify gaps in learning quickly so that class teaching and additional support sessions are well planned to help pupils catch up. Teaching assistants provide well-targeted support for individuals and know pupils very well indeed.
- The teaching of literacy is well planned with a good emphasis on speaking, communication and drama, and role play in preparation for writing. Teachers use topics which really interest the pupils and this encourages them to write at length.
- Teachers' questioning in lessons encourages pupils to work out how they arrive at their answers. However, there are times when teachers do not make sure their questions challenge pupils sufficiently.
- In mathematics the best practice, for example where teachers encourage pupils to apply their mathematical skills in practical and relevant problem-solving activities, is not yet consistent across the school.
- Staff make sure children joining the Nursery and Reception classes settle into school happily. Positive relationships with the children and an early focus on social and emotional development and communication skills help children to learn the routines and expectations of the school quickly.
- Teachers mark pupils' work regularly but do not always offer guidance on how to improve. Pupils are clear about their targets but not necessarily how they can achieve them. In most classes the pupils are not given opportunities to respond to any marking comments, and so marking is not used to best advantage to consolidate and advance pupils' understanding.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They understand the importance of being part of a team and that everyone contributes to the success of the team. They recognise their own contribution and, at the same time, they understand the importance of listening carefully, encouraging and valuing the views of others.
- Pupils are enthusiastic learners and concentrate well. They learn to work at a good pace and have lots of opportunities to work in groups and independently. For example, if they struggle with a problem in class, their first approach is often to other pupils because they are encouraged to support each other. They cooperate very well with other pupils and adults.
- Pupils feel safe in school and say they also know how to keep safe outside school because of everything they have learnt. They say there is no bullying and that all staff and pupils are there to help everyone sort out any problems. Pupils know how to keep themselves safe on the internet and understand what problems using modern technology could present for their safety.
- There are many opportunities for pupils to take on, and in some cases train for, important roles and responsibilities. Pupils say that 'this is such a caring school'. Their contributions as school councillors and play buddies make a valuable contribution to improving the school and everyone's well-being.
- Parents are positive about how well the school promotes and secures the safety and well-being of their children.

- Pupils clearly enjoy school and this is reflected in their above-average attendance and punctuality.

The leadership and management are good

- The headteacher, staff and the governing body are strongly committed to, and successful in, raising pupils' achievement and improving the quality of teaching within a supportive and caring environment.
- Since the previous inspection staff have achieved greater consistency in the teaching and assessment of mathematics. The improved assessment and tracking systems have enabled a closer focus on making sure that pupils who struggle to learn do well and catch up with their peers. There remains more to do to ensure attainment in mathematics matches that of English.
- The school's view of its effectiveness is accurate. The headteacher and senior leaders know the school's strengths and areas for improvement from checking teaching and the pupils' progress. As a result, the school improvement plan sets out the right priorities for improvement and staff undertake relevant training that meets their needs and helps to improve teaching and pupils' achievement. However, the review of the success of the plan is not always crisp enough to make sure all the leaders, including governors, are fully aware of the outcomes for pupils and the impact of each initiative.
- Topics are exciting and stimulating and pupils are delighted with many learning experiences. For example, the Year 6 pupils are looking forward to their three-day visit to London. There is a wealth of after-school clubs which are very well attended and add to the pupils' knowledge and understanding, and skills. The pupils have performed in a number of plays and concerts locally, which strengthens the school's partnership with parents and the local community.
- Parents are supportive of the school's work. The new Parent Association is raising funds to support its work. The 14 responses on the Parent View site, together with discussions with parents, confirm that most parents are pleased with the education the school gives their children.
- The support from the local authority has been very well targeted to help the school raise its game and improve attainment, demonstrating the school's capacity to continue to improve.
- **The governance of the school:**
 - The governing body offers a good range of expertise and is very supportive of the school and its activities. It uses targets for the headteacher and staff in order to hold the school securely to account for pupils' performance. Governors know about the quality of teaching and how pupils' achievement compares with all schools nationally. They know what is being done to reward good teaching and tackle any underperformance. Governors have agreed the use of pupil premium funding to provide one-to-one help and small-group work and know that this is helping to close the achievement gap with other pupils.

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

Unique reference number	112240
Local authority	Cumbria
Inspection number	411729

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	127
Appropriate authority	The governing body
Chair	Hazel Edmondson
Headteacher	Phillip Webster
Date of previous school inspection	14 January 2010
Telephone number	01229 471781
Fax number	01229 471781
Email address	head@northwalney.cumbria.sch.uk

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