

# Waberthwaite CofE School

Waberthwaite, Millom, Cumbria, LA19 5YJ

**Inspection dates** 6 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils are proud to attend this happy school that looks after them well.
- Pupils enjoy learning and make good progress. They do really well in mathematics and reading.
- Teaching is good. Teachers make lessons interesting so pupils are eager to learn.
- Behaviour is good and pupils feel very safe. In some lessons behaviour is outstanding. Pupils are polite, considerate and responsible.
- The headteacher provides good leadership and expects the very best of staff and pupils. Staff respond well to this clear lead and everyone pulls together. All teachers are keen to lead an aspect of the school's work. Governors are supportive and highly committed.
- Things needing improvement at the last inspection have been dealt with. The headteacher has devised good methods for checking on the quality of teaching and pupils' progress and, consequently, the school continues to improve
- Parents say their children like coming to school and are well taught.

### It is not yet an outstanding school because

- Not all teaching is yet outstanding. The marking of pupils' work does not always show them what they should improve. Achievement in writing is not as strong as in reading or mathematics.
- Governors and middle leaders are not involved enough in reviewing the quality of teaching and its impact on achievement.

## Information about this inspection

- The inspector observed teaching in all classes and saw four lessons. This included the headteacher conducting one joint observation with the inspector.
- The inspector looked at the work in pupils' books to get a view of current achievement and progress over time.
- The inspector spoke to groups of pupils to get their view of how teaching helps them to learn, how safe they feel and what they think about behaviour in the school.
- The inspector took account of 14 responses from parents to the online questionnaire (Parent View) and spoke to some parents when they brought their children to school.
- Meetings were held with six members of the governing body, teaching and classroom support staff and a representative from the local authority.
- The inspector looked at a number of documents, including the school's self-evaluation, records of the quality of teaching, the improvement plan, provisional results in 2012 of standardised assessment tasks and the school's tracking of pupils' progress.
- The inspector listened to pupils read and checked the school's records of reading progress.

## Inspection team

David Law, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average primary school. It serves the village of Waberthwaite and various farms and houses in the rural surroundings.
- Since the last inspection, in July 2008, there have been various changes of staff including the headteacher, all teaching staff and some classroom and other support staff. There has also been considerable change to the personnel of the governing body.
- Nearly all pupils are from White British backgrounds. Very few speak English as an additional language.
- Staff have identified a smaller than average proportion of pupils who are supported through school action because they have a disability or special educational needs.
- A smaller than average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is smaller than average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, are looked after by the local authority or are children of families in the services.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching so more is outstanding by making sure:
  - pupils' achievement in writing is as strong as it is in reading and mathematics, particularly so the more able reach higher levels
  - the marking of pupils' work shows them what they need to improve to reach their personal targets.
- Improve leadership and management by:
  - devising ways for governors to check on the quality of teaching and pupils' progress and hold school leaders to account
  - developing the role of middle leaders so they acquire further skills in school improvement.

## Inspection judgements

### The achievement of pupils is good

- Most pupils join the Reception class with skills, knowledge and understanding below those typical for their age. The welcoming atmosphere helps them to settle confidently into school life and make good progress. In one lesson they were absorbed in painting their hands and counting how many prints they had made.
- Pupils' progress is good throughout Key Stage 1. By the end of Year 2 most reach average standards of attainment. Since the last inspection achievement at Key Stage 1 has improved steadily, especially in mathematics and reading. Writing has improved but less strongly and, although most reach the expected level by the end of the key stage, few attain the higher level.
- Pupils in Years 1 and 2 are keen readers and acquire skills at a good rate. The more able pupils are expressive and fluent and all pupils gain a good understanding of the sounds letters make (phonics). Pupils made brisk progress in one lesson when the teacher used a computer to help them distinguish real words from nonsense words.
- Good progress continues at Key Stage 2. By the end of Year 6 standards of attainment are usually above average. Progress is particularly strong in mathematics and reading and pupils read frequently and with interest. One pupil was eager to read about the 'Snow Puppies' and thoughtfully related this to her life on a sheep farm.
- In writing, most pupils make good progress and reach the standard expected for their age but too few reach the higher level and progress is not as strong as in reading or mathematics. However, pupils have good opportunities to use their writing skills in a range of subjects, for example when writing about their visit to a power station.
- Disabled pupils and those with special educational needs make good progress. They acquire speaking and listening skills well, as seen in their sensitive participation in one class discussion about the nature of pilgrimage.
- All pupils have equal opportunity to learn well. Pupil premium funding is used to provide extra teaching for those who need it and pupils supported in this way make progress just as good as others. The few pupils who speak English as an additional language make good progress, especially in reading.

### The quality of teaching is good

- Consistently good teaching underpins pupils' good progress. Lessons are planned well, often with practical activities. Pupils respond with enthusiasm, acquire the ability to work together and always try their very best.
- Classrooms are organised efficiently and are full of purposeful things for pupils to do. Older pupils excitedly made Christmas decorations from natural local materials such as pinewood and leaves. Younger pupils confidently log on to computers to learn about letters and sounds.
- Teachers are skilled at asking questions that make pupils think. This was seen to great effect in one lesson where pupils had to question a 'pilgrim' about his journey. The teacher's subtly probing questions got pupils to think carefully and devise meaningful questions.
- Good subject knowledge is evident in the teaching of reading. In one lesson the teacher used her knowledge well to ensure Year 2 pupils quickly grasped new letters and sounds as they jumped over a pretend 'river'.
- Teachers make sure that pupils have good opportunities to use their writing skills in different subjects. Although this helps pupils to make good progress overall, it is not as brisk as in reading and mathematics.
- Relations between pupils and teachers are very positive and classrooms are happy places where all groups of pupils have an equal chance to learn. Pupils say that teachers 'tell them ways of getting an answer' and 'show them new things all the time'. Pupils' books are marked regularly but marking does not put enough emphasis on how pupils can improve and, consequently, many

are uncertain of their personal targets.

- Since the last inspection there has been a total change of teaching and classroom support staff and most of this has taken place within the last year. Good teaching is clearly evident in all classes and everybody works with a sense of purpose. Consequently, pupils achieve well and thrive in their personal development.

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

- Pupils are eager to learn and get on very well with each other in this calm and orderly school. Behaviour is never less than good and in many lessons it is excellent because pupils try their very best and are considerate towards others. They enjoy taking responsibility such as collecting dinner numbers and tidying equipment away.
- All pupils say they feel very safe in school. They are looked after well and all adults are vigilant in their duty to keep pupils safe. Pupils have a sound knowledge of how to keep safe, for example when using the internet, but school leaders correctly see the need to improve this so pupils gain an even better grasp of how to deal with risk.
- It is clear from school records that bullying is rare. Pupils also say there is little of it and are fully confident that adults will help them if they have a problem. Pupils are clear in saying that nobody is treated badly because they are different and they value the friendships they make in school. Pupils have a good knowledge of different types of bullying because they have learnt about this as part of their lessons.
- Attendance is above average and pupils are eager to come to school and for lessons to begin when they are there. The school has good methods for reviewing pupils' attendance levels and acts quickly if there is a cause for concern.

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

- The headteacher's clear sense of purpose provides a strong lead which is sharply focused on improving teaching and raising achievement. She keeps a close check on pupils' progress and how well teaching promotes this. This is shared with teachers so they have a clear view of what is expected, what they do well and what should improve. Training is relevant and geared to both the needs of the school and to individual staff.
- Experienced teachers expertly guide teachers new to the school. Teachers are keen to assume leadership responsibility. As yet they are not sufficiently involved in checking the quality of teaching and its impact but are eager to learn these leadership skills.
- A strength of leadership is the emphasis put on lively and practical ways to help pupils to learn. Numerous and rich opportunities are planned for pupils to learn about sport, music and the natural world. Pupils talk fondly about how they learned to make a Viking boat and sail it on Derwentwater.
- Leaders and governors make good provision for pupils' spiritual, moral, social and cultural development, particularly through strong links with the local community. Pupils learn and play in harmony and leaders make sure that good relations are nurtured and that all pupils are treated fairly and have an equal chance to flourish. This is seen when they put on wellies and anoraks and stride together across the fields to go to the 'forest school' at a local farm. Several pupils confidently presented an assembly they had written complete with music, visual effects and a reflective prayer.
- Leaders and governors manage the school's budget well and have invested wisely in providing classroom resources of good quality, such as the computers that pupils enjoy using. Pupil premium funding is used well to provide additional teaching and pupils in receipt of this are achieving as well as others in the school.

- Leaders and governors receive good support from the local authority and have been particularly grateful for the way in which this has helped them to manage recent changes of staff.
- Leaders and governors want the best for pupils and are always looking for ways in which the school can improve. They are rightly proud of their school because achievement has risen and teaching is of consistently good quality. This shows the school has a strong capacity to continue to improve further.
- **The governance of the school:**
  - Governors are ambitious for pupils to achieve and are well led by an astute chair. They have built strong links with parents and the community. Since the last inspection they have managed a period of transition with skill and tenacity. Governors make sure that safeguarding requirements are met. They support the headteacher well and appraise her work properly by setting relevant targets for her. They recognise there is scope for them to find out more about teaching so they can ask pertinent questions about pupils' learning and hold school leaders to account.

## 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>	112352
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	403182

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Sutton
<b>Headteacher</b>	Penny Khan
<b>Date of previous school inspection</b>	15 July 2008
<b>Telephone number</b>	01229 717664
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