

Yanwath Primary School

Inspection report

Unique Reference Number	112185
Local authority	Cumbria
Inspection number	378440
Inspection dates	24–25 January 2012
Lead inspector	Sue Sharkey

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Geoff Oxland
Headteacher	June Venus
Date of previous school inspection	29 June 2009
School address	Yanwath Penrith CA10 2LA
Telephone number	01768 242153
Fax number	N/A
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Introduction

Inspection team

Sue Sharkey

Additional inspector

The inspection was carried out with two days' notice. The inspector observed four teachers and three teaching assistants and visited seven lessons. Discussions were held with the headteacher, staff, groups of pupils, a representative of the local authority and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed pupils' work and looked at a wide range of documentation provided by the school including the school's system for tracking progress, documents regarding the safeguarding of pupils and key policies. Inspection questionnaires from 52 parents and carers were studied and those from school staff and pupils were also taken into account.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible to free school meals is below the national average. Almost all pupils are from White British backgrounds but a few speak English as an additional language. The proportion of disabled pupils and those with special educational needs is above the national average. Pupils are taught in Reception, Key Stage 1 and two Key Stage 2 classes. The proportion of pupils moving into school other than at the usual time is higher than average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2.

An independent management committee provides a nursery on the school site each morning. This setting did not form part of the inspection but a report about the quality of its provision can be found on the Ofsted website. The school has Healthy School status, EcoSchool Bronze and the Artsmark awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. Children enjoy learning from the time they start in the Early Years Foundation Stage where they make good progress. At the end of Key Stages 1 and 2, attainment is broadly average in English and mathematics. This demonstrates good achievement from pupils' starting points, including for the many pupils that join the school late in Key Stage 2. Disabled pupils and those with special educational needs make equally good progress due to well-tailored support provided by diligent teaching assistants.
- Teaching is good and sometimes outstanding. Lessons create a positive climate for learning and very good relationships. Very good systems are in place to assess pupils' learning and these are used well by teachers to guide their planning. Teachers often plan lessons to include a range of activities, but in mathematics lessons do not always ensure that there is sufficient time for pupils to work independently so that they can follow their own lines of enquiry. Planning for children in the Early Years Foundation Stage does not allow for enough opportunities for children to work outdoors.
- Typically, pupils' behaviour across the school is excellent. Their personal qualities reflect the school's values; these include responsibility, respect and high expectations. Excellent behaviour is recognised by parents, carers and pupils. All groups of pupils are cared for extremely well and adults do their best to ensure that pupils know how to keep themselves safe.
- The headteacher is well-supported by the drive and commitment of the staff and the governing body, who share her vision and sense of direction. Rigorous checks on pupils' progress and comprehensive systems for monitoring teaching ensure that the school is successful in accurately identifying key priorities for development. The curriculum provides outstanding support for pupils' spiritual, moral, social and cultural development, leading to pupils acquiring mature and sensitive attitudes.

What does the school need to do to improve further?

- Raise pupils' attainment and improve achievement in mathematics by ensuring that there are more opportunities for pupils to work independently during lessons so that they can follow their own lines of enquiry.
- Improve the opportunities for Early Years Foundation Stage children to learn outdoors.

Main Report

Achievement of pupils

Overall, children enter the Early Years Foundation Stage with skills that are below those expected for their age. Their speaking and listening, reading, and writing skills and their knowledge and understanding of the world are usually well below the expected level. Children make good progress so that by the time they start in Year 1 their attainment is broadly in line with age-related expectations but below that in calculation, reading and writing. Children's love of learning begins in the Reception class where they are well-nurtured and cared for in a safe environment. Within a stimulating environment well-chosen activities excite children and support the different areas of learning, particularly indoors. Children's limited use of the outdoor space means that they do not sufficiently practise and develop what they have learnt inside. Lesson observations show that children are already behaving well and are keen to learn whilst enjoying friendships and taking responsibilities.

Over time, good progress is sustained so that when pupils leave in Year 6 their attainment is broadly average. There has been a dip in mathematics but the recent assessment of pupils' progress shows that a high proportion of pupils is now making at least good progress. Since the last inspection, the school has had an increasing number of pupils joining the school in both Key Stages 1 and 2. This has resulted in the school making adjustments to teaching, and earlier in this school year a nurture class was introduced to support pupils needing additional assistance, particularly in areas of English or mathematics. Excellent relationships exist between teachers and pupils, ensuring effective interaction. Pupils say they enjoy lessons; they are enthusiastic learners who are motivated and engaged. Pupils work well in pairs and groups where they are happy to share ideas as well as discuss findings. This successfully promotes their social and moral development.

Children enjoy exploring books and acquiring early reading skills in the Reception class. By the end of Key Stage 1 attainment in reading is broadly average. Most pupils are confident readers and they are successfully acquiring good skills to sound out letters in order to read new words. As pupils progress through different books, it is clear that they begin to learn ways to read different styles of text. For example, one child enjoyed reading speech words in bubbles with greater expression, changing her voice back as she returned to the main part of the story. Pupils in Key Stage 2 read from a wide range of sources, which includes researching on computers to find information for their enterprise projects. Most pupils, including those with disabilities, those with special educational needs as well as those who have joined the school part way through Key Stage 2, make good progress in reading and achieve expected levels. As a result, attainment in reading at the end of Key Stage 2 can vary from year to year but is usually above average. Pupils say they love reading; it gives

them ideas for their writing and helps them to find information. Parents and carers also feel, correctly, that their children are making good progress.

Quality of teaching

Teaching is good overall. There is some outstanding teaching, characterised by a brisk pace, high expectations and a high level of challenge for all pupils. Teachers know their pupils well and the high quality support of teaching assistants means adults often work successfully with pupils in smaller groups. Assessment systems are used well in lessons, for example, teachers use questions well to check what pupils have learned and to help pupils extend their language and learning. Teaching is flexible enough to allow pupils to work with older or younger pupils to suit their abilities and needs. Parents and carers are very happy with the way their children are taught and the school is finding this approach to be successful in helping to raise attainment throughout the school. Inspection findings concur with parents' and carers' positive view of the quality of teaching.

Teaching encourages pupils to use and develop the skills learnt in English and mathematics in other subjects, such as in enterprise projects. For example, a group of Years 5 and 6 pupils were making creative bookmarks as part of a business venture. Among other things, their task entailed using information and communication technology (ICT) to source materials that would represent good value for money. This kind of learning provides excellent opportunities for pupils to work co-operatively and to explore moral and ethical issues.

The curriculum is designed to support both academic and personal skills and there is always a focus on extending pupils' knowledge of their local heritage, as well as the wider world. In these ways, pupils' spiritual, moral, social and cultural development is fostered extremely well. Targets are used well to help pupils to know what they have to learn. Teachers provide good feedback, often verbally and in conjunction with talking to pupils about their targets and the next steps in their learning. Targets are broken down into simple stages to help pupils understand them better.

Behaviour and safety of pupils

Behaviour and safety are outstanding and are apparent in pupils' keen sense of right and wrong. The school is a welcoming environment; a harmonious community in which pupils thrive and are happy. In lessons and when playing together, they treat each other extremely well and take care of one another. Pupils are very polite and considerate. After break and lunch time, pupils swiftly and sensibly return to their classrooms where they can start lessons on time in a calm manner. When talking to pupils they say that behaviour has always been very good. Parents and carers are extremely confident that their children are safe and behave well, and pupils who responded to the questionnaire agree. Pupils are very caring towards each other and say that there is no bullying in school. They are confident that should the need arise they would know how to deal with bullying. Pupils say they are taught about different forms of bullying through the curriculum and this helps them to understand and be vigilant about potential risks.

Pupils have positive attitudes and their enjoyment of learning is a key factor in their above average attendance. Years 5 and 6 pupils talk proudly of being able to help at break times to look after any pupils who need assistance. They keep a watchful eye for pupils who might be upset or help teachers to spot any potential safety hazards. Pupils say that even though

there are ball games at break times this is managed well and there are no accidents. Pupils know the rules when they are playing outside and adhere to them well so that everyone is safe.

Leadership and management

The drive and ambition of the headteacher ensures that the school is always seeking ways to support pupils even more. She is pro-active and quick to harness staff strengths through a caring and supportive framework. Leaders and the governing body know fully the school's strengths and weaknesses and have a clear strategy for school improvement. They have continued to build successfully upon the strengths identified by the previous inspection and to secure improvements and hence demonstrate the school's good capacity to improve further. The school is committed to promoting equality and tackling discrimination and every pupil is known as an individual. One parent commented that the school's pastoral care is, 'second to none.' Procedures to safeguard pupils meet government requirements in ensuring that the school is a safe place in which to learn.

Staff work well as a team to support the school's vision and there is a determination to accelerate progress and improve the outcomes for pupils. The governing body provides support and challenge to school leaders to help drive improvement. The Kids' Consortium is a valued part of the school's leadership. Members take a lead in different areas, for example, creative arts where they monitor their area and report back to the senior leadership team and the governing body.

The curriculum is good. The school has redesigned the mathematics curriculum in response to a dip in attainment, through a keen focus on calculation, the high expectations of all leaders and staff, and regular monitoring to improve achievement. Within the curriculum, pupils are able to take part in a wide range of extra-curricular opportunities and the arts are an important part of enterprise projects, enabling pupils to develop creativity in their learning.

Visits complement classroom work and Key Stage 2 pupils take part in residential visits, which provide them with a chance to broaden their experience of different communities. Pupils enjoy writing to their friends in St. Vincent which helps them to develop a very good understanding of different cultures. Pupils' spiritual, moral, social and cultural development is outstanding.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 January 2012

Dear Pupils

Inspection of Yanwath Primary School, Penrith, CA10 2LA

Thank you for making me feel so welcome when I inspected your school recently. I enjoyed talking with you, watching you learn in lessons and listening to some of you read. Your behaviour is excellent both in the classroom and outside and I was really impressed to see how well you play altogether at break time. Overall, I found that you are taught well and your school provides you with a good education, so that you are able to make good progress in your work.

There are some things that I have asked the school to do to help to make it better. I have asked teachers to plan for more opportunities for you to work independently during lessons, especially in mathematics, where you should have more chances to put your learning into practice. Also the children in the Reception class should have more time to learn in their outside area.

Congratulations on everything you do to help your school. I found out more and more during the two days as I talked with you! It must be fun writing to your friends in St. Vincent and finding out about what life is like for them and all the different things that they do at school. It was good to see how well you all get on with each other, how you work well in teams in your enterprise projects but can also get on with your own work sensibly when you need to during lessons. I was pleased to hear that when I asked you if you enjoyed reading you all said, 'YES'.

I know your school is very proud of you. The headteacher, staff and the governing body care for you extremely well. Remember always to do your best and help your teachers. Thank you for helping me and for being so polite.

Yours sincerely,

Sue Sharkey
Lead inspector

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