

Carnforth North Road Primary School

North Road, Carnforth, Lancashire, LA5 9LQ

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 across the school achieve well. All groups of pupils, including children in the Reception class, make good progress in reading, writing and mathematics as a result of teaching that is good and sometimes outstanding.
- Children experience imaginative and exciting teaching in the Early Years Foundation Stage and are well prepared for Year 1.
- Actions to improve writing have been successful and standards are rising across the school.
- Pupils respond positively to effective questioning which develops their thinking and understanding.
- Pupils feel safe in school because staff care for them and will help if they have any problems.
- Pupils' good behaviour in lessons, around school and in the playground helps to make the school a happy place where all are able to learn successfully.
- Pupils speak very positively about their school. They enjoy what school offers them, which is why attendance is above average.
- The curriculum offers pupils an exciting range of opportunities and experiences such as music, outdoor activities and sports that enhance pupils' learning.
- The headteacher is building an effective team which is committed fully to ensuring that the school continues to improve.
- The headteacher and governors know what is needed to further improve the school and take effective steps to do so.

It is not yet an outstanding school because

- Expectations of what pupils can achieve in English and mathematics are not always high enough.
- Teachers do not get sufficient opportunities to observe outstanding teaching to further improve their own practice.
- Pupils do not get enough opportunities to develop the skills they learn in mathematics in other subjects through real-life problem-solving activities.
- Guidance for pupils on how to improve work in English and mathematics is not precise enough.

Information about this inspection

- The inspector observed nine teachers and visited nine lessons.
- Discussions were held with the headteacher, deputy headteacher, staff, pupils, governors and a representative of the local authority.
- The inspector observed break time and talked regularly with pupils as they moved around the school.
- The inspector scrutinised pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding, key policies and pupils' work in their books.
- The inspector took account of responses to the school's most recent questionnaire for parents alongside 35 responses from the online questionnaire (Parent View) and responses to the school's own pupils' questionnaire.
- The inspector analysed 16 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Carnforth North Road Primary School is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds.
- The proportion of pupils supported through school action is similar to the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium is above the national average. (The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection, there has been a change in staff with one teacher joining the school in September 2013.
- The school has achieved the Sustainable Transport bronze and the Royal Horticultural Society Green Tree awards.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching in order to further accelerate the progress pupils make, by:
 - making sure that there are consistently high expectations of what pupils can achieve in English and mathematics
 - ensuring that there are more opportunities for pupils to use their mathematical skills in different subjects through practical real-life problem-solving activities
 - sharpening the guidance for pupils on how to improve in English and mathematics
 - seeking opportunities for teachers to see outstanding teaching regularly.

Inspection judgements

The achievement of pupils

is good

- Children join the school in the Early Years Foundation Stage with skills that are mostly typical for their age but that are usually lower in mathematics, writing, speaking and listening. They thoroughly enjoy a wide range of exciting activities both in the classroom and outdoors. For example, children can explore what happens when they pour water down a drain pipe, sell items in their outdoor shop, working out the change that might be needed, or practise their early writing skills with a friend.
- As a result, they make good progress and are well prepared to join Year 1.
- Pupils' rate of progress has improved rapidly since the previous inspection and is now good across Key Stages 1 and 2 for all groups of pupils. Teacher assessment at the end of Year 2 shows that standards over the last two years have risen. Attainment in 2013 was in line with the national average and well above average in mathematics. Predicted targets for 2014 indicate that standards should continue to rise.
- Standards have also risen in Key Stage 2. In the 2013 Year 6 national tests, attainment was well above average. Although all pupils achieved expected progress in writing and mathematics, pupils achieving more than expected progress was only average in writing. The school's recent focus on improving writing has resulted in rapid improvements across the school. These actions and predicted targets for 2014 indicate that standards in writing should improve.
- Reading is given a high priority from the moment pupils enter school in the Early Years Foundation Stage. Pupils use phonics (the sounds that letters represent) successfully to help them read and enjoy books and, in the 2013 Year 1 phonics screening check, they achieved above the national average. As pupils move through the school, they are able to explore different kinds of books as well as different authors to deepen their love of reading.
- Over the last two years, reading has improved in both Key Stages 1 and 2 so that by the end of Year 6 in 2013, the vast majority of pupils achieved progress that was expected of them.
- The most able pupils make good progress. In the 2013 national tests, the proportion of pupils achieving Level 5 was well above average in reading and mathematics. Writing targets for 2014 indicate that a much higher proportion of pupils should achieve Level 5 in Year 6 and Level 3 at the end of Year 2.
- The number of pupils achieving better than expected progress in mathematics was well above average in 2013; the predicted target for 2014 is not as high but is still expected to be above average. Across the school, there are too few examples in pupils' books, in mathematics and in other subjects, of opportunities to develop mathematical skills fully through real-life problem solving, and this slows progress.
- The pupil premium funding is used well to provide a range of support for eligible pupils. Overall pupils who were known to be eligible for free school meals in Year 6 in 2013 did not appear to reach standards as high as other pupils, particularly in mathematics. However, careful checking shows that this group of pupils made good progress in reading, writing and mathematics. The support they receive is ensuring that the gap between their attainment and that of other pupils is closing quickly. There are, however, too few eligible pupils to make meaningful comparisons with their standards and those of others in the school.
- The school promotes equality of opportunity effectively. As a result, no groups of pupils are underachieving. Disabled pupils and those who have special educational needs make good progress because their needs are identified quickly. This enables planned support to be provided for individuals or small groups to be managed skilfully by teachers or teaching assistants.

The quality of teaching

is good

- Relationships between adults and pupils are strong; pupils are confident to answer as well as to

ask questions and offer ideas. Working in pairs or small groups is encouraged by school staff and this not only helps pupils to share their thoughts and reflect on their own ideas but also contributes well to their social development.

- In one lesson observed, pupils in Year 4 responded well to questions as they were challenged to write the plan for a story, which had to include a dilemma. They talked quietly with each other, as they were excited about their story plan leading up to the problem. They drafted their thoughts quickly while the teacher moved around the room to check pupils' work and their understanding of the story plan. Pupils say they enjoy writing and their books show plenty of opportunities to write in different styles and for different purposes.
- Teachers plan interesting lessons that capture pupils' imaginations. Work is set at the right level to build on what pupils already know, and it is assessed well by teachers, both when pupils are working and when it is marked.
- Teaching assistants work closely with teachers and are briefed clearly so their work with groups, or individual pupils with specific needs, is productive.
- The regular teaching of phonics contributes well to pupils' enjoyment of reading. Pupils are enthusiastic to learn. In Year 3, pupils shared the words they had learnt at home as well as words that they found difficult. Spelling patterns are taught systematically so that pupils in Year 2 understand that some words can have 'ed' or 'ing' added to give a sense of time. This helps pupils to understand features to improve their writing.
- Pupils are aware of what they have to learn next; however, improvements they are being asked to focus on are not always specific enough for individual pupils to check their ongoing progress, nor do teachers always have high enough expectations of what pupils can achieve when setting the targets for them.
- Pupils' attitudes to learning are good. They concentrate hard and always try to do their best.
- Pupils' books show that they write in different topics and subjects. They have good opportunities to write at length, which helps to build confidence and shows the rapid progress made in writing.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is good. Positive relationships help pupils to feel safe. Pupils as well as parents believe strongly that the school is a safe place where everyone is valued.
- The behaviour of pupils is good. All parents who responded to Parent View agree. Pupils are eager to learn and participate well during lessons. Just occasionally, pupils can lose interest if they have to wait to start their work.
- Pupils say that bullying is rare. They have a good awareness of different kinds of bullying such as physical or cyber bullying but say that if they have any problem, they know they can talk to any adult in school who will help them.
- Pupils are caring and respectful towards one another as well as polite and helpful to adults.
- Attendance has improved and is now above average. The school is rigorous in following up pupils' absence and in ensuring that pupils and parents know the importance of good attendance.
- Members of the school council talk eagerly about how they raise funds to support different charities as well as how they help their school to improve. Through discussions in their classes, pupils have recently chosen new equipment to extend the range of activities in the playground.

The leadership and management are good

- The headteacher is well supported by the deputy headteacher. Together they lead a team of committed staff who are united in their drive to improve the school. As a result of swift actions to improve the school's performance, including a leadership decision to restructure classes so that pupils learn in smaller groups, teaching and achievement are now good and attendance is

rising.

- Leaders have a clear view of the school's work. The school's future actions are carefully and effectively planned so that the school is well placed to build on the significant recent improvements.
- Robust systems are used to check the performance of the school as well as that of individual teachers. Leaders, including the English and mathematics subject leaders, evaluate the school's work accurately and know what needs to be done next in order to improve further. Subject leaders play a key and active role in checking the quality of teaching and learning regularly. Although there is outstanding teaching in school, there are missed opportunities for staff to see this and use it to improve their own practice.
- The school has well-structured systems for the management of staff performance, which is linked clearly to teachers' pay and pupils' performance. Challenging targets are matched to staff training and, over the last year, training in teaching writing has already resulted in improvements to the progress pupils are making in this area.
- Strong links with the local authority, a National Leader of Education and other professionals are used effectively to help improve the school. The local authority's input has included working closely with leaders to monitor lessons and helping to develop further the role of the governing body.
- The school has good relationships with parents, who are pleased with what the school provides for their children.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development as well as their academic achievement. It is enriched by a wide range of opportunities for pupils to take part in. For example, the school choir has sung in the Lancashire & District Music Festival, pupils can take part in outdoor residential visits to experience canoeing, sailing or night walking and visits to local quarries or a Mexican restaurant. The school is proud of its success in winning the British Cycling Inter School competition on two occasions.
- The school has used its primary school sport funding effectively to employ a sports mentor who works alongside staff to develop their expertise and that of pupils. This includes assisting with children's physical development in the Early Years Foundation Stage outdoor area during the day. As a result, an increasing number of pupils now experience a wider range of sporting activities, not only during lessons but also at lunchtime and after school.
- **The governance of the school:**
 - Governors are involved fully in the life of the school. They meet with subject leaders and talk regularly with teachers and pupils in the class that they work with. The governing body keeps a careful eye on the school budget and is fully aware of how the pupil premium funding is spent in order to ensure that pupils make good progress. It is pleased that the primary school sport funding is helping pupils to take part in a wider range of sporting activities and recognises that this is already having a positive impact on pupils' enjoyment of sport as well as their participation. The governing body checks and understands the data on the progress of different groups of pupils. It knows about the quality of teaching, and governors are developing their role in working with the headteacher to reward teachers for their performance. The governing body ensures that safeguarding arrangements meet current requirements.

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	119126
Local authority	Lancashire
Inspection number	432122

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Kenneth Dunn
Headteacher	Adrian Ibison
Date of previous school inspection	17 April 2013
Telephone number	01524 732435
Fax number	01524 736542
Email address	head@carnforthnorthroad.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

