

North Lancing Primary School

Mill Road, North Lancing, West Sussex, BN15 0PT

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, the headteacher and senior leaders have made sure that teaching has improved. This has led to improved progress and a steady rise in the standards pupils achieve.
- Teaching is now consistently good, and some is outstanding, particularly for the youngest and oldest pupils. Teachers have high expectations of pupils, in the quality of work they do and of their behaviour.
- Standards have risen particularly well in writing and mathematics. Standards in reading have also risen, but at a slower rate.
- Disabled pupils and those with special educational needs make good progress because they are supported well.
- Pupils feel very safe at the school and are proud of their many achievements, both academically and in sport, music and art.
- Pupils behave well and enjoy the work teachers give them to do. They are keen to learn. The school has been effective in improving the challenging behaviour of the very few pupils for whom this is an issue.
- The headteacher and senior leaders have made sure that any issues are identified quickly, and are tackled with determination. Their vision for the school is shared by the teachers and governors.
- The headteacher has thought carefully about how to deploy staff to use teachers' particular strengths to the benefit of all pupils. She has developed a strong team of leaders.
- Governors know the school well and are clear about how it is performing compared to other schools. They make sure that all the appropriate policies and procedures are in place to keep pupils safe.

It is not yet an outstanding school because

- There is not enough teaching which is outstanding.
- In reading and mathematics, some pupils are unclear about how to check their own progress and improve their work.

Information about this inspection

- Three inspectors observed 23 lessons, taken by 18 teachers, as well as sessions with small groups taken by teaching assistants. Approximately half of these observations were carried out alongside the school’s senior leaders.
- The inspectors also spoke to pupils about their work and looked at the work pupils have been doing, both in the lessons observed and in books. The inspectors held meetings with senior and middle leaders, groups of pupils, representatives of the governing body, and a representative of the local authority.
- Inspectors reviewed teachers’ records about pupils’ progress and standards, as well as documents detailing pupils’ performance over time. They also looked at school documents, policies and procedures, as well as plans to further improve the school. Inspectors looked at senior leaders’ checks on the quality of teaching, and minutes of meetings, including those of the governing body.
- The inspectors considered the views of parents about the school, through the 124 responses to Parent View, the online survey for Ofsted, as well as correspondence received and through informal discussions. The 32 responses to a survey for staff were also considered, alongside other discussions with staff.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Janet Simms

Additional Inspector

Gianni Bianchi

Additional Inspector

Full report

Information about this school

- This school is slightly larger than average. There are two classes in each year group.
- Almost all pupils are White British.
- The proportion of disabled pupils and those with special educational needs is below average. The proportions of pupils supported at school action, and those supported at school action plus or with a statement of special educational needs, are below average.
- The proportion of pupils who benefit from additional funding (pupil premium) is below average. This is additional funding provided by the government to promote the progress and attainment of pupils who are known to have been eligible for free school meals, children looked after by the local authority, or children of parents serving in the armed forces. The school currently has no pupils in the latter category.
- The school runs a breakfast booster club, particularly for Year 6 pupils.
- The headteacher and deputy headteacher were appointed to their respective roles two years ago, shortly before the previous inspection. There have been a number of changes in teaching staff since then.
- The school meets the government's floor standards which set out the current minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Give teachers more opportunities to identify and share the very best practice in the school, so that more teaching is outstanding.
- Make sure that, in reading and mathematics, pupils always know how to check their progress and improve their work.

Inspection judgements

The achievement of pupils is good

- The standards pupils reach at the end of Year 6 have been rising steadily so that they are now slightly above average. Pupils currently in the school are already working at standards which are above those attained last year. From their starting points, they have made good progress in reading and mathematics; in writing their progress has been rapid.
- Children join the school in Reception with skills and knowledge which are below those that are typical for their age, and well below in their reading, writing, speaking skills and their social skills. The excellent teaching, well thought out routines, and the carefully selected resources, particularly outdoors, mean children settle very well. They quickly improve their skills, particularly in speaking and listening, and become confident learners. Parents speak very highly of the way their children have settled in and how quickly they learn.
- After this rapid start, there are helpful strategies for pupils to make the transition to Key Stage 1 and good progress continues, particularly in writing because teachers choose very interesting topics, experiences and purposes for pupils to write about. Pupils' progress in reading is increasing because the school has improved the way phonics is taught (letters and the sounds they make).
- In Key Stage 2, good progress continues, accelerating further in Years 5 and 6 because of the strong teaching. Progress is particularly impressive in writing and for the most able pupils in mathematics because they are very well taught and thrive on the very challenging work they are given to do.
- Pupils also produce exceptional artwork and perform at a high level in physical education and sports. These skills are linked well to their work in other subjects. For example, Year 4 pupils developed an emotive dance about children's experiences in the Second World War.
- The school has a wide range of approaches to make sure that any pupil who is not making as much progress as they should has the help they need. Disabled pupils and those with special educational needs make good progress because the support they get helps them where they need it most. Their progress in writing and reading is better than the other pupils.
- The approaches teachers use to give eligible pupils additional support through the extra funding have improved as senior leaders have evaluated what these pupils need most. In 2013, most pupils who were eligible for this support had made up ground and narrowed the gap so that their standards were similar to other pupils in reading, writing and mathematics. A very few pupils who joined the school in Years 5 or 6 had a larger gap because of previous underachievement. In the earlier years there is a considerable gap in the standards these pupils are working at, compared to other pupils in the school. This gap narrows as they get older; by the end of Year 6, there is no longer any gap at all. Girls and boys, and other groups of pupils, all make similarly good progress because of the good teaching.

The quality of teaching is good

- The work pupils have done in their books, the school's records about the quality of teaching, and observations during the inspection show that teaching is consistently good.
- Pupils display great pride in their work across all the subjects, taking care over their handwriting and presentation because teachers have high expectations of them. Teachers and leaders have worked together to develop a consistent approach to marking of writing and teachers show pupils clearly how they can check their own progress and improve their work. Feedback to pupils is not always as effective in mathematics and reading.
- In mathematics, pupils reach standards which are above average and more pupils than the average reach the very highest standards. Some pupils do not always make quite as rapid progress as in writing because marking does not always show them specifically enough what they need to do to improve, and they do not always respond to the advice they are given. While

pupils get encouraging verbal feedback about their reading, it is not always precise enough to help them improve their more complex reading skills. Although there are examples where these do happen, these aspects are not as well developed across the school as they are in writing.

- Pupils like the work they are given to do because teachers choose exciting topics for pupils to work on. Pupils develop their knowledge well because teachers know a lot about the subjects they are teaching, and ask probing questions of the pupils to check what they have learnt.
- Any support that pupils need is delivered by well-informed, caring adults who regularly check to make sure that it is making a difference quickly. Teaching assistants play a crucial role in supporting any pupils who are at risk of not doing as well as they should.
- Teachers have high levels of expertise to be able to impart to pupils the necessary skills to succeed. The quality of artwork and music in the school is exceptional. Physical education is a further strength because teachers have had exceptional training and support, so they have great confidence and enthusiasm for this aspect of the pupils' learning. The clubs and activities after school also give pupils first-rate opportunities to develop their physical skills. As a result, the school has had great sporting success, such as the girls' cricket team winning the regional and county competitions to reach the national finals for Kwik Cricket at the Ageas Bowl.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They listen attentively, are eager to learn and willingly get on with the tasks they are given to do. They like being at school and their attendance has improved and is now slightly above average. Parents say that their children like the school.
- Pupils say that almost all pupils are well behaved. They acknowledge that a very few pupils do find it difficult to maintain the high expectations the school has. However, they say that the school helps these pupils to understand the consequences of any poor behaviour, and to make better choices.
- Particular pupils have made great improvements in their behaviour, which has had a positive impact on their progress, because of the counselling support they get in helping them to cope with the difficulties they face. Any challenging or aggressive behaviour is managed firmly and consistently so that other pupils' learning continues.
- Pupils are very supportive of each other, in their work and their behaviour. The playground leaders do a good job of helping pupils to join in with games. Older pupils also help younger pupils in their work, particularly to develop their writing.
- Pupils readily understand that there may be different viewpoints in a moral dilemma. For example, Year 6 pupils wrote exceptionally mature pieces about the pros and cons of lengthening the school day. They worked with great dedication to communicate their views to be sent to Mr Gove.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe at the school because there is always an adult they can speak to if they are worried. Pupils are aware of how to keep themselves safe, including when using the internet. The use of the school swimming pool means they are particularly aware of safety around water.
- Bullying is very rare, because pupils understand the different forms it might take and would not tolerate any unkind or unpleasant behaviour. The values of the school mean that racism or discrimination would not be tolerated. All pupils have an equal chance to be involved in the wide variety of activities available.

The leadership and management are good

- Since her appointment, the headteacher and other senior leaders have brought about significant improvements and tackled the key issues identified. The Early Years Foundation Stage is now a strength of the school, particularly the quality of teaching and learning that takes place outdoors.

- There are good systems in place to keep track of pupils' learning, particularly for groups of pupils who may not be doing as well as they should. Any extra support that is provided is frequently evaluated to check that it is making a difference.
- The headteacher and senior leaders regularly check the quality of teaching, focusing on how well it enables pupils to learn. They give teachers precise feedback so that it is clear what they are doing well and what they need to improve. Leaders make sure there is training available where it is needed. The middle leaders are developing their confidence in the aspects they are responsible for, although some of them are new to their roles. Their impact in improving marking in writing is strong; but in mathematics and showing how pupils can improve in reading, this is less evident.
- Pupils show a sense of awe and wonder in their learning, and the investigations they do help them to develop curiosity as learners. They ask thoughtful questions to find out more about what they are studying. The topics around which the teachers plan the work for the pupils are interesting and provide real-life opportunities to enable pupils to develop their reading, writing and mathematical skills.
- Pupils have good opportunities to learn about cultures other than their own, and to reflect on spiritual and moral viewpoints of the world around them. Pupils also develop strong social skills through the many opportunities to share learning and other activities with younger or older pupils.
- The strengths of the school in the Early Years Foundation Stage and in teaching writing are used by the local authority as an example for other schools to learn from. As the effectiveness of the leadership team has developed, the level of support from the local authority has decreased. Advisers now just check that the school's views about the performance of pupils and the quality of teaching are accurate. The school does make use of other support available, for example regarding the plans for subjects in September 2014.
- **The governance of the school:**
 - Governors acknowledge that they have learnt a lot about their role over the past couple of years. Having undertaken a wide range of training, they are now well informed about how to challenge the school. They know how well the school is performing compared to other schools. They confirm the information provided by senior leaders through their own observations, alongside discussions with staff, pupils and parents. This helps to ensure that the school has an accurate view of how well it is doing.
 - The governors make sure that all the policies and procedures are in place to keep pupils safe, and that these are reviewed appropriately. They check that the adults who work with the pupils are safe to do so.
 - Governors work with the school to make sure that the finances of the school are spent carefully to provide good value for money. They work with senior leaders to make sure that information about the quality of teaching and the impact this has on pupils' progress is used to help them make decisions about additional pay for staff, so that the best practice is rewarded. Governors hold the school to account for the way in which additional funds, such as the pupil premium and sports funds, are used. They ensure the additional money is making a difference for the pupils for whom it is intended.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125841
Local authority	West Sussex
Inspection number	431065

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Brian Boggis
Headteacher	Emma Brown
Date of previous school inspection	13–14 June 2012
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