

# North Walney Primary School

## Inspection report

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<b>Unique Reference Number</b>	112240
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337876
<b>Inspection dates</b>	14–15 January 2010
<b>Reporting inspector</b>	Sheila Mawer

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Edmondson
<b>Headteacher</b>	Mr Philip Webster
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Duddon Drive Walney Barrow-in-Furness LA14 3TN
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons, looked at pupils' work and held meetings with staff, pupils and two representatives of the governing body. A range of documents were examined including the school improvement plan, assessment information, safeguarding procedures, minutes of governors' meeting and records of monitoring and evaluation. The inspectors also analysed the 37 questionnaires returned by parents and questionnaires completed by staff in the school and pupils in Key Stage 2.

The inspectors reviewed many aspects of the school's work. The following were looked at in detail:

- how well pupils of all ages and abilities, including children in the Early Years Foundation Stage achieve from their starting points
- whether the steps the school is taking to improve mathematics are starting to impact on attainment and progress
- improvements in teaching since 2006 and especially how well planning is matched to the needs and abilities of different groups
- the effectiveness of the governing body in determining the strategic direction of the school through their monitoring and evaluation.

## Information about the school

This is a smaller than average size school. It is situated in an isolated part of South Cumbria. It has a well above average proportion of pupils who are eligible for free school meals. Almost all pupils are from White British families. The proportion of pupils with special education needs and/or disabilities including those with a statement of need is well above average. The Early Years Foundation Stage provides part-time education for Nursery children and full-time education for Reception children. The school has received several awards for its promotion of healthy lifestyles. The school has childcare provision that is not managed by the governing body and this will be inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

North Walney is a good school. Since its previous inspection it has made significant improvements. It has raised achievement and key areas of provision from satisfactory to good. Parents, carers, pupils and staff have high opinions of this inclusive school, which is at the heart of the community it serves. The school has a good awareness of its strengths and weaknesses. The headteacher and senior staff evaluate its work rigorously and take effective action to bring about improvements. Although governors are not fully involved in monitoring and evaluating the school's performance, their role in holding the school to account has improved. In this positive climate of successfully driving ambition and improvements, the school has a good capacity to improve further. It gives good value for money.

When children start school their skills are well below expectations. Good teaching and support enables all groups of learners to make good progress and achieve well. Successful strategies in provision are used to eradicate any differences in the achievement of pupils. Consequently, pupils with special educational needs/and or disabilities do as well as others and all pupils gain important skills for their future lives. Attainment is broadly average by Year 6. Good progress has been made in addressing issues from the previous inspection. For example, attainment in English, particularly in writing, has improved through good assessment and target setting, a stronger pace to learning and more focus on speaking and listening. The school knows that attainment in mathematics is not as strong as English in Key Stage 2. This is due to fewer opportunities for pupils to learn how to solve problems in mathematics or to use their numeracy skills in other subjects. Target setting in mathematics in Key Stage 2 is not effective in helping pupils to improve.

The rich curriculum contributes significantly to pupils' good personal development. Partnerships with other providers are very effective in promoting pupils' learning and well-being. The curriculum supports community cohesion well. Pupils enjoy their learning and feel safe and happy within a supportive and caring environment. Care, guidance and support are good. Pupils' behaviour is also good. They show a keen willingness to contribute responsibly to school and the wider community. The school has worked tirelessly over the years in often very challenging circumstances to improve attendance. It is now above average.

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

- Raise attainment in mathematics in Key Stage 2 by:
  - giving pupils more opportunities to learn how to solve problems

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- setting challenging individual targets in mathematics that are regularly reviewed and shared with pupils, so they know how well they are doing and how to improve
- extending the opportunities pupils have to use their mathematical skills across different subjects of the curriculum.
- Ensure that governors are more involved in determining the strategic direction of the school by formally monitoring and evaluating its performance.

**Outcomes for individuals and groups of pupils****2**

Pupils learn and achieve well in lessons. Accurate assessments show that pupils make good progress from well below average starting points when they join the school. Standards overall are broadly average by the end of Year 6. Over the years attainment has varied considerably. This is because cohorts are small and are sometimes affected by a higher percentage of pupils with special educational needs and or/disabilities than usual. In 2009, pupils' attainment was below average in Year 6 and broadly average in Year 2. Current work indicates that pupils are reaching broadly average standards by Year 6, although attainment is lower in mathematics.

In lessons pupils show good levels of engagement, enjoyment and positive attitudes to their learning. They ask many questions and find activities where they are involved in role-play and talking about their work to be great fun. They are keen to succeed in all aspects of school life and this is particularly evident in their positive approach to tackling writing tasks. They have embraced the 'Big Writing' project enthusiastically and rise to the challenges set by their teachers. Pupils' good level of motivation for writing is reflected in the stronger progress they make in this subject.

While the role of the school council is still developing, pupils delight in many other opportunities they have to show initiative and responsibility around the school. They particularly enjoy their roles as play leaders and sharing stories with children in the Nursery, such as when reading the 'Magic Toilet', which is a favourite book with the Nursery children. Pupils' well developed personal qualities and the good progress they make in their learning, prepares them well for the future.

Spiritual, moral, social and cultural development is good. Socially, pupils benefit particularly well from excellent relationships with staff, whom they value highly. They also show good levels of care and consideration for each other. Pupils behave well. The introduction of a 'traffic lights' system to improve behaviour has resulted in no exclusions for many years, and only very occasionally some bullying. Strong links established with the local and wider community gives pupils a good understanding of different cultures and beliefs and this is being developed further. The questionnaires completed by pupils were very positive. In particular, all pupils say they feel safe in school. This reflects the positive steps the school takes to provide a secure environment and for pupils to learn safe practices. Through its success as a healthy and active school, pupils understand healthy living and how to keep fit. Pupils eagerly participate in different physical activities during and after school, attend a healthy cookery club and

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grow their own vegetables.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Because teaching has improved, pupils are now making good progress. Teachers make good use of assessment to plan lessons that meet the needs of all groups of learners. Lessons are productive, expectations are high of what pupils can achieve and good resources keep pupils engaged and learning well. An outstanding literacy lesson in Year 2 had these good features and more. Pupils made excellent progress in their writing because the teacher included high quality role play, which developed and rehearsed key vocabulary. She then went on to use a range of challenging activities, which gave pupils a real sense of purpose for their writing. The teaching of mathematics in Key Stage 2 has areas for development. Although basic numeracy is taught well, there is not enough focus on helping pupils to develop different strategies to solve problems. One lesson clearly demonstrated pupils' lack of confidence in working out problems. Most teachers mark pupils' work effectively and give them pointers for improvement. The targets set in English are reviewed regularly with pupils through the school, so they know how well

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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they are performing and are keen to improve. Because targets set in mathematics in Key Stage 2 are not reviewed regularly, some pupils do not know how well they are doing. Therefore, there is less incentive for pupils to work hard and improve their skills in mathematics.

A particular strength of the good curriculum is its enrichment through close links with other organisations. Funding through the extended schools programme has enabled a youth worker to work with pupils on swimming, drama and chess. Many visits, visitors and activities before and after school enrich the curriculum further, including the teaching of French. The broad and balanced curriculum contributes strongly to pupils' personal development and well-being. The school has been successful in gaining the Healthy School award and Activemark and developed close partnership with different sporting organisations. These initiatives impact strongly on pupils' good awareness of a healthy lifestyle. Writing skills have been extended well across the curriculum, impacting positively on pupils' progress. The opportunities pupils have to use their mathematical skills across different subjects are more limited.

Relationships are excellent and pupils are nurtured well throughout their time in school. Parents endorse the good levels of care and praise the commitment from the staff to their children's welfare. The needs of the high numbers of pupils with special educational needs and/or disabilities and the most vulnerable pupils are met through early intervention from outside agencies and good support. Good systems are in place to make the transition to secondary school smooth and successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides a clear vision of what needs to be achieved to keep improving the school and meeting challenging targets. There is a strong focus on teamwork and a shared responsibility and commitment to drive improvements forward. The headteacher and assistant headteacher are totally committed to pupils' academic and personal success. In this favourable climate much has been achieved since the last inspection. In particular, the leadership role of many staff has been developed, so they now contribute actively to school improvement. Rigorous monitoring of teaching and learning has resulted in better progress for all groups of learners and especially in writing. These improvements demonstrate the school's determination to ensure that discrimination is tackled and that there are equal opportunities for all pupils. There is no evidence of any

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discrimination in the school.

Governors bring support and challenge to many areas of school life. In particular, they work closely with senior leaders to ensure that all statutory requirements regarding safeguarding are met. Procedures for ensuring health and safety and managing risk are satisfactory and in line with government requirements. The chair of governors has been particularly successful in working with the finance committee to arrange release time for senior leaders to manage their roles effectively. Governors' involvement in monitoring and evaluating the school's performance is still not fully developed, although it has improved since the last inspection. Governors are now linked to key aspects of the school's work, but are not sufficiently robust in scrutinising and evaluating these actions.

The way in which the school promotes community cohesion and links with other providers is good. Pupils regularly participate in local events. They are also knowledgeable about different communities and cultures through fund raising, visits, visitors and special weeks, where they learn about many countries and their traditions. Links are now being established with a school in the United Kingdom and in Uganda, to extend community cohesion. Parents and carers are kept well informed about their children's achievement and the school regularly seeks their views. Relationships with parents and carers are good. The school works hard to involve them positively in their children's learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision is good. The skilled Early Years Foundation Stage leader sets high expectations



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of what the children can achieve. She shares her vision through strong teamwork. All staff are keen to develop their skills further. Recent training is leading to a better focus on developing children's creative and enquiry skills. The arrangements for the children's entry into school and partnerships with parents and carers are good.

Children arrive in school with skills that are well below those expected for their age. They make good progress and most children reach expected standards by the end of their time in the Early Years Foundation Stage. However, in language and aspects of their personal development, where starting points are exceptionally low, attainment remains below what is expected for their age. Outstanding emphasis is placed on ensuring children's care, safety and welfare. Excellent relationships and generous staffing levels help children to feel happy and safe in school. In Nursery, children who have just started are learning to share resources and settle to their tasks. By Reception, all children take responsibility for planning their own learning. A group of children proudly watered some giant African land snails they are caring for, knowing the snails needed water to keep them healthy.

Provision is particularly strong in promoting the children's literacy and numeracy skills. In Reception, good assessment procedures are used to plan work that is accurately matched to the needs and abilities of all children. Already more- able children are writing their own speech bubbles of what the 'Gingerbread Man' is saying in the story. Good resources in Nursery and Reception are used to provide a balance of adult-led tasks and children choosing their own learning. One boy used considerable initiative in 'construction' to build a trap for the 'Gingerbread Man'. Children in the Nursery have regular access to a spacious outdoor area where their learning is extended well. In Reception, opportunities for outdoor play are more limited, but a regular time is allocated each day for outdoor play.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers who returned the questionnaires are overwhelmingly supportive of the school. They are very positive about all aspects of provision and especially the way in which the school cares for their children, keeps them safe and is led and managed. A parent typically commented, 'The school is led by a strong support team. Values are passed down and all teachers are reaching for the same goals'. A very high percentage of parents and carers also acknowledged how much their children enjoy school. The

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very few concerns expressed mainly centred on behaviour. This does not represent significant issues for the school. Inspectors agree with most parents that the school deals effectively with unacceptable behaviour and that behaviour is good through the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Walney Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 37 completed questionnaires by the end of the on-site, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	76	9	24	0	0	0	0
The school keeps my child safe	27	73	7	19	3	8	0	0
The school informs me about my child's progress	20	54	15	41	2	5	0	0
My child is making enough progress at this school	18	49	19	51	0	0	0	0
The teaching is good at this school	24	65	13	35	0	0	0	0
The school helps me to support my child's learning	19	51	17	46	1	3	0	0
The school helps my child to have a healthy lifestyle	21	57	15	41	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	51	13	35	1	3	0	0
The school meets my child's particular needs	18	49	19	51	0	0	0	0
The school deals effectively with unacceptable behaviour	19	51	10	27	5	14	2	5
The school takes account of my suggestions and concerns	17	46	17	46	2	5	0	0
The school is led and managed effectively	20	54	16	43	0	0	0	0
Overall, I am happy with my child's experience at this school	22	59	15	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 January 2010

Dear Pupils

Inspection of North Walney Primary School, Barrow-in-Furness, LA14 3TN

Thank you for the warm welcome you gave us both when we visited your school recently. A special thanks goes to the school council and some of Year 6 pupils who gave up part of their lunchtime to talk to us. The questionnaires that older pupils completed were all very positive and told us how proud you are of your school. We agree with you. You go to a good school. These are some of the main things that we found out about your school.

- You are making good progress, achieving well and reaching average standards by Year 6.
- Your school gives you good care, guidance and support.
- You behave well, really enjoy school and enjoy taking responsibility.
- You are well taught and the good curriculum provides lots of opportunities for you to stay fit and healthy.
- Your school is well led and managed.

Even in such a good school as yours there are always some things that can be better. This is what we have asked your school to do now.

Help those of you in Key Stage 2 to make faster progress in mathematics by

- learning how to solve problems, knowing your targets and how to improve and
- practising your numeracy skills in other subjects.

Improve the way that governors check how well you are doing in school.

We hope you will all work hard and achieve the best you can, especially those of you in Key Stage 2 with your mathematics. Good luck to you all.

Yours sincerely,

Mrs Sheila Mawer

Lead Inspector

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