

# Lazonby CE School

## Inspection report

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<b>Unique Reference Number</b>	112304
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	378459
<b>Inspection dates</b>	26–27 March 2012
<b>Lead inspector</b>	Robert Pye

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Nicolson
<b>Headteacher</b>	Yvonne Hunt
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Lazonby Penrith CA10 1BL
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## Introduction

Inspection team

Robert Pye

Additional inspector

This inspection was carried out with two days' notice by one inspector. He observed teaching and learning in nine lessons or part-lessons, taught by three teachers. He held meetings with pupils, teachers, support staff, members of the governing body and representatives from the local authority. He observed the school's work, looked at school development planning, how the school checks pupils' progress, and also pupils' workbooks. The inspector also analysed 38 questionnaires returned by parents and carers, as well as questionnaires completed by staff and by pupils in Key Stage 2. No responses from the online questionnaire (Parent View) were available to the inspector.

## Information about the school

Lazonby is much smaller than the average-sized primary school, serving a rural community. It has three classes, one that combines the Early Years Foundation Stage with Key Stage 1 and two for Key Stage 2 pupils. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below that usually seen. The proportion of pupils identified as having special educational needs is broadly average. The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress. The school has a nationally accredited Healthy School status and also holds the Activemark. As an Eco School, it has received the Bronze award. The school runs a before- and after-school club. There is also a pre-school nursery on-site that is privately managed and subject to a separate inspection. The report can be found on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

## Key Findings

- This is a good school providing a caring and inclusive environment. All staff work successfully to enable pupils to overcome barriers to learning. As a result, pupils achieve well. Parents and carers have high regard for the school's work. This is evident in many positive comments from parents and carers, such as, 'My child loves going to school.' The school is not outstanding because pupils' progress is not outstanding, especially in writing.
- Children make good progress in the Early Years Foundation Stage and good progress overall by the time they reach Year 6. The school is successful in closing any gaps in achievement by different groups of pupils. Those pupils who have special educational needs make the same good progress as their peers. Attainment by the end of Key Stage 2 is above average in reading and mathematics. Writing is at least in line with national expectations and improving across Key Stages 1 and 2. Pupils develop quickly into confident readers by the end of Years 2 and 6.
- Because of good teaching and an effective curriculum, pupils make better progress than most other pupils nationally. Teaching is particularly characterised by interesting and well-matched introductions. However, once pupils move onto written tasks the direction and expectation is reduced in a minority of lessons, resulting in written work that sometimes does not reflect their imaginative oral abilities.
- Pupils' behaviour is good. They are extremely polite and considerate around school, but do not always engage themselves fully during some lessons when working independently. Pupils know they are listened to and feel a sense of ownership and take pride in their school.
- Leadership and management are good. The headteacher effectively manages the school's performance based on good knowledge of the school's strengths and areas for development. As a result, attainment in writing is starting to rise.

Leadership of teaching has led to significant improvements in pupils' progress and in the curriculum, contributing to their outstanding spiritual, moral, social and cultural development.

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

- Improve achievement in writing by:
  - ensuring pupils consistently apply their evident oral skills to their written work across all areas of the curriculum and that their writing is more imaginative
  - ensuring that teachers always have high expectations of pupils' writing.

## Main Report

### Achievement of pupils

Pupils' achievement is good and is reflected in their good quality display work found throughout the school. Children enter the Early Years Foundation Stage with skills and understanding that are generally below those expected for children of their age. By the end of the Reception Year, because of good provision, most children reach the levels expected nationally for their age. Helped by a structured programme, to encourage young readers' grasp of the sounds that letters make, children make a good start in early reading.

Attainment is above average at the end of Key Stage 2. Pupils reach and a number exceed the level expected in reading, writing and mathematics at the end of Key Stage 1. Strengths at the end of Key Stage 2 are in reading and mathematics which are above average. Attainment in writing is average. Pupils are confident in expressing their ideas in text but not all apply themselves fully to written tasks, resulting in work that does not always reflect their ability. By the end of Key Stage 1 attainment is average in reading. Older pupils have a good understanding of the text and by the time they leave school, attainment in reading is above average.

Overall progress compared with individual starting points is good. It is stronger in Key Stage 2 and is accelerating in Key Stage 1. Progress in mathematics and reading is good and better than in writing. While most pupils do well in learning basic grammar and punctuation, some writing lacks imagination. Pupils do not always apply their oral vocabulary skills consistently to written tasks. Throughout the school learning in lessons is effective because pupils receive good-quality teaching. Teachers use a wide range of strategies that help to develop pupils' communication skills. This was very evident in a Year 6 guided-reading session where the teacher had high expectations and encouraged the pupils to explain and then to elaborate further using information from the text. The teacher skilfully promoted deep reflection and empathy at the same time. In writing lessons, teachers' expectations are not always high enough and some lack of enthusiasm leads to pupils not producing high-quality work.

Targeted support to meet pupils' individual learning and behavioural needs ensures that pupils who have special educational needs are well supported and potential barriers to learning are minimised, helping them to make good progress.

Parents and carers agree with the inspection findings and feel their children are achieving well and the comment, 'My child benefited from the one-to-one tuition which transformed her experience of reading', sums up the views of many.

### **Quality of teaching**

Parents and carers have a positive view of teaching and this reflects the inspection findings that teaching is good. Staff work together well as a team to develop their skills. In the Early Years Foundation Stage children enjoy a variety of first-hand experiences that capture their interest. This is seen throughout the school and effective teaching and stimulating experiences ensure that most pupils achieve well. All staff have knowledge of individual pupils' abilities and plan exciting lessons to stir pupils' imagination and enthusiasm. For example, pupils in the Year 3 and 4 class made effective use of the outdoor environment to stimulate vocabulary leading to a range of similes. Individuals and groups are often supported with the help from skilled teaching assistants. This was very evident in a Year 1 and 2 mathematics lesson where pupils worked cooperatively in different challenge groups to find the change they would receive after spending money. From talking to pupils, it is clear that they enjoy work and other activities that they find challenging. Such an example of challenge was seen in the Year 5 and 6 class which involved pupils in guided reading. In this lesson the teacher had high expectations and skilfully questioned the pupils to find answers using skimming techniques. Pupils were asked to elaborate on their responses in a number of ways including those which developed deeper reflective skills such as empathy. Most lessons promote good communication skills and interesting vocabulary. However, in a few lessons, some pupils' written work across different areas of the curriculum does not always match their oral capabilities, because teachers do not always insist on pupils producing their best work.

Targets are used effectively to guide pupils to their next learning steps. The tailored curriculum enables teachers to utilise themed topics and other activities and events well. These enrich pupils' experiences, stimulate their curiosity and make learning an enjoyable experience. For example, pupils in Years 3 and 4 designed and made batik panels based on the topic area of Madagascar. Similarly in 'Clubtime' staff and volunteers provide a range of learning experiences such as sewing and gardening to widen the pupils' experiences. Such opportunities, alongside high expectations of behaviour, make a significant contribution to pupils' excellent spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Teachers adopt a consistent, effective approach to behaviour management. This helps pupils to understand what is expected of them and they respond well to this by being very polite and courteous to each other and with the adults in school. Pupils were confident to talk about their experiences of school and share their views. They say that behaviour is always very good and that they feel free from bullying in any form, including racism. In lessons, pupils' good behaviour contributes to their overall

good learning. However, when writing, some pupils' concentration relaxed to the point they did not always produce their best work. The curriculum provides substantial opportunities for pupils to develop empathy, as well as respect for each other and themselves. For example, following a Year 6 lesson on working down a Victorian mine, pupils expressed their feelings through moving poetry. Older pupils have strong moral opinions about right and wrong. They have a mature awareness of how to keep safe in a variety of settings within their rural locality and in a wider context, including the use of modern technologies, such as computers and mobile phones. They expressed confidence in the 'helpful' adults around them who help to keep them safe. The curriculum effectively instructs them how to keep safe outdoors and seek help if required.

Pupils take on wider responsibilities readily. Older pupils help younger ones. For example, during lunchtime, pupils of different ages sat together in 'family groups' with older pupils helping younger ones, as well as socialising with them while eating their healthy school meals or packed lunches. Parents and carers are very positive about the good behaviour and safety, and support the school by ensuring their children's attendance is consistently above average.

### **Leadership and management**

The headteacher and staff share their ambitions for continued improvement through clear priorities, supported by appropriate actions to realise these aims. Teaching is monitored regularly although a few shortcomings remain, especially in the teaching of writing. Nevertheless, professional development for staff has led to significant improvements to the curriculum and improved the overall quality of teaching. Staff share responsibilities well and have a strong voice in shaping the school. Pupils' progress is monitored rigorously. The information gained is used successfully to tackle any underachievement by, for example the deployment of teaching assistants and modification of the curriculum. The impact of work to meet the social and emotional needs of children whose circumstances may make them vulnerable and to support the special educational needs of others has been effective. These factors ensure that pupils succeed academically and personally, whatever their interests and special abilities. As a result, this is an inclusive school, which effectively promotes equality of opportunity for all pupils and which tackles any discrimination. There has been good improvement in outcomes and provision since the previous inspection. The school serves the pupils and the community extremely well and has good capacity to improve further.

The governing body has a thorough and accurate understanding of the school's strengths and weaknesses. Governors and senior leaders check closely on security and ensure safeguarding measures meet statutory requirements. Individual governors visit the school regularly and support and promote the school's contribution to the community.

The good curriculum makes a significant contribution to preparing pupils for the future. Pupils benefit from a well balanced range of activities that meet their needs. Pupils' spiritual, moral, social and cultural development is outstanding because it is promoted across all subjects and all parts of the school day. Pupils understand the importance of their actions and how it is important to behave well. They learn about

diverse global cultures such as those found in Madagascar and Morocco. Pupils recognise they have a role to play in helping others in school and further afield. In 'Enterprise Week', pupils become company directors, organising a range of interesting and fun fundraising events within the local community in order to raise money for charity.

The school has close links with parents and carers reflecting their aim to embrace the development of the 'whole child' in the context of a warm and caring family environment. To meet this end they actively seek parents' and carers' participation in the school community.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 March 2012

Dear Pupils

**Inspection of Lazonby CE School, Penrith, CA10 1BL**

Thank you all for your warm welcome when I visited your school recently. You were very polite and kind to me. I am also grateful to those of you who came to talk to me on Monday and to those pupils in Year 2 and Year 6 who read to me. I was very impressed with your good behaviour around school and the way you support each other confidently in class.

Lazonby is a good school. You are right to be proud of it. You are making good progress in your lessons and you enjoy learning. By the time you leave school at the end of Year 6, your attainment is above average and generally you make good progress to reach this point. You have well developed knowledge on how to stay safe. The adults who work with you care for and look after you extremely well. In turn, older pupils look after younger children very well, too. You are not afraid to give visitors advice on how to stay healthy! Your school is skilled at developing your outstanding spiritual, moral, social and cultural development.

Your headteacher and all the other staff are very proud of you and they are always looking for ways to make the school even better. To do this I have asked your teachers to ensure that your written work is as good as other subjects and reflects the interesting vocabulary you use when you talk to each other and the teachers. Thank you again for your kindness to me. Please keep working hard and looking after each other.

Yours sincerely

Robert Pye  
Lead inspector

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