

Yealand Church of England Primary School

Footeran Lane, Yealand Redmayne, Carnforth, Lancashire, LA5 9SU

Inspection dates 2 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The progress that pupils make from their starting points is good and it is particularly strong in mathematics and reading.
- The quality of teaching across the school is never less than good and sometimes outstanding. In the best lessons, pupils are constantly active, thinking, explaining and doing. In these lessons, the teacher works with individual students and all pupils work hard.
- This is a good and improving school because through accurate monitoring and evaluation, the recently appointed headteacher has a very clear view of the school's strengths and weaknesses. She has a highly aspirational vision for the school and has planned well targeted improvements to achieve that vision.
- Pupils say that they love their school and their learning. They work enthusiastically on exciting and interesting topics that are expertly prepared by their teachers. The school is an entirely harmonious community where pupils and adults treat everyone with the utmost respect. They are happy and safe at school. Their behaviour is outstanding.
- The school's extensive programme of enriching activities makes a very strong contribution to pupils' excellent spiritual, moral and social development and their understanding and appreciation of a wide range of cultures, locally and globally.

It is not yet an outstanding school because

- The progress pupils make in writing is not as strong as in reading and mathematics.
- Not all staff have the full range of leadership skills that they need working within the school.
- Not enough teaching is outstanding.

Information about this inspection

- Inspectors observed six lessons taught by three different teachers. They reviewed work previously completed by pupils. They also made several shorter visits to lessons.
- Inspectors spoke to many pupils during breaks, lunchtimes, and during lessons. They also spoke to groups of pupils, discussing their work in their books and listened to some pupils read.
- Inspectors attended a school assembly.
- Separate meetings were held with the Chair of the Governing Body, the headteacher and all teachers. A discussion was held with a representative of the local authority.
- Inspectors looked at a wide range of documentation, including internal and external data about pupils' attainment and progress, attendance records and pupils' work. They scrutinised safeguarding procedures and records.
- When planning the inspection, there were no responses to the on-line questionnaire (Parent View). Eighteen responses were made during the inspection and inspectors received two letters from parents. All were taken into account. Inspectors spoke to parents as they brought their children to school. Ten staff responses were made to a questionnaire, all of which were taken into account.

Inspection team

Neil Mackenzie, Lead inspector

Additional Inspector

Sharon Lambert

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school; however, nine pupils have joined the school during this year. It serves the area of Yealand and surrounding rural areas.
- Pupils are taught in two mixed-age classes.
- Almost all pupils have White British heritage.
- The proportion of pupils known to be eligible for free school meals is broadly average.
- The proportion of pupils supported by school action is broadly average and the proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The headteacher of this school is also headteacher of a neighbouring primary school. The headteacher spends two days per week at Yealand. The present headteacher took up post on the 1 September 2012.

What does the school need to do to improve further?

- Further improve teaching so that more pupils make consistently rapid progress, particularly in writing by:
 - raising the expectation that pupils can achieve as well in writing as they can in all subjects
 - giving pupils opportunities to write at length and to complete work
 - teachers giving precise guidance to pupils on how to improve their work and ensuring pupils follow up this advice with improvements
 - ensuring the purposeful activities and rapid pace seen in the best lessons are a feature of all lessons.
- Further develop leadership and management skills to enable all staff to take responsibility for school improvement.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress at Yealand C.E. Primary School and by the end of Key Stage 2 they are well prepared for the next stage of their education because they are confident, enthusiastic about learning and have a good set of basic skills.
- Most children start school with knowledge and skills that are at least in line with those expected for their age. They settle in quickly because communication between home and teachers is strong. They learn to read quickly because staff are particularly well skilled at teaching reading.
- Progress is good in the mixed-age Reception/ Key Stage 1 class; however, some pupils have not made as much progress in Key Stage 1 as they could with their writing. By the end of Key Stage 2, pupils attain standards that are above average; however, pupils' writing is still weaker than their other basic skills because pupils are not given sufficient opportunities to write at length.
- Overall, pupils in Years 5 and 6 make the fastest progress because much of the teaching they receive in these year groups is outstanding.
- By the end of Key Stage 2, pupils' achievement in mathematics is very strong because all pupils are taught how to be adaptable problem solvers and they relish the mathematical challenges they are given.
- The small numbers of pupils in each year group makes it difficult to carry out any meaningful analysis of the differences between the standards reached by different groups. However, the rates of progress in class of pupils known to be eligible for free school meals and those pupils with special educational needs or disabilities are similar to all students in the school. Boys and girls achieve equally. This equality in achievement is due to the very high quality care and attention all staff give to individual pupils, making sure their specific needs are met.
- Pupils who join the school during the year make rapid progress and quickly catch up with the high standards attained by other pupils because teachers and teaching assistants pay careful attention to the needs of individuals.

The quality of teaching is good

- Teaching is always at least good and some is outstanding. Pupils are enthusiastic about learning because teachers and teaching assistants create exciting spaces in which pupils learn, use fascinating topics and provide a very rich range of materials and equipment.
- Where teaching is outstanding, pupils are given opportunities to discuss and explain their ideas, make decisions, apply their skills and evaluate their work. This makes them very adaptable learners; they think quickly and are prepared to try new things without a fear of failure. In one excellent mathematics lesson, students were asked to investigate the problems different families of an African village experience when collecting water. Pupils worked with a map, but also chose for themselves a wide range of tools to help them investigate the problem, from lengths of wool to tablet computers. Their teamwork was excellent because they worked collaboratively, constantly discussing the best way to achieve the most accurate information. The teacher listened to pupils and observed their work, subtly guiding them by asking very good questions.
- Where teaching is good but not outstanding, teachers spend too long providing explanations which limits the time that pupils spend on their own work, developing their skills, making discoveries and decisions for themselves. Also, staff provide fewer opportunities to give specific and precise guidance to individual pupils.
- Teachers mark pupils' work regularly and in detail. The quality of marking and guidance in mathematics is better than in writing. Pupils' confidence is boosted by encouraging and congratulatory comments. All marking includes advice on how to improve, but this guidance is more specific in mathematics than in writing. Pupils do not always follow up on the advice they are given, so opportunities to quickly correct misunderstandings are lost.
- Pupils' progress in writing is slower than other subjects because this skill is not as well taught

and pupils are not given sufficient opportunity to write lengthy pieces of work.

- Pupils' very positive attitudes to learning make sure that the good quality homework provided by the school is completed to a high standard.
- There is good teamwork between all staff. Teaching assistants are adaptable and skilled; they provide a significant contribution to the development of individual pupils.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to their work are exemplary. In class, they constantly work enthusiastically supporting each other and demonstrating utmost respect. Pupils are very proud of their school and are keen to tell visitors how much they enjoy school. One boy said, 'I don't just like school, I love it.'
- During breaks and lunchtimes pupils play harmoniously, older pupils mix well with younger. No one is isolated and pupils participate freely in a great range of activities. Older pupils take responsibility to ensure all pupils feel safe and that all play equipment is cleared at the end of the session.
- The procedures the school uses to keep pupils safe and behave well are subtle and very effective. So pupils feel secure, confident and not fearful.
- In their responses to the online questionnaire, a minority of parents said they felt bullying was not dealt with well by the school. Inspectors investigated this, including talking to pupils and parents. Pupils say that bullying is extremely rare or non-existent. Pupils understand what constitutes bullying and can differentiate between this and disagreements.
- Rates of attendance are similar to those seen in most other schools and almost all pupils attend school regularly. It is not better because holiday absence during term time means that a few pupils miss some valuable schooling. Pupils are punctual to school and to lessons.

The leadership and management are good

- School leaders including governors have a clear vision for the school and aspire to provide a diverse and outstanding education. All staff are dedicated to the school and work hard to realise this ambition.
- The new headteacher has used her experience to quickly and very accurately assess what is good about the school and areas that need to be improved. Strategies are already in place to improve the progress of pupils' writing, through specific training and development of key staff.
- Some developments have not shown improvement more quickly because the headteacher is employed at this school two days per week. Consequently, there is a need for all staff to share the responsibility of running the school efficiently and ensuring improvements have a positive impact on pupils' progress more quickly. Staff are keen to do this, but need time and guidance to develop their skills.
- All staff work very well together and learn from each other. The results of their passion and industry can be seen throughout the school where classrooms are full of colour, textures and enthusiastic pupils. There is a richness to resources which highly motivates and interests all pupils. The curriculum is motivating because topics are carefully chosen and, in the best lessons, learning activities are specifically developed to inspire pupils.
- A particularly strong feature of the school is the extensive range of activities which enriches the pupils' learning and ensures their spiritual, moral, social and cultural development is excellent. From this rural community, pupils visit cities and study cultures from around the world. The school makes very good use of the advantages school collaboration can offer by organising joint residential and cultural events. Through these pupils learn to socialise and work productively with people they have not met before. Pupils make a good contribution to their community which has recently included performing at a local coffee morning.
- The local authority has provided very good support for this school recently when supporting the

establishment of a new headteacher. It is confident that the school is well placed to continue to improve.

■ The school meets statutory requirements relating to safeguarding and equality of opportunity.

■ **The governance of the school:**

– There have been some recent changes in the membership of the governing body. It has managed to retain a broad set of skills which can accurately evaluate pupils' progress, the quality of the teaching and leadership. The governors can account for the effective spending of school income, including additional funding to support pupils known to be eligible for the pupil premium. The governing body ensures all statutory duties are maintained, including effective systems to ensure child protection and financial probity. Governors are keen to provide even stronger support for, and challenge to the school, so are undertaking training. The governing body has managed the appointment of a new headteacher well.

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

Unique reference number	119546
Local authority	Lancashire
Inspection number	412505

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Kevin Alpin
Headteacher	Joy Ingram
Date of previous school inspection	11 June 2009
Telephone number	01524 781360
Fax number	01524 781360
Email address	admin@yealand.lancs.sch.uk

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