

# Warcop CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112372
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	378479
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Sue Sharkey

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joyce Keetley
<b>Headteacher</b>	Sally Linsley
<b>Date of previous school inspection</b>	30 November 2006
<b>School address</b>	Warcop Appleby-in-Westmorland CA16 6NX
<b>Telephone number</b>	01768 341471
<b>Fax number</b>	01768 341471
<b>Email address</b>	head@warcop.cumbria.sch.uk

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2012

---

## Introduction

Inspection team

Sue Sharkey

Additional inspector

The inspection was carried out with two days' notice. The inspector observed 4 teachers and visited 6 lessons. Discussions were held with the headteacher, school staff, groups of pupils, and members of the governing body. The inspector observed pupils' work and looked at a wide range of documentation provided by the school including the school's system for tracking pupils' progress, documents regarding the safeguarding of pupils and key policies. Inspection questionnaires from 55 parents and carers were scrutinised and those from school staff and pupils were also taken into account. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

## Information about the school

This is a smaller than average-sized school. The proportion of pupils known to be eligible for free school meals is below the national average. Almost all pupils are from White British backgrounds. The proportion of disabled pupils and those with special education needs is broadly the national average. Pupils are taught in three classes: Reception with Year 1; Years 2 and 3; and Years 4, 5 and 6. The number of pupils in each year group can be fewer than 10. The proportion of pupils moving into school other than at the usual time is higher than average.

The school met the current floor standards set by the government for the minimum expectations for attainment and progress in 2011. The school has the Arts Mark Gold and Active Mark sports awards. Independent management committees provide a breakfast club and nursery on the school site. These settings did not form part of the inspection but reports about the quality of the provision can be found on the Ofsted website.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school where pupils enjoy attending, demonstrate outstanding behaviour and develop a passion for learning. The school is an energetic, cohesive community. It is evident that staff and pupils value and respect each other. Pupils achieve well from their starting points in the Early Years Foundation Stage so that by the end of Key Stage 2 their attainment is broadly average in English and mathematics together. It is above average in reading. The school is not outstanding because teaching is not outstanding and pupils have achieved better in reading and mathematics than they have in writing.
- Teachers plan well for differing needs in mixed-aged classes. They implement a wide range of learning activities that are imaginative, stimulating and fire pupils' enthusiasm. They establish a very supportive atmosphere in which relationships are positive. Some aspects of teaching are not as strong. Expectations of pupils' handwriting and presentation are not consistently high. Questioning does not always extend thinking and language skills.
- Pupils' behaviour is typically outstanding over time and they are very proud of their school. Parents and carers overwhelmingly acknowledge this very high standard of behaviour as well as the excellent arrangements for keeping pupils safe which the pupils themselves acknowledge. Pupils eagerly participate in school events often initiating, planning and leading them.
- The drive and ambition of the headteacher ensures that the school is always seeking ways to support pupils. Her leadership of teaching is strong and classroom performance is monitored closely and linked to pupils' progress. The effective teamwork of all staff and governors makes a strong contribution to pupils' personal and academic work. Even so, teachers do not get enough opportunities to share good practice to build on their own good practice.

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

- Raise the quality of teaching to outstanding in order to raise achievement further, especially in writing, by:
  - ensuring that teachers always have high expectations of the pupils' handwriting and presentation skills
  - using questioning in lessons that consistently challenges the pupils' thinking in order to extend their language and writing skills
  - giving staff opportunities to share and build on good practice.

## Main Report

### Achievement of pupils

Children's love of learning begins in the Early Years Foundation Stage where high-quality care and support help them to make good progress. Overall, children enter the Reception class with skills that are below what is expected for their age, particularly in reading and writing. Well-planned activities make good use of both the indoor and outdoor spaces so that children have, for example, plenty of opportunities to practise their early writing skills or learn new sounds and letters to initiate their reading. Lesson observations show that children enjoy learning together, sharing ideas, exploring friendships and learning to manage their behaviour and self-control. Their keen involvement in a variety of activities develops their concentration and learning well.

Good progress is sustained throughout the school, so pupils leave Year 6 with broadly average attainment. Attainment in reading is above average. The progress seen in lessons is good, confirmed by the work in pupils' books. Over time pupils have achieved better in mathematics and reading, which in some years is above average, than they have in writing. The school has a number of strategies in place to improve achievement in writing and recent assessment indicates that these are having a positive impact. The school provides good-quality individual support in lessons for disabled pupils and those with special educational needs, enabling them to make good progress. Since the last inspection the school has had an increasing number of pupils joining at other than the usual time, particularly in Key Stage 2. Additional provision has ensured that these pupils make similar progress to that of their peers.

Parents and carers are right to be pleased with the progress their children are making. Pupils' positive attitudes to learning are exemplified through their interest and excitement when approaching activities. During a Years 4, 5 and 6 English lesson pupils explored feelings and emotions they had observed whilst watching an extract from a film. They then listened intently as their teacher shared a new style of poetry with them. They worked successfully in groups discussing rhyming words and suitable language for their poems inspired by the film. This successfully helps to promote their social and moral development.

Pupils say they enjoy reading and finding out about characters in different books. Children in the Reception class are acquiring good skills in sounding out letters in order to read new words. They are enthusiastic and talk about how they like to read both at home and at school. As pupils progress through Key Stage 1, they build on their knowledge of sounds and extend their vocabulary, thus securing average attainment in reading by the end of Year 2.

## Quality of teaching

Pupils make good progress through school because the quality of teaching is good and sometimes outstanding. Parents and carers are right to be very happy with the way their children are taught. Prominent strengths include the very supportive atmosphere in which relationships are strong, enabling pupils to work well in groups and individually, aiding discussion and stimulating learning. Teachers are adept at using a good range of teaching styles to stimulate pupils and this is beginning to help them to improve their writing. However, teachers do not consistently convey high enough expectations for pupils' handwriting and presentation. Teachers seize on opportunities for pupils to talk together with partners or in small groups to help extend their speaking and listening skills. Pupils enjoy these occasions, showing that they are able to take turns and respond to each other's opinions successfully. Teaching assistants work skilfully alongside teachers. They make sure that individuals and groups of pupils, particularly disabled pupils and those with special education needs, receive the help they need.

In the best lessons quick pace and on-going assessment enable teachers to pick up difficulties. Teachers have consistently high expectations throughout these lessons. Their questioning challenges pupils' thinking, taking learning to a higher level. This effective use of questions to challenge pupils' thinking and extend their language and writing skills was not always apparent in lessons observed.

Pupils are confident learners, keen to talk about their work and share their experiences. The frequent opportunities pupils have to work with others and to discuss topics have a positive impact on their spiritual, moral, social and cultural development. In a Years 2 and 3 music lesson a wide range of activities, including listening to music, playing the recorder and learning a new tune excited pupils. Sharp questioning enabled them to explore different instruments in an orchestra, identify the tune played by recorders and sing it. Pupils' enjoyment of learning is evident throughout the school.

The curriculum, planned in collaboration with pupils, responds successfully to the challenge of mixed-age classes and grouping pupils according to abilities. Pupils regularly work in the excellent outdoor area as well as the rich school environment. There are many opportunities for pupils to develop and demonstrate their musical and artistic talents as seen in the whole-school assembly when pupils sang, with actions, in three parts.

## Behaviour and safety of pupils

Pupils' behaviour throughout the school is first class, a view confirmed by parents and carers. From children's first steps in school, adults give the welfare of pupils the highest priority and this is evident throughout the school. Pupils who joined the school outside normal times say how welcome they were made and how quickly they settled. Pupils have very positive attitudes. Their enjoyment of learning is a key factor in their above-average attendance. This is a happy school where pupils' interactions confirm clearly that they genuinely care for each other. Pupils say overwhelmingly that they feel safe in school and that adults care for them and will always help them. The headteacher and all staff demonstrate a caring ethos which pervades the school. Pupils are extremely kind and polite; they know the difference between right and wrong; and the importance of helping others.

Pupils participate enthusiastically and effectively in the school council and are very pleased with the success of their daily tuck shop. Pupils in Years 5 and 6 talk enthusiastically about helping to look after younger children at break time. They are pleased that this helps these children to enjoy break times and feel safe. Pupils move around school in a very calm orderly manner and following break times, they return swiftly to their classes where they settle into lessons and show instant enthusiasm for work. Pupils say there is no bullying and that the occasional falling-out is quickly resolved by staff. The school works extremely closely with parents and carers ensuring that issues are dealt with swiftly. Pupils demonstrate a very good understanding of what they should do if they were ever bullied and they say that one of the best things about coming to school is that everyone, adults and pupils, gets on so well. They feel this is very important.

## **Leadership and management**

The strong leadership of the headteacher and commitment of the staff promote a caring ethos which helps pupils to thrive and learn well. An extremely effective practitioner, the headteacher consistently communicates high expectations for all pupils. The promotion of equality of opportunity and tackling discrimination is at the heart of the school and there is determination for every child to succeed. Subject leaders share the headteacher's vision for making the school even better. They accurately evaluate pupils' performance and have a good understanding of their roles in improving pupils' progress.

The coherent programme of monitoring and evaluation links securely to planning and professional development. It has enabled the school to develop initiatives to improve pupils' writing, but has not always accommodated staff sharing good practice. Accurate self-evaluation, improved outcomes in reading and specific priorities for the continuous raising of standards, in particular writing, highlight the school's good capacity for sustained improvement.

The governing body supports and challenges the school with enthusiasm and commitment. Governors understand the school's strengths and weaknesses well and help to shape its future direction. Procedures to safeguard pupils meet government requirements in ensuring that the school is a safe place in which to learn.

The curriculum is well-planned to meet pupils' different needs. It provides many opportunities to stimulate and engage pupils' interests and to appreciate the arts through visits to the theatre and museums. Pupils have opportunities to enjoy sporting opportunities with other schools as well as learn different sports, for example golf or rugby. All these are very effective in promoting pupils' good spiritual, moral, social and cultural development. This is evidenced throughout school through the notably harmonious relationships and pupils' thoughtful attitudes.

## 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](http://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.**



8 March 2012

Dear Pupils

**Inspection of Warcop C of E Primary School, Appleby-in-Westmorland  
CA16 6NX**

Thank you for making me feel so welcome when I visited 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 all play together at break time. Overall, I found that your teachers teach you well and your school provides you with a good education, so that you are able to make good progress in your work.

There are a few things that I have asked the school to help you make even better progress, especially in your writing. Firstly, for teachers to ensure that your handwriting and the presentation of your work are always very good in all the work you do. Secondly, that teachers always expect the very best from you and the questions they ask you in lessons really make you think. Thirdly is just for teachers. I have asked them to remember to always share with each other the really good things that they do, which might sometimes mean that they watch each other teach.

Congratulations on everything you do to help your school. Talking with the school council helped me to see what a super job they do in putting forward ideas to help the school get even better and in organising the tuck shop each day. It was lovely to walk around the school as well and join you in lessons because everywhere I went you were all concentrating and working really hard. I was pleased to hear you say that teachers make lessons fun while you learn. I was also delighted to hear you all say you enjoyed school.

I know your school is very proud of you. Your 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 and great to talk to.

Yours sincerely

Sue Sharkey  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).