

# North Road Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119126
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313192
<b>Inspection dates</b>	18–19 September 2007
<b>Reporting inspector</b>	June Tracey

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Yates
<b>Headteacher</b>	Mr Brian Winterburn
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	North Road Carnforth Lancashire LA5 9LQ
<b>Telephone number</b>	01524 732435
<b>Fax number</b>	01524 736542

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	18–19 September 2007
<b>Inspection number</b>	313192

---

© Crown copyright 2007

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 one Additional Inspector.

## Description of the school

North Road is smaller than most primary schools. It is situated close to the centre of Carnforth and provides for children from a wide socio-economic community. The number of pupils on roll is falling due to demographic changes. There are three mixed-age classes covering Reception and Years 1 to 4 and then two single-age classes in Years 5 and 6. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are of White British heritage. None is at the early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above that found nationally, as is the proportion with statements of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

North Road is a good school. It provides a very good level of care through which pupils learn respect for themselves, each other and the school community. The calm, orderly atmosphere generated by a committed team of teachers and other adults contributes to the good learning and to pupils' enjoyment of school life. This is underpinned by good leadership and systematic procedures that are known well by pupils, parents and staff. Parents praised the school wholeheartedly in their responses to the questionnaire but a few expressed concern about the size of the mixed-age classes.

Children make good progress in the Reception year. Their attainment at the start of Year 1 is typical of most children of similar age. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The difference is due to the higher level of support from adults in lessons in Years 3 to 6. Standards in Year 2 are average, being slightly higher in reading and mathematics than in writing. Currently, standards are above average in Year 6. Pupils' moral and social development is provided for well through the use of stimulating materials that encourage them to face up to issues that are relevant to their growing maturity. Pupils say that they feel safe in school. They understand the importance of adopting healthy lifestyles and, when asked, can describe what they do to practise them. Pupils behave well. They have ample opportunities to take responsibility and to make their views known, for example through acting as buddies in the playground and through representation on the school council. The curriculum in the Foundation Stage and Key Stage 1 is innovative. It integrates subjects seamlessly so pupils connect knowledge and learn to view their work from a range of perspectives. On the strength of the success of this approach, the school is planning to develop further the curriculum in Years 3 to 6. Pupils and parents indicated that they would like more opportunities for creative work, such as in music, drama and dance.

Pupils of all abilities, including the most able and those with learning difficulties and/or disabilities, achieve well by the time they are eleven because the overall quality of teaching and learning is good. Teachers are sensitive to pupils' needs and the progress expected. They respond quickly when assessment of pupils' day-to-day work indicates that additional help is needed.

At the heart of the school's work is its determination to help pupils to understand themselves and to be good citizens. It promotes this well, as shown by pupils' concerned response in discussion to issues affecting the environment and the long-term survival of the planet. There is good capacity for further improvement based on priorities in the school development plan.

## Effectiveness of the Foundation Stage

### Grade: 2

The school has developed very effective induction procedures for preparing families for their children's entry to Reception. Children come from a wide range of pre-school groups. Attainment at this stage, overall, is similar to that found nationally but pupils' varied experiences necessitate more time being spent on moulding them together as a group than might otherwise be the case. The vast majority achieve well and by the end of the year, attainment is secure and typical of children of this age. It provides a good basis for learning in Year 1. The innovative approach to joint planning for the curriculum across the Foundation Stage and Key Stage 1 is beneficial. It eases the transition between the key stages because children become used to working with

others in the 4–7 age range. They gain from talking to and learning from each other and from emulating the older pupils. In addition, teachers find it easier to plan for continuous progression in literacy and numeracy. Children enjoy the stimulating experiences in the Reception year, for example, when, during the inspection, they talked excitedly about what they had done and observed in the outdoor nature area.

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

- Raise standards further in Year 2, particularly in writing.
- Plan for a more equitable distribution of expertise and support for pupils in the mixed-age classes.
- Overhaul the curriculum in Key Stage 2 to embrace more opportunities for cross-curricular and creative work.

## **Achievement and standards**

### **Grade: 2**

Overall, pupils of all abilities and backgrounds achieve well by the time they are eleven. Progress is uneven at present, being satisfactory in Key Stage 1 and good in other year groups because, although teaching is good, the distribution of expertise and support from adults is uneven. Pupils in the relatively large mixed-age class for Years 1 and 2 do not have enough support when they are involved in group activities. This is frustrating, particularly for the youngest pupils, and they sometimes lose concentration. Standards are average overall at the age of seven. Some pupils do not achieve as well in writing as they do in reading and mathematics, which is reflected in national assessments in Year 2. In Key Stage 2, standards vary from average to above average between year groups depending on the proportion of pupils with learning difficulties and/or disabilities; in some year groups this proportion is relatively high. Standards are above average in the current Year 6. National test results in Year 6 mirror the school's assessment records. The statutory targets set by the governors are challenging. They were all achieved in 2007 with an increase over 2006 in the proportions reaching the higher Level 5 in English, mathematics and science. Pupils with learning difficulties and/or disabilities make similar progress to other pupils.

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

### **Grade: 2**

Pupils' personal development is good, as is their spiritual, moral, social and cultural development. Social and moral development is promoted explicitly, with good effect. Pupils say that they enjoy school and that they feel safe. Pupils value the opportunities to discuss their changing attitudes and emotions, such as in the Year 6 lesson in which they empathised with the characters in a situation that they recognised. Pupils know about the characteristics of religions and beliefs but they are not as well informed about what it means to live and work amongst people from within the different cultures that make up British society. Pupils behave respectfully, with thought for others. Allegations of bullying are few and pupils say that they are dealt with swiftly if they do occur. The discipline and reward systems are applied fairly and rigorously, imposing on classes the will to work together for the good of the whole. Good attitudes towards learning and pupils' natural curiosity contribute to their growing self-confidence. Attendance is satisfactory.

Pupils transfer literacy, numerical and information and communication technology (ICT) skills satisfactorily across the curriculum. There are not enough planned opportunities for pupils to apply them in situations similar to those that they may meet up with in life outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. It is a significant factor in pupils' good achievement. Teachers and teaching assistants plan and execute lessons well with a view to encouraging pupils to become independent learners. Expectations are clear and pupils usually self-assess their learning at the end of the lesson. This, and the teacher's assessment of individual pupils' progress, is used well to modify plans for subsequent lessons. The marking of pupils' work is constructive and helpful. Pupils have written, individualised, short-term goals. They experience a sense of achievement when the targets are met. Teaching in the mixed-age classes is well planned to stimulate and advance learning for the different ages and abilities. It is more effective in progressing learning in the Year R/1 and Year 3/4 classes than in the Year 1/2 class in which there is less support from adults. As a result, pupils lose concentration when help is not immediately available. Given the young age of these pupils, this leads to satisfactory rather good progress, particularly in the development of literacy skills.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets statutory requirements and takes account of the most recent government initiatives. The move towards a themed, integrated approach in the Foundation Stage and Key Stage 1 is exciting and stimulates pupils' speaking and listening skills. The curriculum in Key Stage 2 provides satisfactorily for the development of academic and technical skills but it is not as creative. The school provides a reasonable range of extra-curricular activities but some pupils expressed a desire for opportunities to learn to play a musical instrument and for more drama and dance. Provision for pupils with learning difficulties and/or disabilities is effective. The most able pupils are challenged well in class and through separate projects, such as the one on astronomy this year that links with another primary school, the local high school, an international school and Cambridge University.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good quality care, guidance and support. This is targeted very well at the specific academic and personal needs of individual pupils. High priority is given to safeguarding pupils and to child protection. Relevant procedures are known and acted on by all staff. Risk assessments are carried out responsibly in accordance with guidance from the local authority. Pupils are well informed about how to improve their work through feedback from staff, orally and/or through written comments on their work. Systematic procedures for assessment trigger intervention and extra support when pupils are found not to be achieving as well as expected. Achievement is underpinned by some, but not all, parents' support and involvement in their children's learning, for example, through participation in workshops to explain current teaching techniques in the core skills.

## Leadership and management

### Grade: 2

Leadership, management and governance are good. The headteacher has a high profile about the school and his leadership is respected by pupils, staff and parents.

Skilled management of the falling roll situation and prudent budgeting have led to the maintenance of good provision, albeit that this involves some mixed-age classes. Good communication and consultation with staff lead to accurate self-evaluation and decisive action. Currently, the distribution of staff expertise and time is loaded, for understandable reasons, in favour of two of the mixed-age classes. Pupils in the other mixed-age class are missing out with respect to the level of staffing provision, which is detrimental to their progress. Members of staff have taken on additional responsibilities to mitigate the impact of the reduction in staffing. Teaching and non-teaching staff give generously of their time outside the normal school day in order to sustain as wide a range of experiences as possible for all pupils. Professional development is targeted appropriately at priorities, currently writing, in the school improvement plan. Governors hold the school to account for its actions and performance. Improvement since the previous inspection is good and there is capacity for still more.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

20 September 2007

Dear Pupils

Inspection of North Road Primary School, Lancashire, LA5 9LQ.

First, let me thank you for your warm welcome and for contributing to the inspection. I enjoyed seeing what you do in school and listening to your views. I can understand why most of you say that you enjoy school and feel safe, and why you think your learning is helping you to shape your own futures.

I was impressed by the way you set about each day's work efficiently and without fuss. You show great respect for each other and for the adults in school, attitudes that I hope that you transfer to your relationships with friends and family outside. These, and the skills that you learn in class, will be invaluable to you in later life. In lessons, you listen well and respond to your teachers' questions. The older ones amongst you seem to enjoy reasoning out things for yourselves and justifying your opinions. This is good; it shows that you are growing in maturity and able to consider both sides of an argument. Overall, you achieve well in your journey through school but I think that some of you could improve your writing further, particularly in Years 1 and 2. I have asked your teachers to help you in this, possibly by providing more support for you in group activities so that you do not have to wait too long when you are not sure how to proceed.

I was pleased to meet up with representatives of the school council. Your openness about your work in school and aspirations for the future told me a lot about you and how you discharge your responsibilities. It was good to hear you talking about what was important for the school as a whole, not just for individuals. I passed on to the school your comments about wishing there were more opportunities for you to engage in creative activities, such as drama and dance, or to learn to play a musical instrument. As it is, the school provides for you a range of extra-curricular activities that offer something of interest for everyone.

All you do in school is preparing you to be good citizens. I think that you are already showing a good community spirit that enhances the reputation of your school.

Thank you once again and best wishes for your future success.

June Tracey

Lead Inspector