

# Ennerdale and Kinniside CofE Primary School

Ennerdale Bridge, Cleator Moor, Cumbria, CA23 3AR

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most students make good progress in reading, writing and mathematics. Reading is a particular strength as is work in art, design, sport, music and drama.
- Teachers have high expectations of pupils and plan activities that meet the needs of individuals, including more-able pupils, disabled pupils and those with special educational needs.
- An exciting and broad curriculum generates a great deal of enthusiasm and pays good attention to progress in basic skills and personal development. The school makes the most of the outdoors locally and further afield to support learning.
- Pupils enjoy school and learning. Their behaviour is often exemplary. They feel safe and cared for very well. They like being part of a small school where they know everyone.
- Leaders, staff and the governing body share a strong commitment to promoting pupils' achievement and well-being. Continuous and effective focus on improving teaching has led to improved achievement since the previous inspection.
- Parents are highly supportive of the school. The school makes a strong contribution to the local community.

### It is not yet an outstanding school because

- Progress in mathematics is not as consistently good as in other subjects in Years 3 and 4. These pupils do not apply their skills often enough to relevant practical problems.
- Not enough of the teaching is outstanding.
- The outcomes of the school's monitoring of teaching and performance management are not recorded and used systematically enough.
- The governing body does not fully monitor the impact of provision on the progress of pupils currently in the school.

## Information about this inspection

- The inspector observed parts of seven lessons.
- Meetings were held with pupils, staff, members of the governing body, the school-to-school support officer (a headteacher from a nearby school) and a representative of the local authority.
- The inspector looked at pupils' work and reviewed the school's data on pupils' progress.
- Documents scrutinised included the school's self-evaluation and improvement planning.
- The inspector talked to parents and carers as they brought their children to school and, on request, held private discussions with a small number. Parents' views were taken into account through the on-line questionnaire (Parent View), letters sent to the lead inspector and the school's most recent survey of parental views.

## Inspection team

Gillian Salter-Smith, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools.
- The proportion of pupils supported through school action is below average and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.
- The substantive headteacher is unavoidably absent. An executive headteacher has been appointed but at the time of the inspection had not yet taken up the post. The local authority has arranged for school-to-school support from a local headteacher.

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

- Accelerate pupils' progress in mathematics, particularly in Years 3 and 4, so that it is consistently good or better across the school, by giving pupils more frequent opportunities to apply their mathematical skills to relevant practical problems.
- Increasing the amount of teaching that is outstanding by:
  - developing the role of teaching assistants in supporting learning during periods when the class works together as a whole
  - ensuring pupils have more opportunities to improve their work in response to the guidance given by teachers.
- Improve the effectiveness of leaders and governance further by:
  - recording and using the outcomes of performance management of staff and the monitoring of teaching more systematically
  - encouraging the governing body to find out more about the impact of provision on the progress of current pupils and use this to inform their oversight of the school.

## Inspection judgements

### The achievement of pupils

is good

- Most pupils make consistently good progress from their starting points and attainment is often above average by the time pupils reach the end of Key Stage 2. Progress is consistently strong in reading and writing but is less consistently good in mathematics, particularly in Years 3 and 4.
- Children make good progress in the Reception Year and continue this into Key Stage 1. Results of the end of Year 2 national assessments are consistently above average.
- Reading is a particular strength because pupils are well prepared in the early stages of learning; regular reading at home is encouraged and well-planned class-reading sessions develop a real enjoyment of reading.
- Pupils develop secure skills in literacy, numeracy, and information and communication technology because of the way these are taught through an exciting curriculum that pays good attention to progression.
- Progress and achievement have improved since the previous inspection. Pupils of all levels of prior attainment achieve well, including more-able pupils. Disabled pupils and those with special educational needs achieve well. They receive carefully targeted support and often make better than expected progress. The very small number of pupils known to be eligible for the pupil premium make good progress. The school promotes good opportunities for all groups of pupils and fosters very positive relationships.
- Effective assessment and tracking systems help staff to identify more-able pupils and those likely to fall behind expectations. Consequently, equality of opportunity is promoted well because tasks are challenging and meet pupils' different needs and gaps in learning are closed.
- Pupils achieve well across a wide range of subjects. Work in art, design, sport and music is particularly strong.

### The quality of teaching

is good

- Teaching is mostly good and sometimes, outstanding. Where teaching is outstanding, tasks are highly challenging and pupils are totally absorbed. For example, in a Key Stage 2 mathematics lesson on using calculators, pupils relished the chance to plan a holiday to a tight budget using real brochures. More-able pupils were fully challenged as they grappled with percentages and worked out discounted deals. Sensible use was made of the calculators.
- Teachers have high expectations of pupils' progress and lessons are well planned so that learning moves on at a good pace with plenty of independent work and active involvement. The school's virtual learning site provides good opportunities for independent work and teachers set tasks that match pupils' specific needs.
- Accurate assessment and regular tracking help to identify gaps in learning quickly so that class teaching and additional support sessions help pupils to catch up. Teaching assistants provide well-targeted support to individuals and know the pupils very well indeed. Occasionally, there are missed opportunities to make the most of the presence of an additional adult to enhance learning during times when the class is working as a whole.
- The teaching of literacy is very well planned with good emphasis on speaking, communication and drama in preparation for writing. Well-planned sessions of reading across the school encourage pupils to develop much enthusiasm for reading. Topics of real interest to pupils encourage them to write extensively, particularly boys.
- Teachers' questioning in mathematics encourages pupils to work out how they get to their answers, recognising there is usually more than one way to get there. The good practice observed in encouraging pupils to apply their mathematical skills to practical and relevant problem solving is not yet consistent across the school.
- Staff ensure that pupils joining the Reception class settle into school happily. Positive

relationships with the children and an early focus on social and emotional development and communication skills help children to learn the routines and expectations of the school quickly.

- Teachers mark pupils' work regularly and offer pertinent guidance on how to improve. They set individual targets that pupils find useful. However, not all pupils act upon the guidance because there is not always sufficient time set aside during the school day for pupils to work on the improvements suggested.

### **The behaviour and safety of pupils** are good

- Pupils are enthusiastic learners and concentrate well. They learn to work independently. For example, if they struggle with a problem in class, their first approach is often to other pupils because they are encouraged to support one another in learning.
- Pupils' behaviour is often exemplary. They are keen to contribute to assembly time when they discuss the school's 'Golden Rules'. During 'wet' playtimes, pupils play happily alongside each other. At lunchtime, monitors take their responsibilities for supporting younger pupils or clearing up after meals, very seriously.
- Pupils feel very safe in school and enjoy being in a small school where everyone knows everyone else. They say there is no bullying and that staff or older pupils are there to help sort out any small disputes that might arise. Pupils know how to keep themselves safe, including when using modern technology and the internet.
- The school regularly asks pupils for their views on teaching and the curriculum and has made adjustments to the curriculum as a result.

### **The leadership and management** are good

- Staff, leaders and the governing body are strongly committed and effective in raising pupils' achievement and the effectiveness of teaching within a supportive and highly caring environment.
- Since the previous inspection, staff have worked successfully on bringing greater consistency to approaches to the teaching and assessment of reading, writing and mathematics. The improved assessment and tracking systems have enabled a closer focus on ensuring challenge for more-able pupils, which was an area for improvement at the previous inspection.
- Self-evaluation is accurate; leaders know the school's strengths and areas prioritised for improvement because these are well informed by the school's monitoring and evaluation of teaching and pupils' progress. As a result, the school improvement plan sets out the right priorities for improvement and staff undergo relevant professional development that meets their needs and helps to improve teaching and pupils' achievement. However, the outcomes of these arrangements are not always recorded formally, therefore, limiting their usefulness.
- The improved curriculum ensures that the needs of all groups, such as boys, are met. The strong focus of using the outdoors and the arts as a stimulus for learning has resulted in high quality work across the curriculum.
- Parents are highly supportive of the school's work. They raise considerable funds to support the school's work. The many letters received and good response to Ofsted's Parent View are highly positive.
- The local authority provides effective support both for the improvements made since the previous inspection in teaching and achievement and during the current unavoidable absence of the substantive headteacher enabling the school to maintain a good education for pupils.
- **The governance of the school:**
  - provides a good range of expertise
  - is supportive of school and its activities

- is very supportive of the role of the school within the local community
  - uses the performance management of the headteacher to hold the school securely to account for pupils' performance
  - is aware of the need to take more frequent account of the impact of provision on the outcomes for pupils currently in the school.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112293
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	401255

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Ayling
<b>Headteacher</b>	Vivien Young
<b>Date of previous school inspection</b>	28 January 2010
<b>Telephone number</b>	01946 861402
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