

Tebay Community Primary School

Inspection report

Unique Reference Number	112186
Local Authority	Cumbria
Inspection number	357057
Inspection dates	6–7 October 2010
Reporting inspector	David Law

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Mr Phil Dew
Headteacher	Mr Tim Coleman
Date of previous school inspection	21 April 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed teaching and learning in seven lessons taught by four teachers. They held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work and looked at the improvement plan, school policies, safeguarding documents and evidence of the school's self-evaluation. Account was taken of teachers' curriculum planning and their assessments of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and carers and of pupils by analysing questionnaires from 22 parents and carers and 40 pupils. Seven staff questionnaires were also evaluated.

- Evidence of pupils' current achievement as seen in their lessons, samples of their work and the school's assessment evidence.
- The monitoring and evaluation of the school's work by leaders and managers, particularly the use of data to target support to pupils most in need.
- The quality of support provided to help pupils make progress in their writing.

Information about the school

Tebay is smaller than the average sized primary school. The percentage of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is broadly average, but there are none with a statement of special educational needs. There are few pupils from minority ethnic groups or who speak English as an additional language. There are 15 children in the Early Years Foundation Stage - five in the Nursery Year and 10 in the Reception Year. Nursery children attend part-time and in the mornings only. In the afternoon, Reception age children are taught alongside Years 1 and 2. The school has achieved the Healthy School status, Activemark and an Eco-Schools award. In addition, the school gained the International Schools Intermediate Award in 2010.

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

Tebay Primary is a good school at the heart of its community. Happy pupils enjoy learning and their achievement is good. They are immensely proud of everything they do and their eagerness in taking on many responsibilities is exceptional. Pupils work together enthusiastically, for example, to devise innovative fund raising activities for charity. Their contribution to the school and wider community is outstanding. Partnerships to promote learning and well-being are outstanding and the school has numerous and strong links with local business, churches and other schools.

Many children enter the Early Years Foundation Stage with attainment below that expected at this age, but by the end of Year 6 pupils' attainment is average. Pupils' good progress in their learning is evident in lessons. Their good behaviour and positive attitudes help them to concentrate and work cooperatively. Pupils with special educational needs and/or disabilities make good progress because they receive well planned support. Good teaching underpins the good achievement. Teachers organise classrooms well and relationships with pupils are positive. Assessment is thorough and used well to plan learning that meets pupils' needs. A good curriculum captures pupils' interest and provides many exciting and interesting activities, for example, a wide range of sport is available. Good care, guidance and support help the most vulnerable pupils to develop personally and learn well. Pupils feel safe in school and procedures for keeping them safe are good. Pupils are keen to use their numeracy, reading and computing skills. This prepares them well for their future economic well-being. However, although pupils often reach average levels in their writing, few attain higher levels and many are not confident in writing at length. The Early Years Foundation Stage is satisfactory, but the use of outdoor provision is not effective enough in enabling children to practise and develop their skills and there are insufficient links with Key Stage 1.

The headteacher sets high expectations, gives clear direction and everybody works together with high levels of commitment and morale. Members of the governing body know the school well and provide good challenge and support. Teachers embrace leadership roles well and with enthusiasm. The good capacity to sustain improvement is based on rigorous monitoring and evaluation with a sharp focus on tracking pupils' progress. All stakeholders are committed to self-review. This is thorough, relevant and realistic. The school knows itself well and tackles weaknesses robustly. For example, the thorough and systematic analysis of pupils' progress has enabled the school to target support to those groups and individuals in most need. The promotion of community cohesion is outstanding and pupils from all backgrounds get on exceptionally well with each other. Good relations with parents and carers underpin their strong support.

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What does the school need to do to improve further?

- Raise pupils' achievement in writing, by:
 - helping pupils to write at increasing length and across different subjects of the curriculum
 - providing opportunities for pupils to acquire and use speaking and listening skills so they can clarify their ideas for writing
 - challenging more-able writers to reach higher levels.
- Improve the overall effectiveness of the Early Years Foundation Stage, by:
 - ensuring more appropriate provision when children are with Year 1 pupils
 - improving resources for outdoor provision to allow children to acquire and
- practise key skills and to develop their knowledge and understanding of the world.

Outcomes for individuals and groups of pupils

2

Whatever their starting points, all pupils, including those with special educational needs and/or disabilities, make good progress in their learning. They apply themselves tenaciously in lessons and relish opportunities to explain their thoughts. They listen carefully to teachers and to other pupils and tackle practical activities with enthusiasm. Positive attitudes and good behaviour enable learning to proceed at a brisk rate.

Pupils enjoy reading and make good progress in acquiring key skills. In mathematics, they apply themselves readily to learning key facts and use their thinking skills well to solve problems. Pupils thoroughly enjoy using computers, for example, keenly demonstrating how they make animated films. Many pupils find writing more difficult and few reach higher levels. Too often, pieces of writing are brief and ideas are not developed sufficiently.

Pupils thoroughly enjoy sport and have a good understanding of how to keep healthy. They are exceptionally eager to take responsibility. For example, they worked cooperatively to devise games and activities that parents and carers, friends and relatives played during a visit to the school. They used their business skills to set charges and donated the money to the Pakistan Flood Appeal. Pupils work and play well together, are respectful of each other and eager to learn about customs and beliefs different from their own. Consequently, their spiritual, moral, social and cultural development is good. Pupils' above average attendance, good behaviour and achievement and well-developed social skills prepare them well for the next stage of their education.

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 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	2
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?

The school's good teaching is based on positive and productive relationships between pupils and teachers. Lessons are well planned to provide interesting activities that generate an enthusiasm for learning. Technology, such as interactive whiteboards, is used well to capture pupils' interest. Lessons move at a brisk pace and expectations are high. Assessment is used well to match learning to pupils' different needs and those with special educational needs and/or disabilities receive good support. Teaching assistants are deployed effectively to help pupils overcome barriers to learning.

The good curriculum is well organised and enriched by a wide range of activities that capture pupils' enthusiasm and generate a keen interest in learning. They eagerly learn about fell ponies, how to ride mountain bikes and are about to embark on a residential visit to Manchester, where they will learn alongside pupils in an urban school very different from their own. Numerous links with local business promote opportunities to learn about the world of work.

Good care, guidance and support promote pupils' personal development well and the school provides a welcoming ethos where pupils can learn. Effective provision for pupils who are vulnerable enables them to make good progress and develop personally. There are strong links with secondary schools to ensure a smooth transfer to the next stage. Effective procedures are ensuring above average attendance.

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 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?

Everybody working at the school has a sense of common purpose and a strong ambition for all pupils to do well. Systems to track pupils' progress are highly effective and used strategically to target support where it is most needed. The improvement plan is based on a thorough analysis and the chosen priorities are relevant and significant. Communication is effective and staff and the governing body know what the objectives for improvement are and what is being done to achieve them. Monitoring and evaluation is regular and systematic and involves all leaders and managers. The governing body is highly committed and well organised, gathering information first-hand about how well the school is doing and using it to set a clear strategic direction.

Outstanding partnerships include links with other schools, local business, churches and community organisations. These make an outstanding contribution to pupils' personal development by providing experiences which the school alone could not sustain. They engender an enthusiasm for learning because they provide realistic experiences for pupils. For example, excellent links with the nearby motorway services have enabled pupils, through practical activities, to learn about tourism and business and to extend their knowledge of the world of work. The school promotes community cohesion superbly because it knows its pupils and context exceptionally well. The school has firm links with communities in Africa and urban Britain so pupils can learn about other cultures and beliefs. All pupils have equal opportunity to learn and there is no discrimination. Procedures for safeguarding are good because staff are well trained and policies are clear. The budget is well-managed and the school provides good value for money. Parents and carers enjoy good links with the school and are supportive of its aims. The following comment is typical of their views: 'The school offers an opportunity to experience varied life skills and the timetable of activities is fabulous.'

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 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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage is satisfactory. Relationships between adults and children are warm and positive. In most years, children enter this stage with skills below those expected, particularly in key language abilities. All children make at least satisfactory progress in their learning and enjoy everything they do. They make good progress in their personal development because adults have a secure knowledge of how young children learn. Children quickly become independent and manage daily routines well. Behaviour is good and children learn how to share and cooperate. They enjoy learning outdoors but, although the environment is satisfactory, children do not have enough opportunity to make choices in their learning or to develop their language skills. Assessment is thorough, based on careful observations and used appropriately to plan the next steps in learning. Strategies are securely in place to involve parents and carers. Induction into Nursery and Reception is smooth, but links with Key Stage 1 are not sufficiently developed, for example, to plan learning suitable for Reception Year children when they work with Year 1 in the afternoon. Adults work together as a team and there are relevant opportunities for professional development. Links have been established with other settings so good practice can be shared and this is beneficial in enabling newly appointed staff to acquire key skills.

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	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are happy with their child's experience and feel their children enjoy school and are safe when they are there. They say teaching is good, the school is led and managed effectively and children are well prepared for the future. Inspectors endorse these views. A few parents and carers think the school does not deal effectively with unacceptable behaviour. A very few think the school does not keep them well informed about their child's progress. Inspectors found that pupils behave well and saw that the school has effective systems to keep parents and carers informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tebay Community 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 inspection team received 22 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	59	9	41	0	0	0	0
The school keeps my child safe	11	50	11	50	0	0	0	0
My school informs me about my child's progress	11	50	10	45	1	5	0	0
My child is making enough progress at this school	11	50	10	45	1	5	0	0
The teaching is good at this school	9	41	13	59	0	0	0	0
The school helps me to support my child's learning	7	32	15	68	0	0	0	0
The school helps my child to have a healthy lifestyle	13	59	9	41	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)	13	59	9	41	0	0	0	0
The school meets my child's particular needs	7	32	15	68	0	0	0	0
The school deals effectively with unacceptable behaviour	6	27	13	59	3	14	0	0
The school takes account of my suggestions and concerns	6	27	16	73	0	0	0	0
The school is led and managed effectively	6	27	16	73	0	0	0	0
Overall, I am happy with my child's experience at this school	10	45	12	55	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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">■ 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.



8 October 2010

Dear Pupils

Inspection of Tebay Community Primary School, Penrith, CA10 3XB

My colleague and I enjoyed our visit to your school. Thank you for making us welcome. You contributed well to the inspection by being eager to talk to us. We found that your school is providing you with a good education. We saw that you enjoy being at school and these are some of the things we think you do well.

- There are outstanding partnerships with others that help you to learn interesting things and develop well personally, for example, you are able to learn all about the work of the nearby motorway service area.
- You are exceptionally proud of your school and very keen to take responsibility for things, for example, we were impressed by the activities you devised to raise money for Pakistan.
- You are very helpful to each other, work and play well together and behave well.
- Teaching is good and adults take good care of you.
- The curriculum provides many exciting things for you to do – we hope you enjoyed the visit to Manchester.

I have asked the headteacher and the governing body to make sure that the following two areas for improvement are tackled.

- You should achieve more in your writing, for example, by being able to write longer pieces of work.
- Provision in the Early Years Foundation Stage should be developed, for example, to strengthen children's learning outdoors.

I hope you will continue to work hard to help bring about these improvements.

Yours sincerely

Mr David Law

Lead Inspector

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