

# Haverigg Primary School

Atkinson Street, Haverigg, Millom, Cumbria, LA18 4HA

**Inspection dates** 15–16 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led and managed. Together the headteacher, school leaders, governors and staff form a strong team that all share the same high ambitions for pupils at the school.
- During a period of significant change, school leaders including governors are maintaining the quality of teaching. Their actions are improving pupils' achievement still further.
- Opportunities to develop pupils' spiritual, moral, social and cultural understanding are good and the subjects on offer are well planned to incorporate aspects of the local environment. For example, pupils are taken onto the beach and into wooded areas to enrich their learning experience.
- The school is a caring and nurturing place in which pupils feel safe and are kept safe. Pupils behave well both inside and outside of the classroom. They care for and respect each other and the adults around them.
- The teaching of reading, writing and mathematics is good. The school has successfully focussed on improving learning and teaching in mathematics, which lagged behind, and this has had a positive impact on unconfirmed 2014 end of key stage test results.
- Teachers and teaching assistants work well together to provide a good level of support to pupils with special educational needs.
- Pupils make good progress across the school and now leave Year 6 with standards of achievement and attainment that are above the national average in reading, writing and mathematics.
- From starting points that vary year on year children make good progress in their Reception Year and are well prepared to join Year 1.

### It is not yet an outstanding school because

- Leaders have not made the targets in the school improvement plan as useful as they could be because they do not indicate a clear means of measuring how well plans are progressing and whether they are improving pupils' progress. The targets set for teachers are similarly less useful than they could be.
- Teachers do not always check that all pupils correct and edit their work and activities provided for the most able pupils are not always challenging enough.
- The early years outdoor provision does not provide enough opportunities for children to continue to develop early literacy and numeracy skills when they are using that area. Additionally, staff do not always question children and encourage learning outdoors as well as they do indoors.

## Information about this inspection

- Inspectors observed teaching and learning in 13 lessons taught by teachers and sessions taken by teaching assistants: a learning walk around the school also took place.
- Inspectors met with a group of pupils and observed and spoke to pupils during lessons and at lunchtime. They also listened to pupils reading.
- Meetings were held with parents, staff, senior leaders and managers, members of the governing body and a representative from the local authority.
- A range of documents were considered by inspectors, including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils’ books.
- Inspectors took account of 34 responses to the on line questionnaire (Parent View) and a summary of the responses of parental and pupil questionnaires recently distributed by the school. They also considered 14 staff questionnaires and an email response from a member of the governing body.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Patrick Hargreaves

Additional Inspector

## Full report

### Information about this school

- This school is smaller than most primary schools; however, pupil numbers are increasing. Year groups are growing from approximately 17 pupils to around 30.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority) is well below average.
- The proportion of pupils supported at school action because they are disabled or have special educational needs is below the national average. The proportion supported at school action plus or with a statement of special educational need is above that usually found.
- Most pupils are from a White British heritage and there are no pupils at the very early stages of learning English.
- Since the previous inspection most of the teaching staff have changed and 80% of those changes have taken place since September 2013.
- The headteacher is a Local Leader of Education and currently chairs two local school partnership groups.
- The school shares a site with the 'Lighthouse Centre' which is managed by a team which includes the school headteacher and a selection of school governors. The centre facilitates community events, provides catering to the school and hosts a nursery which is subject to a separate Ofsted report.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- Further improve teaching and drive pupils' progress, particularly that of the most able, by making sure that teachers always:
  - provide activities for the most able that build on what they already know and can do so that they are challenged to learn as much as possible
  - check that pupils correct their work so that they can learn from their mistakes.
- Improve learning in the early years outdoor area, especially for the most able by:
  - making sure that there are resources available to help children develop their early literacy and numeracy skills
  - increasing opportunities for adults to question children and make suggestions which encourage them to think hard when they are learning outdoors.
- Improve leadership and management by sharpening targets set for teachers and those in the school improvement plan so that they are closely linked to pupils' progress and identify clear ways of measuring success so that school leaders can check the impact of their actions more quickly.

## Inspection judgements

### The leadership and management are good

- The headteacher has a clear view of how successful the school can be and is focussed on continuing to improve standards. She has the confidence and support of parents, staff and governors. School leaders have worked hard to build a new team that wants the very best for pupils and together they have the ability and determination to make sure that standards continue to improve.
- Owing to staff changes most middle leaders and subject leaders are new to their role. They are being very well supported through training and mentoring from more experienced staff. As a result they are already highly involved in checking the quality of teaching and the progress of pupils in their areas of responsibility. Moreover, they are confident in sharing their newly acquired skills and knowledge with other members of staff. Every member of staff who spoke with the inspectors demonstrated a high degree of enthusiasm and commitment to the new roles that they were undertaking.
- The school's view of how well it is doing is accurate because it is based on regular examination of the work that it does. However, targets in the school development plan and those set for teachers are not sufficiently measurable or linked to pupils' progress to help school leaders to quickly check the impact of their actions and improve standards still further.
- School leaders make sure that pupil premium funding is used effectively and has a positive impact on the very few eligible pupils. This confirms the schools' commitment to making sure that all pupils have the same opportunities to succeed.
- The subjects on offer prepare pupils to take their place in modern Britain. The curriculum is enriched by a range of after-school activities as well as visits and visitors that are carefully linked to topic themes. Pupils were very keen to say how they had enjoyed visiting a science show recently and could list a range of visitors who come into school to share their experience and make learning more fun. For example, a member of the Sri Lankan cricket team visited the school to inspire pupils regarding his sport, his wife then introduced a range of national dishes to help the pupils understand the food of that part of the world.
- Spiritual, moral, social and cultural awareness is well developed. For example, during an assembly, pupils settled well in the school hall while listening to African music. Year 6 pupils demonstrated their musical skills by playing a difficult piece that they are rehearsing to play at a music festival. All pupils reflected on how they could show acts of kindness and those pupils who had been 'spotted' being especially considerate, hard working or well behaved were rewarded by being presented with the very special 'Lighthouse Award'.
- Pupils are able to choose from a range of sporting activities to help them stay healthy and promote well-being. The primary school sport funding has previously been used to pay for sports coaches to help develop the skills of both staff and pupils. Staff now feel they are able to teach sports to a higher standard. This is confirmed by the success that the school teams are enjoying in local competitions.
- The local authority provides an appropriate level of support to this good school.
- Safeguarding requirements are met.
- **The governance of the school:**
  - The governing body is highly committed to Haverigg and proud of the school's position at the heart of the community. Governors receive comprehensive reports from school leaders and understand pupils' performance data. This helps them to ask challenging questions so that they know all about the school including about the quality of teaching and how individual teacher's performance is managed. They attend training to help them fulfil their duties. They keep a close eye on budgetary requirements. The Governing body makes sure that teachers' pay is linked to how effective they are.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- In lessons and around school pupils are well mannered and highly considerate; they help each other whenever they can. Pupils like their teachers and come to school eager to learn.
- The school environment is well looked after, classrooms are exciting and staff and pupils are particularly proud of aspects of outdoor learning. The outdoor learning area is extensively used, it is valued by all and has a particularly calming effect on pupils who may sometimes find managing their own behaviour challenging.

- Pupils take on a number of responsibilities around the school. For example, older pupils act as 'buddies' to their younger friends, helping them to settle well into school life. Pupils also have an amazing impact on the local area. They have helped to design a beach pathway which is currently being built. This will increase access for those users who have previously found it difficult to visit the beach.
- There are some pupils at school who sometimes find it difficult to manage their own behaviour. However, they are well supported by staff and their behaviour rarely prevents learning from taking place.

### Safety

- The school's work to keep pupils safe and secure is good.
- All parents who spoke to inspectors and those responding to the online questionnaire feel that their children are well cared for at school and the vast majority believe that any bullying is well managed. Pupils know about different forms of bullying and agree that bullying is rare. School records confirm this.
- Haverigg pupils feel safe in school and are aware of the need to keep themselves safe both at school and when they are in the local community. The school council were instrumental in having the vehicle speed limit reduced to 20 miles an hour in the vicinity of the school. They continue to monitor this to make sure that everyone can stay safe.
- Most pupils arrive at school on time and attendance rates remain above average levels. This reflects how much pupils enjoy coming to school.

### The quality of teaching

is good

- Inspection evidence, end of key stage national test results and the school's information on pupils' progress indicate that over time the quality of learning and teaching in reading, writing and mathematics is good. As a result, pupils are well supported to make good progress.
- Most pupils are clear about what they have to do because teachers explain well and show examples of what they expect pupils to achieve. A good range of resources are provided to support learning, including prompts around the classroom that pupils can refer to when they need to.
- Teachers question pupils carefully to check their level of understanding and pupils regularly assess their own learning so that staff can provide help quickly when pupils are a little bit stuck. Pupils also have opportunities to share their ideas and will ask each other for help, so they do not waste any learning time waiting for an adult.
- Staff rightly recognised that standards in mathematics were lower than in literacy and wanted to close this gap by making learning mathematical skills more exciting for pupils. They have introduced a range of mathematical tasks that pupils can complete at any time of the day. For example, if pupils have five minutes before playtime they can make up questions to fit an answer given by the teacher, or look carefully at a set of calculations to find which ones are wrong. Many pupils have a real enthusiasm for mathematics and older pupils are doing well in an international online competition that they have entered in their own time.
- There are exciting opportunities available to extend the learning of the most able pupils. For example, a group of pupils worked with a journalist in making a radio documentary about a local poet. However, class based activities are not always challenging enough to ensure that the most able pupils learn as much as possible.
- School leaders have put systems in place to improve the impact of teachers' marking. Teachers' comments help pupils to make their work even better. However teachers do not always check that all pupils complete their corrections so that they can learn from their mistakes.
- Effective teamwork between teachers and teaching assistants guarantees a good level of support for pupils, particularly those pupils with additional needs.
- Teachers have high expectations of pupils' behaviour. Pupils' social skills and positive attitudes to learning are well developed and relationships at all levels are very positive. This contributes very well to pupils' good progress in school.

### The achievement of pupils

is good

- Pupils continue to build on the good rates of progress made by children during their Reception Year. Reading, writing and mathematical skills continue to develop so that by the end of Key Stage 1, most pupils have made good progress from their individual starting points.
- Unconfirmed results for the 2014 national tests for Year 6 pupils indicate that attainment in reading,

writing and mathematics are well above the national averages, as are the proportions of pupils making more than expected progress in the three subjects. Furthermore, records of pupils' progress confirm that pupils currently in school are on course to meet the rates of progress expected of them and many will make better than expected progress.

- The ability of pupils to match letters with the sounds that they make is well developed. For three years the school has had a higher proportion of pupils reaching the expected level than found nationally in the Year 1 screening check on phonics (letters and the sounds they make). Older pupils read widely and talk eagerly about their favourite authors and the range of books and opportunities for reading made available to them at school.
- Pupils develop good writing skills and express their ideas confidently. This is because staff make sure that writing skills are practised in subjects other than literacy and provide as many real life experiences for the pupils to write about as they can. For example, Year 2 pupils were about to write a piece about autumn, so they went outdoors to listen to sounds, see the colours and think about what autumn feels like. They were then able to use this experience to make their writing more interesting.
- There has been a successful drive to improve standards in mathematics. Pupils now really enjoy mathematics lessons and attainment and achievement have improved considerably.
- The small numbers of disadvantaged pupils eligible for the pupil premium funding in the school make good progress, but because numbers are so small it is not possible to make meaningful comments about any gaps in their performance relative to that of their classmates or similar pupils nationally.
- The most able pupils generally make good progress. The 2014 unconfirmed end of Key Stage 2 national test results indicate that a higher proportion of pupils now reach the higher levels when compared to the national average in 2013. Nevertheless, progress of the most able pupils could be even better. Some of the tasks set for them to complete in class are not challenging enough.
- The progress of disabled pupils and those who have special educational needs is closely checked and pupils benefit from good quality support from well-trained teachers and teaching assistants. Consequently, they make good progress.

### The early years provision

is good

- When children join the school in Reception Class, their individual skills vary widely from year to year. Reading, writing and number skills are often below other aspects of development. From their starting points children thrive, they learn to share, follow routines, behave well and how to be kind to each other.
- Almost all children reach a good level of development by the end their Reception Year and are well prepared for their work in Key Stage 1. Disabled children and the increasing numbers of children with complex special educational needs progress well. Good support from adults helps them to develop a positive approach to their learning. However, some of the most able children could be challenged further and do even better.
- Most children transfer into school from one of three local nursery schools. There are good transition arrangements in place and this helps children to settle quickly. Staff are available to talk to parents at the start and end of each day and parents are kept fully informed about their children's progress.
- The indoor classroom is vibrant and good quality teaching, together with well-organised activities helps children to become confident learners. There are also excellent opportunities provided to use the local landscape to encourage children to investigate and explore. For example, children will hunt for and find 'dinosaur foot prints' and 'eggs' on the nearby beach which is known to the children as 'beach school'.
- The outdoor area used specifically by the Reception children lacks good quality resources to promote the development of early reading, writing and number skills. Moreover, adults tend to observe and direct children, rather than questioning them and encouraging them to think hard. This can get in the way of children developing their ideas and building on the good learning that takes place indoors.
- The early years team is well led and managed. Staff work very well together. They get to know the children quickly and plan activities to match their interests, so that children are keen to learn.

## 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>	112157
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	448430

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louis Cummings
<b>Headteacher</b>	Janice Brockbank
<b>Date of previous school inspection</b>	29 April 2010
<b>Telephone number</b>	01229 772502
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