



# Carnforth Christ Church, Church of England, Voluntary Aided Primary School

## Inspection Report

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**Unique Reference Number** 119522  
**Local Authority** Lancashire  
**Inspection number** 291446  
**Inspection dates** 30–31 January 2007  
**Reporting inspector** Jennie Platt

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

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<b>Type of school</b>	Primary	<b>School address</b>	North Road
<b>School category</b>	Voluntary aided		Carnforth, Lancashire
<b>Age range of pupils</b>	4–11		LA5 9LJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01524 732536
<b>Number on roll (school)</b>	104	<b>Fax number</b>	01524 733530
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Jeffrey Vaukins
		<b>Headteacher</b>	Mrs Mary Frankland
<b>Date of previous school inspection</b>	1 June 2002		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a small school and numbers are falling because of a declining birth rate in the area. Pupils are taught in four mixed age classes. Most pupils come from the local area which is socially and economically broadly similar to the national picture, although there are pockets of disadvantage. The proportion of pupils with learning difficulties and disabilities is above average. Virtually all pupils are White British and very few have English as an additional language. A below average number of pupils are eligible for free school meals. Children start school with standards that are broadly typical for their age. There have been considerable staffing difficulties over the last four years. This appears to have stabilised with the appointment of the current headteacher in 2004. At the time of the inspection, Years 5 and 6 (35 pupils) were absent on a school residential visit.

## **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 with some outstanding features. It is a friendly community with happy pupils who really enjoy learning. One parent's remarks sums up the opinions of many, 'After holidays or on the greyest Monday morning our children never say they don't want to go to school! To us that is proof that they are happy and thriving.' Provision for pupils' personal development is good and leads to pupils behaving well and establishing kind and caring relationships. Pupils willingly carry out responsibilities and help others in school and the wider community. Care for pupils is paramount and includes teaching pupils to look after themselves. As a result, pupils show a good understanding of how to keep safe and healthy. Older pupils look forward to the annual outdoor activities' holiday, which provides them with different experiences in a safe but challenging environment.

Overall achievement is good. Provision in the Foundation Stage is satisfactory. Children make satisfactory progress to reach the standard expected of them by the end of the Reception year. The children's progress is tracked but not enough is made of this information when planning activities that match their age and abilities and some could make better progress. Good teaching in Key Stage 1 has led to a long track record of above average results of national assessments at the end of Year 2. Standards in reading, writing and mathematics are above average with a high proportion of pupils exceeding the level expected for their age. Results of national tests at the end of Key Stage 2 dipped as pupils' learning was disturbed by staffing changes. This difficulty has been overcome and results in 2006 show standards returning to above average. Teaching is challenging and higher attaining pupils did especially well. In science, all pupils reached the expected level and more than a half exceeded this level. Provision for pupils with learning difficulties and disabilities is excellent and many of these pupils do very well and reach the level expected for their age. The pupils' high numeracy and literacy skills and their growing self-confidence prepares them exceptionally well for the future.

Good quality teaching and learning and a rich curriculum are key factors leading to this good achievement. Teachers make lessons exciting by using a variety of approaches to capture pupils' enthusiasm. A strong focus on music and art is appreciated by parents and pupils. Information and communication technology (ICT) is taught well but the lack of sufficient good quality computers in class, limit the use of ICT across the curriculum. The outside area for the children in the Foundation Stage is small and not fully exploited across all of the areas of learning. Enrichment through clubs, visits and visitors is excellent and greatly enhances learning.

Leadership and management are good. The headteacher is an outstanding leader and has a great enthusiasm and determination to provide the best for the pupils. Much has been achieved, not only in improving the environment but also in raising standards. Self-evaluation is collaborative including staff and governors and the school has a clear picture of what is working well and what are the next steps to improve. As a result, improvement since the last inspection and the capacity for further improvement are good.

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

- Make sure that the curriculum and tasks planned for children in the Foundation Stage are sufficiently challenging and closely match their ability and experiences.
- Increase and update ICT resources so that more use can be made of ICT in lessons.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. When children start school their attainment is broadly in line with national expectations. They make satisfactory progress in the Foundation Stage and reach the learning goals expected of children at the end of the Reception class. Writing is not as high as other aspects and children could make more progress if work fully matched their needs.

Results of teacher assessments at the end of Key Stage 1 show standards in reading, writing and mathematics have been high for several years with a high proportion of pupils reaching above average levels. This good rate of progress continues in Key Stage 2. Strong teaching and improved tracking of pupils' progress has stopped the decline in test results caused by staffing changes. Results of national tests in 2006 indicate that pupils leave school with above average standards. Results in science were especially high with every pupil reaching the expected level and almost two thirds exceeding this level. The school's challenging targets have been exceeded and the school is well placed to meet similarly high targets this year.

Many of the pupils assessed as having learning difficulties and disabilities and those with English as an additional language make excellent progress often reaching the same level as their peers. This is because their needs are promptly identified and effective support provided. Boys and girls achieve equally well.

Gifted or talented pupils benefit from support from specialist teachers, mainly in Key Stage 2, and this enables them to fully extend their skills.

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

### **Grade: 2**

This is a friendly and happy school. Attendance is above average because pupils enjoy learning. A resounding, 'no' was their reply when asked if there was anything they disliked. The view of pupils is that their teachers are kind and look after them. They feel safe and this helps them to concentrate, behave well and work hard. The school is working towards a Healthy Schools Award and pupils know how to keep healthy. Road safety instruction alerts them to the dangers of traffic. Strong links with the community are developed especially through shared activities with the church and local community. School councillors learn to represent others and all are involved in fund raising events. Good academic standards and the all round development of the pupils means that they are exceptionally well prepared for the future.

Provision for the pupils' spiritual, moral, social and cultural development is good. Spirituality is developed well in acts of worship and in encouraging an appreciation of the natural world. Pupils celebrate their own heritage especially in music and art. They learn about other faiths but there was little evidence to show a real understanding of how these affect the way people live.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspection evidence agrees with the school that teaching and learning are good. These are key factors in the good progress made in the school. Lessons include a variety of activities to capture pupils' interest. Work in science books in Key Stage 2 shows a good focus on practical investigations, which accounts for the high standards. Classroom management is firm and fair and means that learning is not disrupted. Questions are challenging. In a Year 3/4 literacy lesson, pupils were pressed to talk not just about the text but about their interpretations and thoughts. Teachers make good use of their inter-active white boards to clarify new learning as in the effective teaching of measurement in Year 1/2. Marking is informative and pupils know how to improve. Most lessons are suitably challenging leading to a high number of pupils working at above average standards. This is not always the case in the Foundation Stage where tasks, especially in writing, do not always match children's current ability or experiences and adult support is not always readily available to offer help. Pupils with learning difficulties and disabilities are very well supported. Individual education plans clearly identify pupils' starting point and inform staff how to tackle their specific difficulties. This enables these pupils to overcome their difficulties and make excellent progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum effectively promotes learning and makes a good contribution to pupils' personal development. Lessons devoted to extending personal and social skills include discussion and role play and make sure important messages are fully understood. The school has achieved a nationally recognised Activemark showing a commitment to encouraging keeping fit. Specialist teachers for ICT, mathematics and science enable pupils to work at challenging tasks in small groups. Numeracy and literacy are developed well in other subjects but insufficient computers in class restrict development of ICT across the curriculum. The Foundation Stage curriculum covers all of the required areas of learning activities. However, limited space restricts the use of outdoors to extend the children's experiences.

Extra-curricular provision is excellent. Parents appreciate the opportunities their children have to learn to play a musical instrument or to join a club. The bird watching group has an amazing place to watch birds. Many visits and visitors add that extra excitement to learning.

## **Care, guidance and support**

### **Grade: 2**

Procedures for safeguarding pupils are thorough. Adults working in school are carefully checked for their suitability to work with children. Procedures for child protection are effective. The local police and a visit from Life Education caravan contribute to making pupils aware of the dangers of drugs, alcohol and smoking. Close links with other agencies enable staff to offer informed advice to pupils with learning difficulties and disabilities. Good tracking of pupils' academic progress enables the school to spot those who are underachieving and provide additional help. Parts of assessment, especially for the younger pupils, are being adjusted to ensure assessment information is accurate and provides a clear picture on pupils' progress.

## **Leadership and management**

### **Grade: 2**

The headteacher is an outstanding leader and her determination has successfully maintained a balance between raising standards and providing an all round education. She has improved relationships so that the school is now a harmonious community. All are determined to provide the best for the pupils. As a result, improvement since the last inspection is good.

Equality of opportunity is excellent. The school provides especially well for pupils with learning difficulties and disabilities. The majority of parents have very positive views of the school. Their views are sought and taken into consideration when the school is setting priorities to improve. Subject leaders lead their subjects well. Although their subject reports do not always make it clear how standards are to be improved, staff discussions show practice is better than their reports suggest.

Governance is good. The majority of governors play a full and supportive role in the school. Many willingly give up their time to share their expertise with the pupils. They evaluate carefully what is happening in school but are not as involved in the early decision making process as they could be. Nevertheless, the school has an accurate picture of the way ahead and is well placed to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Carnforth Christ Church, Church of England, Voluntary Aided Primary School

North Road

Carnforth

Lancashire

LA5 9LJ

1st February 2007

Dear Pupils

Thank you for being so friendly to me when I visited your school. I enjoyed my short stay and appreciated the way you talked to me and told me about your school. I agree with you and your parents that yours is a good school and you achieve well. You play a major part in this by your good behaviour and the way you help each other. I was sorry not to meet the Year 5 and 6 pupils but having looked at your books I can see that you work hard. I have been told how enthusiastic you were on your adventurous holiday and how sensible you were when trying new activities. Well done! I am pleased that the school encourages you all to be healthy and that you feel safe in school.

You are fortunate to have good teachers who make your lessons interesting. I know that all involved with the school are eager to make further improvement. I think that buying new computers would allow you use ICT more in class. The youngest children in the infants enjoy school although some activities could be even more challenging for their age and they could have more space to learn outside.

I hope the older children enjoyed their visit to Lake Windermere. I am sure it is only one of the many exciting memories they will take with them of their time at school.

I wish you all the very best for the future.

Yours sincerely

Mrs J E Platt

Inspector