

Selside Endowed CofE Primary School

Inspection report

Unique Reference Number	112327
Local authority	Cumbria
Inspection number	378464
Inspection dates	28–29 November 2011
Reporting inspector	Ann Ashdown

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	64
Appropriate authority	The governing body
Chair	Janice Waine
Headteacher	Carrone Field
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in eight lessons led by four teachers. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. They analysed 35 questionnaires from parents and carers and also others from pupils and staff.

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

- The features of the school which support its own self-evaluation that many aspects of its work are outstanding.
- Whether the rapid progress made by pupils in previous years, as indicated by national data, has been maintained.
- The effectiveness of the school's strategies to promote pupils' thinking, problem-solving and independent learning skills.

Information about the school

This is a well below average-sized primary school. Pupils are taught in three mixed-age classes. All pupils are of White British heritage. No pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. The school has the Artsmark, the Activemark, and Woodland Trust Gold awards, and has Forest School accreditation.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The school has built upon the good practice seen at the last inspection and has improved further. Pupils' attainment has risen and their progress has accelerated. The very distinctive nature of the school is underpinned by a philosophy of learning which is explicit and shared by all staff, parents and carers and pupils. The promotion of independent learning and thinking skills, making work entirely relevant to the pupils, and learning through the outdoors are all facets of the school's work which contribute to its distinctive ethos and outstanding success. The governing body, leaders and managers have evaluated the school's work very accurately and rightly identified that much of its work is outstanding. They have selected entirely appropriate areas for future development. Consequently, the school has excellent capacity for sustained improvement.

Children enter the Reception class with skills levels which are broadly typical for their age, although their communication, speech and language skills are sometimes less well developed than other areas of their learning. Children settle into school routines very quickly and make excellent progress in the Early Years Foundation Stage. This rapid progress continues as they move through the school and their attainment is high when they leave Year 6. Pupils achieve so very well because teaching and learning and the curriculum are all outstanding. Work in lessons is matched very closely to pupils' needs, so learning becomes a personal journey for each individual child. Lessons are filled with exciting activities and personal challenges and pupils are engrossed in their learning. Pupils assess their own work continually and hold an continuous dialogue with their teachers about how to take the next steps in their learning.

Pupils receive excellent care, guidance and support, which contributes to their outstanding personal development. Attendance is high and behaviour is exemplary. Pupils have an extremely thorough understanding of how to stay safe and healthy. The school's excellent safeguarding arrangements ensure all pupils are kept completely safe at school. Pupils are very keen to contribute to their community and take responsibility for themselves and for others almost automatically. Those qualities, combined with their outstandingly well-developed spiritual, moral and social awareness, mean they have a superb preparation for the next stage of their education and for future life. The school promotes community cohesion well. Pupils have a good understanding of their own and contrasting national communities, but have fewer opportunities to engage with communities overseas.

The school provides excellent value for money. It is led and managed extremely well by the headteacher, who is ably supported in driving school improvement by a very talented staff team and a very committed governing body. Parents and carers are kept fully informed about their children's progress and so are in an excellent position to support their learning. All pupils have equal opportunities to succeed. They and their parents and carers are, quite rightly, fulsome in their praise of the outstanding education that Selside primary provides.

What does the school need to do to improve further?

- Extend the school's good promotion of community cohesion by providing more opportunities for pupils to engage with communities overseas which differ from their own.

Outcomes for individuals and groups of pupils

1

Achievement is outstanding. Pupils were seen to be working extremely hard in lessons and using their very well-developed independent learning skills to undertake research and solve problems. Year 2 pupils were able confidently to complete an inventory of a first aid box, compare modern nurses with those of the past, and act out how an injured person would be treated on admission to hospital in the time of Florence Nightingale. All groups of pupils make outstanding progress and their attainment in tests at the end of Year 6 has been significantly above average and rising steadily for the last five years. Attainment in national tests in both 2010 and 2011 was high. Work in pupils' books, in projects and presentations they have completed, and that displayed on classroom walls all confirmed the rapid progress that pupils are making. Pupils with special educational needs and/or disabilities make equally as outstanding progress as their peers because they receive very timely and sharply focused help from teachers and teaching assistants and also the invaluable support of their classmates.

Pupils excellent personal development is exemplified by the way they all show such great kindness and respect for each other, for staff and for visitors. They are confident and articulate young people with highly developed basic skills of literacy, numeracy and information and communication technology. Those, combined with outstanding independent learning skills which enable even the youngest children to 'plan, do and review' their work successfully, mean they are extremely well equipped for the world of work and for life as future citizens.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	1
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers plan lessons which present pupils with exciting opportunities to think critically, be creative and solve problems. Years 5 and 6, pupils were absorbed in an independent learning project, which began with them thinking very carefully and perceptively about exactly how to tackle research into the life and work of an artist. The project progressed then to them working in the adjacent woodland to produce large sculptures made of natural materials, in the style of the artist whose work they had researched. Lessons are invariably both exciting and challenging and, in mixed-age classes, teachers are particularly adept at matching work to the needs of the individual. Teachers give pupils continuous constructive feedback to enable them to improve their work. That, combined with pupils' skills in reflecting on their own strengths and areas for development, contributes to the outstanding progress that pupils make.

The outstanding and innovative curriculum provides pupils with a huge range of stimulating experiences which allow them to develop their basic skills fully, as well as their broader talents. The curriculum is very carefully planned and skilfully designed. It achieves its aim of developing pupils' independent learning skills progressively and equipping them with the tools to become lifelong learners. The school makes the utmost of its rural location and uses its extensive, well-designed grounds to support its focus on outdoor learning. That adds greatly to pupils' enjoyment of school. They speak with huge enthusiasm about their new football field, about studying science in the bog, the pond and the stream, about orienteering in the school grounds and about building dens and playing 'hide and seek' when the grass is tall.

Pupils and their parents and carers are hugely appreciative of the excellent care, guidance and support the school gives. All pupils, including those with special educational needs and/or disabilities, receive very personalised, timely and expert help when they need it. At Selside Primary, the emphasis on caring for each other is at the very heart of the schools' work and this is evident in the great pride pupils

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

take in being 'best buddies' in Year 2 and then graduating to being 'blue buddies' in Year 6. Transition arrangements are excellent and, consequently, pupils move very smoothly from one stage of their education to the next.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The experienced headteacher has communicated her vision for the school particularly effectively and this has been instrumental in improving outcomes for pupils. The work of the school is monitored rigorously and pupils' progress is tracked very carefully. Governance is good. The governing body is very supportive of the school and has been active in improving the outdoor environment. It is increasingly involved in monitoring the school's work and determining its strategic direction. Safeguarding procedures are of high quality. Staff and the governing body have an excellent awareness of child protection and risk assessment procedures and a realistic and proportionate approach to safety permeates school life. The school ensures all pupils are fully involved in all school activities and that they all have excellent, equal opportunities to succeed. Community cohesion is promoted well. For example, pupils from an urban school in north east England, whose community is very different to that of Selside, enjoyed making new friends greatly, whilst camping in a Yurt on the school field. Opportunities for Selside pupils to find out about and engage with children from communities overseas are more limited.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make rapid progress from their individual starting points and quickly become enthusiastic and independent learners. They take responsibility for themselves,

organise activities, and cooperate exceptionally well with each other. They were observed making particularly good progress in their learning as they studied pictures of artists wearing hats, tried on hats themselves, designed their own self-portraits, and used computer technology to photograph their efforts. All staff have an excellent knowledge of child development and ensure that a very stimulating range of teacher-led and child-initiated activities, both in and out of doors, keep children interested and fully engaged in learning. Children talk with great enthusiasm about varied activities, including looking at the sheep and lambs that the farmer brought to school, observing the blue tits in their nest, and visiting the wood, the stream, the pond and the church. All safety and welfare requirements are met fully. The leadership and management of the Early Years Foundation Stage are excellent. Staff share a common philosophy and work seamlessly to plan learning, observe children's progress, and ensure they achieve their very best.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage		1
Taking into account:		1
Outcomes for children in the Early Years Foundation Stage		1
The quality of provision in the Early Years Foundation Stage		1
The effectiveness of leadership and management in the Early Years Foundation Stage		

Views of parents and carers

All of the high proportion of parents and carers who filled in the questionnaire are exceedingly happy with the education the school provides. They are particularly appreciative of the excellent care, guidance and support their children receive and of the school's commitment to promoting both outdoor and independent learning. They are equally fulsome in their praise of the way in which the school is led and managed and of the inspiring teaching that ensures their children enjoy learning. Inspection evidence supports those views entirely.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selside Endowed 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 inspector received 35 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	94	1	3	0	0	0	0
The school keeps my child safe	32	91	2	6	0	0	0	0
The school informs me about my child's progress	30	86	4	11	0	0	0	0
My child is making enough progress at this school	32	91	2	6	0	0	0	0
The teaching is good at this school	33	94	1	3	0	0	0	0
The school helps me to support my child's learning	32	91	2	6	0	0	0	0
The school helps my child to have a healthy lifestyle	31	89	3	9	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)	28	80	2	6	0	0	0	0
The school meets my child's particular needs	33	94	1	3	0	0	0	0
The school deals effectively with unacceptable behaviour	28	80	2	6	1	3	0	0
The school takes account of my suggestions and concerns	31	89	3	9	0	0	0	0
The school is led and managed effectively	34	97	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	34	97	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 8 April 2011 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 2010/11 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.



30 November 2011

Dear Pupils

Inspection of Selside Endowed CofE Primary School, Kendal – LA8 9LB

Thank you for the very warm welcome you gave us when we inspected your school. A particular thank you to all those of you who spoke with us and told us with such enthusiasm about all the things you enjoy doing at school. Please thank your parents and carers for filling in the questionnaire.

These are some of the things we have said in our inspection report.

- Yours is an outstanding school where you make excellent progress and your attainment is high.
- Children in the Reception class get a first-rate start to their education.
- The teaching you receive, the care, guidance and support you are given, and the curriculum you follow are all outstanding.
- The leadership and management of your school are outstanding.
- Your behaviour is excellent and your attendance is high. You have an excellent knowledge of how to stay safe and healthy and take great care of yourselves and each other.

This is what we have asked your school to do now:

- give you more opportunities to find out about communities in other countries which are different to your own.

You can all help your school to be even better by continuing to work with your teachers to achieve the very best you can.

Yours sincerely,

Ann Ashdown
Lead Inspector (on behalf of the inspection team)

