

# Inspection of a good school: Northfold Community Primary School

Ringway, Thornton-Cleveleys, Lancashire FY5 2NL

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Inspection dates:

22 and 23 February 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils enjoy attending Northfold Community Primary School. Pupils, including pupils with special educational needs and/or disabilities (SEND), appreciate the care and support that staff provide. Bullying is dealt with effectively by leaders. This helps pupils feel safe.

Pupils respond positively to leaders' high expectations for their behaviour. Children in the early years follow clear routines. Most pupils attend school regularly. Pupils understand the importance of equal respect. They are kind towards each other regardless of differences.

Older pupils are keen to carry out roles of responsibility. For instance, they enjoy being school buddies to help children in the early years settle quickly and make friends. Pupils take part in a range of clubs such as judo, dance, music and football. They also embrace the wider opportunities available to them, such as learning to skateboard, swim and orienteer.

Pupils are benefiting from recent changes in some of the curriculum areas. Leaders have increased their expectations of what pupils should achieve. However, the curriculum in some subject areas is not fully developed. Pupils' knowledge across different subjects is uneven as a result.

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

Leaders are in the process of revising and improving the school's curriculum. In some subjects, they have identified the knowledge that they want pupils to learn. However, in other subjects, leaders are in the early stages of making refinements to the curriculum. In these subject areas the curriculum does not meet the ambition of the national curriculum. Teachers of these subjects are not clear how pupils' learning should be built over time.

This hinders their ability to choose activities that develop pupils' knowledge over time. As a result, pupils do not know or remember more of what they have been taught.

In some subjects, teachers do not make effective checks on pupils' learning. This means that they do not pick up well enough on the gaps in pupils' understanding. Leaders are in the early stages of checking and supporting teachers to deliver new curriculum content effectively.

Leaders have recently made changes to the way that reading is taught. The new programme encourages pupils to read widely and often from the start of the Reception Year. Leaders are also improving the library resources for older pupils to ensure that there are a wider range of texts for them to enjoy.

Teachers ensure the books that pupils read are carefully matched to the sounds that they are learning. Leaders identify pupils who struggle to read. However, the additional support that pupils receive to overcome gaps in their reading knowledge is not effective enough. It does not help them to catch up quickly.

Leaders are effective in identifying the needs of pupils with SEND. They respond to the needs of these pupils in a timely and proactive manner. Pupils with SEND are supported well in the classroom and access the same curriculum as their peers.

During social times, pupils play together sensibly. Pupils are committed to their learning. Leaders have implemented effective strategies to help staff manage low-level disruption. This means that learning is not usually disrupted by poor behaviour.

Leaders have ensured there is a carefully designed programme to prepare pupils for life beyond school. For instance, pupils learn about friendships, resilience, caring for others and building positive attitudes. Pupils also develop a good understanding of different faiths and cultures. Leaders have started to offer opportunities for pupils to serve their community. For example, pupils take part in local 'beach cleans' and have also organised a fundraising coffee morning to support a charity.

New leaders have made positive changes in the school. They engage well with staff. As a result, staff feel well supported. Governors provide appropriate challenge to leaders and ensure changes made in the school are in the best interest of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and teachers are well trained to identify pupils who may be at risk of harm. Leaders respond swiftly to concerns that are raised. They liaise effectively with a wide range of external agencies to ensure pupils are supported.

Leaders ensure that pupils are taught how to keep themselves safe from different risks of harm, such as drugs, alcohol and unhealthy relationships. Pupils are aware of how to report concerns to staff and also use the school worry box if needed.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In several subjects, leaders are at an early stage in identifying the knowledge that they want pupils to know and when this knowledge will be taught. This means that teachers are not sure what to teach in some subjects. This hinders pupils from building their knowledge securely over time. Leaders should continue to refine the curriculum thinking so that pupils learn all that they should know.
- In some subjects, teachers do not use assessment strategies well enough to check pupils' learning. This impedes teachers' ability to identify and address the gaps in pupils' knowledge. Leaders should ensure that they support teachers to make effective checks on pupils' learning so that misconceptions are addressed quickly.
- The support that struggling readers receive to catch up is not effective enough in closing the gaps in their phonic knowledge. As a result, some pupils do not read fluently or accurately. Leaders should ensure that staff have the knowledge that they need to help pupils to catch up.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

## 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

<b>Unique reference number</b>	119290
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10256121
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Brian Eden
<b>Headteacher</b>	Brian Walsh
<b>Website</b>	<a href="http://www.northfold.lancs.sch.uk">www.northfold.lancs.sch.uk</a>
<b>Date of previous inspection</b>	27 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher was appointed in April 2022. He was previously the deputy headteacher at the school.
- A new deputy headteacher took up post in January 2023.
- Leaders provide before- and after-school care for pupils.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and members of staff. She also spoke with members of the governing body, including the chair of governors and a representative of the local authority.
- The inspector analysed safeguarding documentation, including the single central

record. The inspector spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school.

- The inspector carried out deep dives in early reading, mathematics and history. She talked with curriculum leaders, visited lessons, looked at examples of children's and pupils' work, held discussions with teachers and talked with children and pupils. The inspector also observed some pupils reading to a familiar adult.
- The inspector observed children's and pupils' behaviour in class and as they moved around school. She also observed pupils playing at lunchtime.
- The inspector spoke with groups of children and pupils about their experiences at school.
- The inspector spoke to parents and carers at the beginning of the school day.
- The inspector considered a range of documents, including those relating to the pupils' behaviour, school improvement plans and leaders' self-evaluation summary.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses.
- The inspector considered the responses to Ofsted's online survey for staff and pupils.

### **Inspection team**

Amina Modan, lead inspector

His Majesty's Inspector

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