

Crosby Ravensworth CofE School

Inspection report

Unique Reference Number	112315
Local Authority	Cumbria
Inspection number	357082
Inspection dates	18–19 January 2011
Reporting 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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair	Mrs Emma Brass
Headteacher	Mr Tim Ayre
Date of previous school inspection	28 June 2010
School address	Crosby Ravensworth Penrith Cumbria CA10 3JJ
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Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in five lessons and observed two teachers. Meetings were held with the headteacher, pupils, representatives of the governing body and staff. The inspector observed pupils' work and looked at the school's system for tracking pupils' progress, safeguarding documents and key policies. Inspection questionnaires from 20 parents and carers, six school staff and 41 pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of monitoring carried out by leaders on the school's performance.
- Whether teaching is challenging enough for pupils to make the best progress possible.
- The effectiveness of actions taken to raise attainment and achievement in English and mathematics.
- Whether planning for the Early Years Foundation Stage enables full use of both indoor and outdoor environment.

Information about the school

This primary school is smaller than average and serves a wide area in a rural community. The proportion of pupils with special education needs and/or disabilities is below the national average. The proportion of pupils leaving and entering the school during the year has been above the national average. Pupils are taught in two classes: Reception with Years 1 and 2, and Years 3, 4, 5 and 6. The number of pupils in each year group is usually less than 10 and can be as low as three. An independent provider runs a nursery on the school site and this is subject to a separate inspection. The school has the Healthy School status and the Eco School Silver award.

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

Crosby Ravensworth CofE School is a good school. It provides a warm, welcoming and calm environment which contributes well to the pupils' enjoyment of school and to their good personal development. Good links with a range of external partners and organisations helps to meet the diverse needs of pupils and bring considerable benefits to their learning and personal development. Pupils' involvement in the school and wider community is first class. The school has recently achieved a national award through the Primary Teacher magazine for the best newsletter written by children as a form of communication between school and the wider community.

Children enjoy learning from their start in the Early Years Foundation Stage where they are nurtured and cared for in a safe environment and make good progress. Pupils' attainment is broadly average in English and mathematics; however, due to the small numbers in different year groups there can be some fluctuation in attainment from year to year. Since the previous inspection the school has experienced a high proportion of pupils leaving and entering during the school year which has resulted in a dip in attainment, but recent assessment indicates that this is now being reversed. Pupils make good progress in Key Stages 1 and 2, this includes pupils with special educational needs and/or disabilities who benefit from extra support and amended tasks that meet their needs well.

Pupils make good progress because teachers plan work well, which is particularly important as pupils are taught in mixed-age classes. However, work is not always challenging enough for the more-able pupils nor do pupils present their written work neatly. Teachers use good-quality resources to ensure that lessons are interesting and lively with many opportunities to use information and communication technology but there is not always a wide enough range of technology available to support pupils' own independent learning. Teachers' marking of pupils' work is regular and supportive, but there is inconsistency in explaining to pupils how they can improve their work. The promotion of healthy living is excellent. Pupils know how to eat healthily and appreciate the many opportunities to take part in fitness activities during lessons, after school and in competitive sport.

The school's evaluation of its own performance is accurate. Improvements since the previous inspection, together with the commitment of staff and the governing body, indicate that the school has good capacity to improve. The school enjoys good links with parents and carers and keeps them well informed through written communication as well as email. It provides good value for money.

What does the school need to do to improve further?

- Raise attainment and improve achievement by:

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- making sure that the more-able pupils are always sufficiently challenged in lessons
- improving the presentation of pupils' work in writing.
- Make all aspects of teaching good or better by:
 - ensuring greater quality and consistency in the marking of pupils' work so that they always know how to improve their work
 - ensuring that a wider range of technology resources are used across the curriculum to maximise independent learning.

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

Enjoyment and good progress in lessons was evident during the inspection. Pupils say that changes in mathematics have made this subject more exciting and pupils benefit from the opportunities to work collaboratively with schools of similar sizes in the local area. In a Key Stage 2 lesson, pupils were using large-scale grids on the floor and giving directional instructions for a friend to find the most efficient way from the farmhouse to a building or vehicle. They had to work out the most appropriate angle or direction change for the shortest or safest route. During an English lesson in the Key Stage 1 class, children talked eagerly about their choice of animal they were adding to a story, while thinking of the best action word for how it moved. They read these to the class and enjoyed acting out their animal with confidence. Overall, pupils enter the Early Years Foundation Stage with some skills expected for their age, but usually below in writing and mathematics. They make good progress in the Reception class. They sustain good progress over time so that when they leave school in Year 6, pupils' attainment in English and mathematics is broadly in line with the national average. Teacher assessment for Year 6 in 2010 indicates that attainment is improving. Pupils with special educational needs and/or disabilities make good progress because well-focused support for them is readily available.

Pupils say they feel safe and secure and are pleased that the school not only listens to their concerns but also, if appropriate, there is prompt action. They report that adults care for them and will always help them. Pupils possess an excellent awareness of keeping healthy. They proudly talk about growing their own vegetables, many of which they give to the school cook for dinners which they enjoy. They are keen to be involved with projects in the village as well as helping to raise funds for a range of charities locally and internationally. Their contribution through the school council, eco club and carrying out their day-to-day duties, which helps the school to run smoothly, is first class. Pupils have positive attitudes and their enjoyment in learning is a key factor in their above average attendance. Spiritual, moral, social and cultural development is good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers know their pupils' needs and interests very well and lessons are planned to meet them. Adults use questioning well to extend pupils' knowledge as well as assess their needs. Good teaching is evidenced through quick pace, which motivates and engages pupils well; teachers' expectations are high and discussions are lively. However, work is not always challenging enough to extend learning for the more-able pupils. Pupils have plenty of opportunity to experience different styles of writing, for example, when beginning a story or drafting a letter, but often the presentation is untidy, which leads to unnecessary errors. The school's teaching assistant is a valued member of the team and works skilfully alongside the teachers to make sure that individuals and groups of pupils have the help they need. Good systems are in place to assess pupils' learning and progress and these are used well by teachers to guide their learning.

The curriculum supports aspects of pupils' personal development well. It is stimulating and is used well by teachers to underpin pupils' learning. The wealth of visitors and extended opportunities available to pupils greatly enhance their experiences. Visits, local and further afield, complement classroom work and pupils are enthusiastic about their experiences, for example, a study of the local River Lyvennet or when Year 5 and 6 pupils take part in residential visits. Such activities help to raise pupils' awareness of different people's needs and life experiences, helping to ensure that they are well equipped for their futures. Information and communication technology skills are well taught, but as yet pupils do not

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have enough opportunities to use a wide range of resources in order to extend their independent learning.

The school has good links with outside agencies, which provide effective support for vulnerable pupils, tailored to their individual needs. Pupils' good progress through school is aided by the good standards of care, guidance and support. Transition arrangements at each stage throughout school are good and pupils are well prepared for their next stage. Staff use their detailed knowledge of each pupil well to provide them with very good pastoral care.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and all leaders demonstrate a caring attitude which pervades the work of the school. The headteacher is supported well by all staff and there is a common sense of purpose and team spirit in the school. The tracking of pupils' progress is carried out by all teachers and monitored regularly to ensure that targets set for pupils are accurate and that pupils receive the best support possible in order to succeed. The school development plan has clear strategies to tackle priorities, indicating how well the staff share out responsibilities. This is an inclusive school which works to promote equal opportunities and avoid discrimination. This is exemplified through the good progress made by all groups of pupils and the way in which pupils work and play well together. The governing body provides good support and challenge. Through their rigorous monitoring programme they are able to evaluate the school's performance at first hand and are well aware of its strengths and weaknesses. Policies and procedures for safeguarding are good and are monitored robustly. The school's strong involvement in the local community, and its success in extending pupils' awareness of other beliefs and ways of life, shows good community cohesion. However, opportunities for pupils to explore the diverse cultures that characterise contemporary Britain are limited.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage provides children with a good start in their personal, social and emotional development. Good parental involvement, strong links with the nursery on site and good quality care helps children to settle quickly into school life. Relationships between staff and children are very good and staff skilfully encourage children to develop self-confidence and speaking and listening skills. The stimulating learning environment enables children to talk, play and share. Children particularly enjoy using the outdoor area where they explore the sounds made by different musical instruments. They realise that some instruments make deep, banging sounds while others they can shake while dancing. They try different rhythms so that dancing can be slow or very fast. Adults carefully observe children's achievements and ensure that activities both in the classroom and outdoors are planned to meet their varying needs. As a result children make good progress throughout their Reception Year so that by the time they reach Year 1 most are broadly in line with age expectation, but writing and mathematics are often still below. Leadership and management of the Early Years Foundation Stage are good, and planning ensures that there is an appropriate balance of adults-led activities and child-initiated activities in order to promote good learning. Children behave well and enjoy the many opportunities they have to learn.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents and carers are positive about the way the school cares for and educates their children and most parents and carers feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views. There was also a small minority of parents and carers who raised concerns and these were looked into during the inspection. Some parents and carers were concerned about how the school helps parents to support their children's learning. The inspector found that the school provides sessions and information to help parents and carers with ways of helping their children. A few parents and carers raised some concern about their children's progress and the handling of behaviour in school. The inspector investigated these during the course of the inspection and found that pupils make good progress and that behaviour is well managed by staff and that it is good in lessons and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crosby Ravensworth CofE 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	45	10	50	1	5	0	0
The school keeps my child safe	11	55	9	45	0	0	0	0
My school informs me about my child's progress	7	35	11	55	2	10	0	0
My child is making enough progress at this school	6	30	11	55	3	15	0	0
The teaching is good at this school	7	35	9	45	2	10	1	5
The school helps me to support my child's learning	7	35	8	40	5	25	0	0
The school helps my child to have a healthy lifestyle	11	55	9	45	0	0	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)	8	40	11	55	0	0	0	0
The school meets my child's particular needs	8	40	11	55	0	0	1	5
The school deals effectively with unacceptable behaviour	8	40	8	40	3	15	0	0
The school takes account of my suggestions and concerns	7	35	9	45	1	5	1	5
The school is led and managed effectively	9	45	9	45	0	0	2	10
Overall, I am happy with my child's experience at this school	10	50	6	30	0	0	1	5

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 January 2011

Dear Pupils

Inspection of Crosby Ravensworth CofE School, Penrith, CA10 3JJ

Thank you for making me feel so welcome when I visited your school recently. I enjoyed talking with you and watching you learn in lessons. I was pleased with how amazingly well you understand the importance of keeping healthy. Do keep growing your vegetables and enjoying eating them at lunch time. I thought your behaviour was good and congratulate you for raising money for various charities. Overall, I found that your school provides you with a good education.

There are some things that I have asked the school to do to help to make it better.

First, for teachers to challenge you more in lessons so that some of you can achieve higher levels in English and mathematics. Second, I have asked teachers to mark your work differently so that they can add comments that will help you to know what you need to learn next. Third, I have asked the school if they can make sure that you use a wider range of computers or resources, such as microscopes which attach to computers, so that you can explore and investigate on your own. Last, something that you can help with; when I looked at your books I noticed your writing was often untidy, so I have asked the school to help you to improve the way you present your written work.

Congratulations on the success of your school newsletter. It is so interesting to read and helps everyone in your village to read about all the interesting things you do in school and when you go out. Winning a national award is brilliant. Keep up the good work.

I am really pleased that you said that you enjoy coming to school. Remember to always do your best and help your teachers. Thank you for helping me and for being so polite.

Yours sincerely

Mrs Sue Sharkey

Lead inspector

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