

Lindale CofE Primary School

Inspection report

Unique Reference Number	112286
Local Authority	Cumbria
Inspection number	357078
Inspection dates	13–14 January 2011
Reporting inspector	Sarah Drake

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Mr Paul Bond
Headteacher	Mrs Angela Leonard
Date of previous school inspection	14 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons taught by five teachers. They also held meetings with groups of pupils, governors and staff, and talked informally with some parents and carers. The inspectors observed the school's work and looked at a range of documentation relating to pupils' attainment and progress, and school management, including safeguarding. They also took into account the responses to the inspection questionnaires completed by 30 parents and carers, 59 pupils and eight members of staff.

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

- The progress pupils make, with a particular emphasis on Key Stage 1, in writing and mathematics.
- The effectiveness of teachers' use of assessment information to adapt the provision according to pupils' different needs.
- The impact of the leadership and management on identifying areas for development and driving forward improvement.
- The impact of the school's partnerships and support for individuals on pupils' enjoyment and achievement.

Information about the school

Lindale CofE is a much smaller-than-average size primary school which serves a largely rural area in the Lake District. Well-below average numbers of pupils are known to be eligible to receive a free school meal, very few belong to minority-ethnic groups and none speaks English as an additional language. The proportion of pupils that have special educational needs and/or disabilities is above average; an average proportion has a statement of special educational needs. All pupils are taught in mixed-age classes. The Early Years Foundation Stage consists of one class where children of Nursery age join Reception age children for afternoon sessions. The school has achieved the Sportsmark and Eco Bronze awards, and Healthy School status.

Since the previous inspection the number of classrooms has been increased, enabling the relocation of the Early Years Foundation Stage unit and the release of the hall for whole-school activities. The school has recently established a job-share arrangement, with the substantive headteacher and former Early Years Foundation Stage coordinator sharing the headteacher role.

A private pre-school Nursery runs each morning in separate premises on the school site. This provision did not form part of the inspection but a report of its quality 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

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This satisfactory school plays an important part at the heart of the community. Typical of the views expressed by parents and carers is that, 'It is a lovely, lovely school.' Its success in enhancing pupils' personal development means that they build strong, supportive relationships and make an outstanding contribution to the school and wider community. Pupils who have special educational needs and/or disabilities make good progress in their learning whereas the progress made by other pupils is satisfactory. With the small numbers involved, attainment levels vary significantly from year to year. Overall, pupils' attainment by the end of Year 6 is broadly average. Children make good progress in the Early Years Foundation Stage, which they generally join with the skills expected for their age. Progress in mathematics is generally slower than that made in writing. Significant changes to the curriculum since the previous inspection have resulted in pupils developing an enthusiasm for writing and this has led to rising standards at the end of both key stages in this important area.

Pupils' good behaviour and positive attitudes help to create a happy atmosphere in lessons and around school. Staff offer them good levels of care, guidance and support. Pupils' spiritual, moral, social and cultural development is good and they know how to keep themselves safe and healthy. Teachers plan lessons to cater for the needs of different age groups and abilities but in practice they do not always provide sufficient challenge for those of higher ability.

All those associated with the school demonstrate a strong commitment to bringing about improvement. The leaders and managers have a clear vision for the future and the steps they wish to take in order to achieve this. Currently, their evaluation of pupils' progress is not fully accurate and the success criteria for whole-school planning are not sufficiently rigorous. The school provides satisfactory value for money and has satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the rate of progress made by pupils of higher ability from satisfactory to good, by ensuring that the teaching:
 - offers them sufficient challenge, particularly in whole-class sessions
 - has consistently high expectations of pupils' presentation of their work
 - provides them with written guidance about steps for improvement

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- gives them good opportunities to use and apply their mathematical knowledge through problem-solving.
- Increase the rigour with which leaders and managers analyse the impact of the school's actions, by:
 - relating the success criteria for whole-school planning to improvements for pupils, particularly their rates of progress
 - increasing the accountability of curriculum leaders for progress in their areas
 - ensuring governors hold the school more closely to account for pupils' progress.

Outcomes for individuals and groups of pupils**3**

Many pupils say that, along with making friends, one of the best things about school is that, 'you get to learn new things'. In lessons they settle diligently to work and discuss their thoughts well with talking partners. They concentrate well, particularly when using computers. Over the past three years attainment at the end of Year 2 has been significantly below average but there is a rising trend, and school data confirm that individuals in Key Stage 1 are now making satisfactory progress. Pupils' progress from Year 2 to Year 6 is as expected overall, with good improvements in writing since the previous inspection. Pupils think hard about the content of their writing and they demonstrate flair and imagination in their choice of language. They do not take as much care over the presentation of their work and many show uncertainty when using their calculation skills to solve problems. Due to the school's early identification of individuals' needs and personalised support, those with special educational needs and/or disabilities make good progress in both their personal development and academic work. Pupils enjoy learning and their achievement is satisfactory.

Pupils enjoy each other's company, think about others' needs and understand that being helpful enriches everyone's experience. The school council recently organised the first community cinema evening which proved a great success, and pupils are currently working with the village playground committee to enhance the facilities for all. They develop a good understanding of different ways of life, whether this encompasses sheep farming or the culture of an urban, minority-ethnic community. Pupils say that bullying is very rare and they confirm that they feel safe in school because staff listen to their concerns and supervise them well. They understand the benefits of healthy eating, play energetically at break times and keenly participate in a wide variety of physical activities. Their positive attitudes to learning and good collaborative skills equip them well for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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?

Strengths in the teaching include good relationships, good subject knowledge, careful planning to cater for pupils' different abilities, a range of methods to help pupils refocus their concentration, clear directions, and good use of information and communication technology. Weaker areas are the pace of lessons, which sometimes leaves pupils with insufficient time to record their work, and the level of challenge provided for quicker learners. Particularly in whole-class sessions, teachers' efforts to ensure that all pupils understand the key points can lead to extended explanations and missed opportunities to engage fully those pupils who find learning easy. Other adults in the classroom provide valuable support for small groups but they are not always used to best effect in plenary sessions. Teachers offer pupils good quality oral guidance and some ask searching questions that stretch pupils' thinking. However, the written marking of pupils' work is largely celebratory, accepting of some untidy presentation and provides few guidelines for improvement.

The lively curriculum includes good links across different subjects and instils in pupils an eagerness to learn. Teachers skilfully build on pupils' suggestions and use a good range of visits and visitors to enrich the provision. For example, older pupils' interest in the landscape led to a walk on the fells whilst, in response to their enthusiasm to discover more about explosives, those in Years 3 and 4 visited a quarry. For both groups the visits provided inspiration to extend their writing skills. The emphasis placed on promoting

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pupils' personal development, for example, through the annual health week and the responsibilities older pupils have to support younger ones, underpin the school's strengths in this area. Close observation and early identification of specific needs lead to the well-targeted support and close working with parents and carers that enable pupils with special educational needs and/or disabilities to enjoy learning and make good progress. In this small school, staff know each pupil very well as individuals and offer them good quality support that helps them grow in self-confidence and move successfully from one stage of education to the next.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Leaders, managers and all staff work closely together as a team and have shared aspirations that pupils should develop life-long learning skills and make a positive contribution to the wider world. Roles are clearly defined, including between the joint headteachers, and all have good opportunities for further training which enhance their confidence in taking on new roles. For example, staff have recently focused on the requirements of a good lesson, with a view to increasing the school's monitoring of teaching and learning. As yet, subject coordinators largely fulfil their role in monitoring their areas of responsibility through informal means. School development planning is realistic and takes into account the views of all stakeholders but it is not specific enough about the desired impact of any actions on the outcomes for pupils. Many members of the governing body are relatively new to their posts. They are supportive and hold the school to good account over matters of finance, health and safety but are at an early stage of doing so in relation to pupils' progress and attainment.

Appropriate recruitment procedures and staff's day-to-day vigilance ensure pupils are safeguarded from harm but some administrative weaknesses were identified during the inspection. Parents and carers play a strong role in ensuring the completion of homework and outside expertise supports older pupils' learning about robotics and their access to a wide range of exciting physical activities. The school is strongly committed to providing all pupils with a wide range of opportunities and successfully helps more vulnerable groups of pupils to make good progress. In collaboration with other schools in its cluster it is working well to enhance its promotion of community cohesion, which already includes long-standing links with a school in Tanzania.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Detailed planning, based on careful observation of each individual's skills development, combined with adults' lively delivery and sensitive extension of children's self-chosen activities, ensures that children make good progress in the Early Years Foundation Stage. The teacher listens well to individuals, questions them well and uses the information skilfully to adapt the provision. Children were enthralled as they helped their teacher, in the role of television presenter, to sequence and follow the instructions for porridge making, and then repeated the actions themselves, confidently using words such as 'next' and 'one more'. The good-quality resources cover all areas of learning and invite children to experiment and explore independently, although access to learning outdoors is restricted by the low number of available adults. Good partnership with the on-site private pre-school Nursery ensures seamless provision for the youngest children and useful transfer of information about their developing skills. Home visits, strong relationships with parents and carers, and good quality care and support for individuals further boost children's confidence and rate of progress. By the end of Reception, many achieve skills above those expected for their age, particularly in their dispositions and attitudes and linking letters to sounds, although fewer reach the expected levels or above across all the areas of learning. More recently, the weaker areas have been emotional development, especially for boys, and writing. Despite recent changes in staffing, good quality leadership, management and organisation have ensured continuity in children's enjoyment and learning.

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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

Almost two thirds of families, a high proportion, responded to the inspection questionnaire. Through their responses and informal discussions with inspectors, parents and carers expressed overwhelmingly positive views of the school. A small minority raised individual concerns but there was no major area of dissatisfaction. Nevertheless, the very few issues raised by parents and carers were discussed with the headteacher and wholly satisfactory responses were given to the inspection team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lindale CofE 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	73	8	27	0	0	0	0
The school keeps my child safe	22	73	8	27	0	0	0	0
My school informs me about my child's progress	14	47	13	43	2	7	0	0
My child is making enough progress at this school	14	47	15	50	1	3	0	0
The teaching is good at this school	20	67	9	30	1	3	0	0
The school helps me to support my child's learning	19	63	10	33	0	0	0	0
The school helps my child to have a healthy lifestyle	20	67	9	30	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)	17	57	11	37	0	0	0	0
The school meets my child's particular needs	18	60	11	37	1	3	0	0
The school deals effectively with unacceptable behaviour	15	50	15	50	0	0	0	0
The school takes account of my suggestions and concerns	15	50	14	47	0	0	0	0
The school is led and managed effectively	16	53	13	43	1	3	0	0
Overall, I am happy with my child's experience at this school	24	80	5	17	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



17 January 2011

Dear Pupils

Inspection of Lindale CofE Primary School, Grange-Over-Sands, LA11 6LE

Thank you for being so welcoming to the inspectors when we visited your school recently. Particular thanks should go to those of you who spoke with us and helped us to understand what it is like to be a pupil at Lindale. It was good to hear that you enjoy your time at school and also to see how well you all get on together. You behave well and make an outstanding contribution to the school and wider community – well done!

Yours is a satisfactory school with strengths in the Early Years Foundation Stage, the care provided for you all and in your personal development. We can understand why you have such positive attitudes to learning because teachers make good links between subjects and organise interesting activities for you to do. It was good to see how these changes have helped you to improve the content of your writing and also to see that your attendance levels are now above average.

Pupils who have special educational needs and/or disabilities make good progress but the progress made by many of the rest of you is satisfactory so that you generally reach broadly average standards by the end of Year 6. We have asked the school to help you make better progress and, in particular, to make sure that teachers offer you all the right level of challenge in lessons and give you more helpful written guidance about how to improve your work. We have also asked the school's leaders to make sure that any changes they decide to make have a positive impact on your learning and progress. One way in which you can help is to take more care with the presentation of your work.

We send you our best wishes for the future and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Mrs Sarah Drake

Lead inspector

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