

# Yarlside Primary School

Red Oak Avenue, Barrow-in-Furness, Cumbria, LA13 0LH

**Inspection dates** 9–10 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Children make very rapid progress in Nursery and Reception. For Year 2 pupils in 2012, national assessment scores were the highest in the school's history, showing pupils to be more than half a year ahead of what is generally expected, and making excellent progress.
- Last year's Year 6 had results in English and mathematics showing progress since the age of seven to be in the top 2% nationally. Results have been consistently strong in Year 6.
- Progress in lessons is excellent and pupils' books show impressive learning over time. All pupils do equally well.
- In half the lessons seen, teaching was of the highest quality. Most lessons had outstanding elements. No teaching was less than good. Learning is strong throughout the school and across all subjects.
- Teachers usually make efficient use of time. Arrangements in lessons for pupils of different abilities are often creative and stimulating; pupils generally thrive well with the approaches used.
- Pupils develop a maturity beyond their years. They are unfailingly courteous, considerate of others and diligent. Younger pupils settle quickly to learning. Pupils are eager and readily take responsibility and initiative with their school work.
- Older pupils have a sensible and reflective understanding of how to look after themselves and one another. They know that friendships can wax and wane, but say that no one is mean to others. They feel safe at school and know that adults can be relied upon for support.
- The headteacher leads the school with contagious enthusiasm and commitment. She has the vigorous support of all the staff. The management of teaching is rigorous. Development of the way different subjects are presented and improvements to premises have been highly successful.
- The governance of the school is excellent. The school ensures that money is spent wisely and that those pupils entitled to additional funding are well provided for.

## Information about this inspection

- Inspectors observed 14 lessons, and all teachers were seen. Two lessons had shared observations with the headteacher. In addition, brief visits were made to several classrooms, and short sessions were observed with small groups for tuition with musical instruments or the development of reading and spelling.
- Meetings were held with two members of the governing body and a telephone conversation took place with a representative of the local authority. Inspectors also held meetings with senior and middle leaders and groups of pupils.
- Inspectors observed the school's work and looked at a number of documents. These included pupils' work in the current year, data on pupils' achievements in national assessments, information on pupils' progress, the school's evaluation of its strengths and areas for development and its improvement plans. Records on provision for those pupils who need additional support, safeguarding procedures, behaviour and attendance were also examined.
- Inspectors took account of 51 responses to the online questionnaire (Parent View) and of the 27 questionnaires completed by staff.

## Inspection team

Jim Bennetts, Lead inspector

Additional Inspector

Robert Pye

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The great majority of pupils are of White British heritage. There are very few whose first language is not English and no pupils are at an early stage of learning English.
- The proportion of pupils who are eligible for pupil premium (additional funding allocated for pupils in the care of the local authority, or known to be eligible for free school meals or whose families are in the armed forces) is well below average. In some year groups there are no pupils eligible for this funding.
- The proportion of pupils whose learning needs are supported at the level known as 'school action' is below average.
- The proportion of pupils supported at 'school action plus', or with a statement of special educational needs, is also below average.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- The staffing of the school has been stable in recent years. The headteacher is new to the school since its previous inspection.
- The school has a before-school and after-school care club.
- The school's Nursery operates only in the mornings. There is a private nursery, 'Little Stars', on the school site. It is the subject of separate inspection by Ofsted.

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

- Raise all teaching to the quality of the best by:
  - ensuring that the planning of lessons always anticipates what some pupils might struggle with and makes suitable arrangements to attend to their needs
  - always presenting introductions to the tasks that pupils will do in a way that covers all essential points as quickly as possible in order to make the most efficient use of time for learning.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children join the school with skills and abilities that are broadly similar to those found nationally. In the well-organised Nursery and Reception classes they make rapid progress. They quickly learn new words: children in Nursery knew about tangerines as well as oranges. They can describe things in terms of colour and numbers with more precision than is usual for their age. Some have impressive control of their hands and fingers with early writing and painting. They learn how to pay attention and have above-average skills by the time they start Year 1.
- National assessments in Years 2 and 6 show very high standards. In 2012, standards in Year 2 were much higher than in the past. In Year 6 some pupils are currently working towards the highest standard available in mathematics for their age – a standard that very few attain nationally. Standards are equally high in reading, writing and mathematics. Boys do as well as girls throughout the school.
- Pupils make excellent progress as they move through the school.
- In Year 3 pupils have already moved on well from the high standards evident when they were in Year 2; many are now working at a standard more typical of Year 4. Pupils have developed the capacity to manage their own work. In Year 3 pupils check their arithmetic and make their own corrections. They use their knowledge of spelling patterns to tackle successfully words such as 'muscular'. In Year 6, pupils could draw on past learning of mental arithmetic to check the plausibility of calculator answers. They can talk about their writing using terms such as 'adverb' and 'alliteration'.
- Throughout the school, standards in reading are well above average for pupils' ages and they are accustomed to reading widely. Pupils apply their learning skills very effectively to make strong progress in subjects such as geography and physical education, in outdoor environmental work and in learning to play a musical instrument. Pupils have developed excellent habits for learning successfully. They are exceptionally well prepared for the next stages of education.
- The small number of pupils who are known to be entitled to pupil premium funding flourish; some do better than the majority of their fellow pupils. The particular needs of those who have disabilities or who find it difficult to learn are very well addressed. The support that these pupils receive from teaching assistants is highly effective and they make excellent progress from their starting points.

### The quality of teaching

### is outstanding

- Half the lessons seen had teaching of the highest quality, many more had outstanding features and no teaching was less than good.
- Pupils greatly enjoy learning. In some lessons they wave hands in eagerness to contribute. They respect teachers and appreciate the interesting lessons that teachers prepare and the clear and supportive advice about how to improve their work. They take a pride in all that they do. Their books are well kept. Younger pupils get on without fussing and older ones bring innovative ideas to the work in hand.
- Teachers expect all pupils to make the utmost effort. Sometimes they set pupils of different abilities different tasks, with supervision appropriate to their needs. Often, rather than being directed to particular tasks, some pupils are allowed to choose from a range of different ones those that are likely to be very challenging. Pupils find such opportunities immensely invigorating.
- Undoubtedly, the approach is fostering high achievement; empowered in this way, pupils do better than would be expected. Pupils are told to seek help if necessary. Usually they do. Very occasionally, unaware that they are not getting work correct or reluctant to be bothersome, pupils who have taken on more than they can manage flounder a little. There are not always arrangements to pick this up and attend to difficulties.

- Teachers have impressive subject knowledge. Consequently, lessons are generally very well planned and ambitious about the quantity and depth to be covered. Pupils' books showed that a great deal of work had been done in the previous term which covered a wide range of styles and topics, and reflected thorough understanding.
- When explaining to pupils what they are going to do, teachers are usually clear and to the point. Occasionally, they take a little too long, giving too many illustrations of what to do, and very occasionally points are missed.
- Teaching assistants are very skilled. They liaise closely with teachers, know the pupils well, and are highly effective in giving support. Support for those who find it hard to learn, or who may be falling behind is very well tuned to pupils' needs and is guided by the school's records on the progress of individuals. When needed, well-focused additional reading and spelling work on the links between letters and the sounds they make is provided for pupils of a wide range of ages.

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

- Pupils relish the opportunities provided, rising commendably to the challenges put before them. Their attentiveness and zeal underpin their learning. Their excellent attendance and punctuality reflect their commitment to school life.
- They take pride in themselves and their school, making every effort to do their best. In lessons, about the school, on the playground, they are dependably polite and considerate of others. Excellent behaviour is reinforced from the outset: pupils from the age of four are congratulated by staff on their good manners.
- Pupils develop good social skills. They settle quickly and get on well with partners when they work in pairs or in groups. Without condescension, boys welcome girls joining play-time games of football; they say some are pretty good. Pupils know that friendships form and blossom, but friends may not always get on. They say pupils are never mean to others.
- They understand the forms that bullying can take and are aware of safety issues with use of modern technology. They say they have no concerns about such things and have complete confidence that staff would sort out any problems that any pupil might have about experiences in school or beyond.
- Pupils understand that there could be risks in some situations. Older boys and girls feel comfortable 'playing-out' in the neighbourhood but more cautious about shopping alone in town. They value the opportunities the school provides to learn about safety, for instance with cycling, and visits to situations that are new to them. A visit to the fire station was greatly enjoyed by Year 2 pupils. Year 6 pupils look forward to a residential visit to Manchester. Pupils transferring to secondary schools this year can explain convincingly their reasoning in choosing particular schools.

### **The leadership and management** are outstanding

- Resolute leadership of the school is untiring in striving for the best. With clear vision and well-formulated plans for development, improvements have been put in hand successfully for the premises, technology and other resources, and for the way subjects are taught. The aspirations of senior leaders are staunchly supported by the whole staff and the school enjoys very strong support from parents. Established high outcomes for pupils have been maintained and, recently, they have been pushed to yet greater excellence.
- The quality of teaching is managed firmly. Lessons are observed and other aspects of teachers' work are monitored. Helpful feedback celebrates strengths while pinpointing areas for development. Staff salaries are properly linked to appraisal.
- The school is meticulous in keeping track of the progress that individual pupils are making. The progress of those entitled to benefit from pupil premium funding and those on the 'special needs register' is checked very carefully. Where there is any suggestion that a pupil is falling behind, appropriate remedial help is arranged. Thus, all pupils have equal opportunities for success.

- The school's vibrant curriculum softens boundaries between subjects. There is particular vigilance in ensuring that skills of reading and writing are applied and developed further in the full range of subjects. The 'forest school' initiative provides exciting learning out of doors. Pupils have many opportunities that widen their horizons. There is a wealth of additional after-school activities, including Skyping sessions with Spain. The care clubs before and after school provide a wholesome social experience.
- Pupils' personal development is admirable. Through assemblies and an abundance of other activities, pupils gain a reflective appreciation of the spiritual dimension of life. They have a respect for other cultures. For instance, they know about the importance of Lakshmi to Hindus, as well as the significance of Epiphany to Christians. Older pupils are commendably 'street wise': they have a keen sense of right and wrong – and what constitutes value for money.
- The local authority is aware of this school's qualities. It monitors the school annually but the local authority's involvement with the school is, appropriately, less than for most schools.
- **The governance of the school:**
  - Governors are exceptionally diligent. They ensure that requirements for the safeguarding of pupils and child protection are fully met. Governors take an appropriate role with teachers' progression through the pay scales, and determine appropriate objectives for the headteacher. They bring their skills to bear on improvement of the premises and stewardship of the budget which is now in a healthy position. Governors ensure that pupil premium funding is used properly. They avail themselves of training and interpret data on pupils' progress shrewdly. Some visit the school to evaluate, for instance, policy development and the way in which subjects are taught. Governors' minutes are well kept.

## 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>	112214
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	403173

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Doran
<b>Headteacher</b>	Janine Pierce
<b>Date of previous school inspection</b>	4 October 2007
<b>Telephone number</b>	01229 840930
<b>Fax number</b>	01229 840932
<b>Email address</b>	admin@yarlside.cumbria.sch.uk

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