

Crosthwaite CofE School

Crosthwaite, Kendal, Cumbria, LA8 8HT

Inspection dates 14 March 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| 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.

- The achievement of pupils is good. As a result of good teaching pupils make good progress from where they start in the Early Years Foundation Stage.
- Pupils agree they enjoy writing and teachers create many opportunities for pupils to practice their writing skills across a range of subjects.
- The school carefully and regularly checks the progress made by all groups of pupils and puts in extra support for those who need it.
- Pupils' behaviour is good. They feel safe and well cared for due to the caring relationships they have with the staff.
- Most parents speak highly of the school's work. Links with parents are very good.
- The school promotes pupils' spiritual, moral, social and cultural development well through the use of their immediate woodland areas and good links with different communities including a school in Kenya.
- The headteacher, staff and governors work well together. They have made sure that, through changes, the school continues to move forward and have ambitious plans to improve the school further.

It is not yet an outstanding school because

- Pupils' mathematical skills are not used regularly in different subjects.
- When teachers mark pupils' work, pupils do not have enough time to check and reply to teachers' comments.
- The outdoor area for the Early Years Foundation Stage does not match the good quality of provision provided in the classroom.
- Attendance, although rising, is not above average and not all pupils arrive at school on time.

Information about this inspection

- The inspectors observed four teachers and visited eight lessons which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, English and mathematics subject leaders, the special educational needs coordinators, pupils, members of the governing body and a representative of the local authority.
- The inspector observed pupils' work and listened to pupils read
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies.
- The inspector took account of responses of the school's most recent questionnaire for parents and 14 responses from the on-line questionnaire (Parent View). Seven questionnaires completed by staff were analysed.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Full report

Information about this school

- Crosthwaite Church of England Primary School is smaller than the average-sized primary school.
- Most pupils attending the school are from White British heritage.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below the national average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The headteacher joined the school in January 2012.
- The school meets the government floor standards, which sets the minimum expectations for attainment and progress in English and mathematics.
- Pupils are taught in four mixed age classes in the morning; Nursery with Reception, Year 1 with Year 2, Year 3 with Year 4 and Year 5 with Year 6. Each afternoon pupils are taught in three classes as Years 3, 4, 5 and 6 are together. The number in each year group can be less than three.
- The school offers an after-school club managed by the governing body.
- The school has Healthy School and Artsmark awards.

What does the school need to do to improve further?

- Raise teaching to outstanding in order to improve pupils' progress further by:
 - ensuring that the skills taught in mathematics lessons are used across other subjects regularly through practical activities
 - making sure that pupils have sufficient time to think about and respond to teachers' marking in English and mathematics books
 - develop the Early Years Foundation Stage outdoor area for children so that it is as good as the provision indoors.

- Raise pupils' attendance and improve the punctuality of their arrival at school even further.

Inspection judgements

The achievement of pupils is good

- Pupils start school in the Early Years Foundation Stage with skills and knowledge that are usually typical for their age. Their early writing skills can sometimes be lower. Staff plan a wide range of exciting activities that encourage children to settle quickly and help them to develop confidence.
- Children are able to use the outdoor area as well as indoors. They thoroughly enjoy using the woodland area where they are able to explore, investigate and learn with their friends. The outdoor area leading from the classroom is less stimulating and does not provide the same opportunities for learning that pupils have in the classroom. By the time children leave the Early Year Foundation Stage, through individual attention and effective teaching, they make good progress. Children's progress in their personal, social and emotional develop is excellent.
- Good progress continues so that by the time they leave school at the end of Year 6 pupils' attainment is above average in English and mathematics.
- The school has recently changed the way pupils record their work so that it is all in one book. This shows how successfully English, particularly writing, can be threaded through other subjects so that it has a real purpose. For example, pupils in Key Stage 2 were creating a power point presentation to send to their friends in Kenya. They took photographs around the school then worked well either individually or in pairs to include these into their written work.
- There are some good examples of pupils using their mathematical skills in science. However, there are lost opportunities for pupils to use their skills across a wider range of subjects regularly in order for them to understand the importance of mathematics in their daily lives.
- It is evident, not only in the school's data but also in lesson observations that all groups, including those who are disabled or have special educational needs, as well as pupils who are eligible for pupil premium funding and known to be eligible for free school meals, make good progress in English and mathematics. This is because teachers plan activities that are suitable for their individual needs and additional support, usually from well-trained teaching assistants, is good.
- Pupils enjoy reading and have developed good skills to read accurately and with understanding. Children in the Early Years Foundation Stage start to learn the sound of letters and how these fit together so that they can begin to read words confidently. In a Year 1 and 2 lesson the teacher was reinforcing the use of 'ch' sounds in words. He used accurate letter sounds checking that pupils did the same when they read aloud the words they have written on their individual white boards. The teacher also checked that pupils had spelt their words correctly before using one in a sentence.
- Pupils say they enjoy reading at home as well as at school. Pupils' progress in reading is checked regularly during lessons particularly when there is a focus on group reading. By the time pupils leave school at the end of Year 6 their reading is above average.

The quality of teaching is good

- Teaching is typically good throughout the school. Lessons are well prepared with a variety of activities to challenge different groups of pupils. Teachers plan skilfully for mixed-age classes, taking account of what pupils already know to make sure that work is challenging enough for all of them. Teaching assistants support pupils well so that all groups of pupils make good progress.
- Strengths in teaching include the strong relationships pupils have with staff who give regular praise to help build pupils' confidence. In lessons, the pace of learning is brisk and teachers make good use of interactive white boards to explain learning and focus pupils' attention.
- Teaching is boosted by welcoming, well-resourced classrooms, which support pupils' learning effectively. Teachers' good subject knowledge means that English and mathematics are taught well. Teachers have high expectations, asking pupils questions that make them think hard whilst also checking regularly on how well pupils understand their task.
- Pupils have learning targets to help them know how to improve and these are linked carefully to

teachers' marking. Pupils' work is marked regularly in English and mathematics. Teachers give praise as well as comments to help pupils know what they have to learn next. However, pupils are not given enough time to think regularly about the comments or to give a response.

- Teaching contributes well to pupils' spiritual, moral, social and cultural development. Pupils often work together in groups and this encourages teamwork, helping pupils learn the importance of cooperating with each other.
- In a Key Stage 2 music lesson pupils were using a variety of drums and percussion instruments. They played successfully in small groups as part of a performance, contributing well to towards one larger team. The teacher reminded pupils of the importance of keeping together, listening to each other and following her lead, so that they all finished at the same time.

The behaviour and safety of pupils are good

- Behaviour at break-times, around school and during lessons is good. Pupils have positive attitudes to learning saying they enjoy school because learning is fun; they find out about new things each day and make new friends.
- Pupils enjoy responsibilities. For example, some are members of the school council and organise the healthy tuck shop for break time. Others are keen members of the Eco Council who help to make sure the school is energy efficient and 'green'.
- Pupils know how to keep themselves safe saying that they care for each other and adults are 'always watching'. They understand different forms of bullying, for example, name calling and during assembly talk about how to deal with bullying.
- All parents who responded to Parent View feel that their children are happy at school, feel safe and are well looked after.
- Attendance is average and rising but it has not been above average over the last three years. Through working closely with parents the school has improved punctuality but there are still pupils who do not always arrive for school on time.
- The after-school club is well managed. Pupils can choose from a range of activities whilst enjoying a safe and welcoming environment in which to relax at the end of the day.

The leadership and management are good

- Leaders and managers know the school well, have an accurate understanding of the school's strengths and weaknesses and actions planned are effective in maintaining pupils' achievement. English and mathematics subject leaders provide valuable support. They observe teaching and carry out checks on the work in pupils' books.
- The progress of all groups of pupils is checked carefully by the headteacher to ensure that all are making at least good progress. Staff meet regularly with the headteacher to check this information so that it is used well to ensure that pupils receive support if necessary.
- Staff are committed to their work feeling valued and supported.
- Good quality professional development is linked closely to teachers' performance management to help improve the quality of teaching. For example, staff are enthusiastic about the focus on improving reading further and changes made such as developing the school library has already had a positive effect on pupils' reading.
- The local authority has a good relationship with the school and visits annually.
- The school promotes equality of opportunity and tackles discrimination well, for example, by making sure that all groups of pupils make good progress.
- The school has a good partnership with parents. Parents value the after-school club where they know their children are well cared for.
- The school curriculum is well planned and appropriate. It is enriched with visits, for example, to Ingleborough caves and Kendal Castle helping pupils to explore and find out about their local area. Key Stage 2 pupils have the opportunity to take part in residential activities. These activities help to raise pupils' awareness of different peoples' needs and life experiences,

ensuring that they are well equipped for their future life. With these and other opportunities the school ensures that pupils' spiritual, moral, social and cultural development is well promoted.

■ **The governance of the school:**

- The school is well supported by a very capable governing body that gives appropriate support to the school and makes sure that safeguarding meets requirements. In working closely with the headteacher, the governing body is fully informed of how well the school is performing. Governors have areas of responsibility and through informal checking of teaching they know the staff and the quality of teaching well. Governors are informed about the outcomes of the teachers' annual performance management and make sure that if appropriate this is linked to teacher's pay. They know in detail how pupil premium funds are being spent and how this is helping pupils' learning.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 112317 |
| Local authority | Cumbria |
| Inspection number | 403179 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 61 |
| Appropriate authority | The governing body |
| Chair | Judi Webster |
| Headteacher | Matthew Jessop |
| Date of previous school inspection | 16 October 2007 |
| Telephone number | 01539 568471 |
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