



# Northside Primary School

## Inspection Report

**Unique Reference Number** 112142  
**LEA** Cumbria  
**Inspection number** 278861  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mrs Kathleen McArthur

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

<b>Type of school</b>	Primary	<b>School address</b>	Northside
<b>School category</b>	Community		Workington
<b>Age range of pupils</b>	3 to 11		Cumbria, CA14 1BD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01900 325230
<b>Number on roll</b>	93	<b>Fax number</b>	01900 325227
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Karen Clifford
<b>Date of previous inspection</b>	1 December 2000	<b>Headteacher</b>	Mrs Julie Irving

Age group	Inspection dates	Inspection number
3 to 11	17 January 2006 - 18 January 2006	278861



---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.



## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

Northside Primary School is a small school situated in an area of social and economic disadvantage on the outskirts of Workington. Most children start nursery with attainment well below average for their age. A high percentage of pupils receive free school meals. There are no children who are at an early stage of learning English or from minority back grounds. An average proportion of children have learning difficulties but a much higher than average proportion have statements of special educational needs.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate



## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school which gives good value for money. This inspection judgement confirms the school's own accurate view of its effectiveness.

Leadership and management are good overall. Good teaching ensures that most children achieve well from their low starting points and reach average overall standards by the time they leave the school. However, the most able pupils should achieve still higher standards. Effective assessment of the children's work provides valuable information on the progress of different groups. The children are well cared for and supported in school and their personal development is good. Children enjoy school very much indeed and work hard. The curriculum meets the needs of all children well and is enriched by a wide range of after-school activities. Parents are pleased with the school and are consulted through a parents' council. The school has a good reputation and attracts children from outside the area.

The school has received an award recognising the quality of provision in the Foundation Stage (Nursery and Reception). Although the provision is good, and the children make good progress from their low baseline, standards are below average for their age by the end of Reception.

The school has made a good improvement since the previous inspection. Particularly in the Foundation Stage and in standards in information and communication technology (ICT). The school shows that it is capable of making further improvement.

### **What the school should do to improve further**

Provide more challenging work for the most able children in English, mathematics and science, so that they can reach their potential in these subjects.

## **Achievement and standards**

### **Grade: 2**

The children's overall achievement is good. They begin school with standards well below average, particularly in the vital areas of language and social development. Children make good progress in the Foundation Stage although standards at the end of Reception are still below average. Throughout Key Stages 1 and 2, most children make good progress and reach the targets set for them in Year 6. Boys and girls achieve equally. Overall standards are broadly average in Year 6 and are average in English, mathematics and science. In 2005, the national test results, in terms of average points per pupil, were in line with national averages; all Year 6 children reached the level expected for their age in English and science and the great majority did so in mathematics. However, the most able pupils should reach higher standards. No children exceeded the expected standard (level 4) in any of the three subjects in 2005, although the school believes that some children in the current Year 6 will reach level 5. Standards have improved in ICT and are now average.



## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The school is welcoming to children and their parents. From the time children start school there is a strong focus on creating positive attitudes to learning and increasing children's self-esteem so that they believe they can succeed. As a result, the children value their school, are helpful and cooperative, work hard and achieve well. They behave well and respect the school rules, not least because they helped to devise them. They feel safe in school and say that there is no bullying, and are confident that the staff will deal effectively with their problems. Attendance is usually above the national average, but slipped last year. Attendance at after-school clubs is very high.

Children understand the need for physical exercise and a healthy diet and they enjoy sporting activities. The school received an award for physical education in 2004. Children are eager to undertake responsibilities, enjoy council meetings, and contribute well to the school and wider community. Pupils' spiritual, moral, social and cultural development is good and the school has effective links with the local church.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall throughout the school. Children like their teachers and greatly enjoy learning; good relationships help to give children confidence to tackle new work. The teachers manage behaviour effectively so that no learning time is lost. Lessons are well organised with varied and interesting practical activities that make learning fun. Teaching is regularly monitored by the headteacher but more attention needs to be given to stretching the most able pupils. However, other children are sufficiently challenged and try hard; they are given suitable targets and become increasingly aware of what they must do to improve their work. The assessment and tracking systems are good and provide accurate information for planning the next steps in learning. Teaching assistants ensure that children with learning difficulties are provided with appropriate activities from their individual plans.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets all statutory requirements. Basic skills of literacy and numeracy are taught well. Children use these skills competently, for example, when writing up their scientific investigations or recording numerical data. The school has recently adapted the curriculum effectively to ensure that children do not repeat work in the mixed-age classes. Teaching and support programmes are used effectively to help raise attainment in numeracy and literacy. Enrichment activities are a particular strength of the curriculum and the school provides a wide range of specialist teaching,



including sports, swimming, gymnastics and music. The programme of outdoor education and visits is particularly good; it enhances personal and social development and provides experiences that the children might not otherwise receive. Visits and visitors from local industry provide a valuable introduction to the future world of work.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding. Good child protection procedures are carefully implemented. Risk assessments and health and safety procedures are secure, and are effectively monitored and supported by the governors. Very good links with health, welfare and education services ensure that children's particular needs are well provided for. The staff know the children and their families very well and build constructive partnerships with them. Good relationships and the extensive programme of personal development also contribute strongly to children's progress. Children feel safe and know who to go to with their concerns, confident that staff care about their well-being. Consequently, they thrive in the school's calm and supportive ethos. Children with learning difficulties are fully involved in all the school offers. Very good induction procedures, including home visits, settle the children quickly into school. Rigorous academic tracking systems ensure that children receive very good guidance. Parents rightly feel that their children are exceptionally cared for.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher provides strong leadership, with a clear and realistic vision for improvement and raising standards. Her commitment and drive have led to a good improvement since the previous inspection, particularly in the Foundation Stage. She has built a skilled staff team and an effective partnership with governors, children and parents to share and implement her vision. The senior management team supports the headteacher well. The subject managers do not monitor the quality of lessons in their subjects but lessons are monitored regularly by the headteacher.

Equality of opportunity is promoted excellently, and the school provides varied teaching methods and skilled, support to meet the needs of all learners.

The school's self-assessment is rigorous, honest and provides a very accurate picture of the school's strengths and weaknesses; for example, in recognising the need constantly to raise academic standards. Priorities are built into the school improvement plan and the staff have challenging performance management targets. Governance is satisfactory. Most governors are relatively new but are beginning to be involved with the evaluation of the school's performance. Shrewd management decisions have substantially improved the school's financial position. The school is well placed to make further improvement.







## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA



## **Text from letter to pupils explaining the findings of the inspection**

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The School Council

Northside Primary School

Northside

Workington

Cumbria

CA14 1BD

17 January 2006

Dear School Councillors

Thank you for all your help when I came to inspect your school. You were all very friendly, polite and helpful, and told me lots of good things about your school. I am pleased you enjoy being in school so much, and that you get on so well with the staff and all the children in school. Please share this letter with all the other children.

There are a lot of good things to be proud of at your school.

Your headteacher has hard worked with you, the staff, your parents and the governors to create a good school.

You behave well. You care for each other really well and told me how much you enjoy learning, your lessons and all you do at school, especially sport.

You are lucky to have such good teachers and teaching assistants.

Your school makes excellent arrangements to make sure you are all safe and cared for.

To make your school even better, more of the Year 6 pupils should reach level 5 in English, mathematics and science.

I wish you every success in the future and hope that you will continue to work hard and be happy at Northside Primary School.

Yours sincerely

Kathleen McArthur

Inspector

Annex B

Annex B