

Waberthwaite C of E School

Waberthwaite, Millom, Cumbria LA19 5YJ

Inspection dates

2–3 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Pupils' behaviour is outstanding. They show respect to one another and to adults. Staff consistently apply the school behaviour system. Few pupils are absent from school.
- The curriculum is exciting. Teachers plan interesting activities that capitalise on the outdoors.
- The very small number of pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are supported well ensuring that they make good progress.
- School leaders have an accurate view of the effectiveness of the school. Sharp plans focus on relevant priorities to improve the school.
- Pupils make good progress from their starting points. Most achieve the expected standards in English and mathematics by the end of key stage 2; however, few pupils achieve the higher standards.
- Teachers do not provide pupils with regular opportunities to develop their reasoning and problem-solving skills in mathematics.
- Parents and carers are supportive of the school.
- Pupils are safe. Leaders have established a culture that ensures that safeguarding is given the highest priority. Staff are vigilant in their responsibilities.
- The curriculum develops pupils' spiritual, moral and social education well. Pupils leave school well prepared for life in modern Britain. However, their understanding of other cultures is not as well developed.
- Teachers ensure that learning is taught in logical sequences over time. This ensures that learning builds on what pupils already know and understand. However, pupils' skills in geography and history are not fully developed.
- At times, the most able pupils are not sufficiently challenged in writing, mathematics and across the curriculum.
- Pupils' writing is improving across the school. Sometimes, pupils are limited in their ability to develop longer pieces of writing in other subjects.
- Children in the early years get off to a good start. Across the Nursery and Reception children make good progress. Most children achieve a good level of development by the end of the Reception Year.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and outcomes for pupils by:
 - ensuring that the most able pupils are consistently challenged in writing, mathematics and across the curriculum, providing pupils with more opportunities to develop their writing skills in other subjects
 - ensuring that pupils extend and develop their skills in geography and history
 - providing pupils with more opportunities to develop their reasoning skills in mathematics.
- Ensure that pupils develop a strong understanding of the range of cultures found both in the United Kingdom and globally.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and staff of this small primary school have ensured that they provide a good standard of education for all groups of pupils. Leaders have acted quickly to address areas which were identified for improvement at the previous inspection. With effective support and guidance from the local authority, leaders have devised sharp plans for improvement. As a result of effective planning and teaching, pupils make good progress across the curriculum.
- Leaders' evaluation of the effectiveness of the school is sharp and focused. They are aware of the key priorities for the school. For example, leaders have put effective plans in place to ensure that the needs of pupils with SEND are better met by enhancing the provision and improving staff training.
- Parents are supportive of the school leadership. Staff morale remains high; staff feel valued and well supported in their work.
- Due to the small number of staff, many staff members have multiple roles. Despite this, leaders have continued to develop and refine teaching and learning across the school. Leaders have considered how mathematics is taught across the school. Staff have engaged successfully with a local mathematics hub and they have had opportunities to observe good practice and engage in professional development activities. Leaders make regular checks on how well pupils are doing in lessons and what the quality of work is like in pupils' books. Despite these efforts, pupils have limited opportunities to develop their reasoning and problem-solving skills.
- The leadership of English has continued to develop and refine the way that writing is taught. Leaders have worked alongside advisers from the local authority to improve the teaching of writing. Leaders have recently changed the way writing is taught to enable pupils to develop their speaking and listening skills better and carefully plan out sequences prior to the writing process.
- The provision for pupils with SEND and disadvantaged pupils is effective. The small numbers of pupils are supported well. Leaders carefully monitor the support provided to these pupils, ensuring that they continue to make good progress. The provision for pupils with SEND has been enhanced through the development of a sensory space to further address the various needs of pupils. Staff have received specific training to better met the varied needs of pupils.
- Leaders have developed an exciting curriculum that promotes outdoor learning. The curriculum is well planned and builds on previous topics. The local beach, forest and extensive school gardens are utilised well. Pupils in the school are encouraged to work towards recognised qualifications in outdoor learning. Pupils learn a wide range of outdoor skills, including tying knots, lighting fires and building shelters. They learn about interesting things, such as dissecting owl pellets found on the beach. All produce grown on the school grounds is consumed on site. The school has recently been recognised as having the best overall school garden in Cumbria. However, in geography and history, the skills are not developed.
- The curriculum promotes pupils' spiritual, moral and social development effectively.

Their Christian values underpin much of their learning. Children aspire to demonstrate the attributes of friendship, kindness, compassion and endurance. They reflect on the world around them and write meaningful prayers. Pupils visit a wide range of schools to participate in sporting and science events. Regular visits to major cities, museums and theatres help them to develop their wider understanding of life in modern Britain. Pupils often raise funds for local and national charities. However, leaders have not given as much consideration to pupils' understanding of different cultures.

- Leaders have ensured that they use the physical education and sport premium successfully to develop the teaching of sport across the school. Pupils benefit from participating in a wide range of sports, including cross country running, multisport, cricket and tri-golf. Regular residential visits further develop pupils' skills in outdoor and adventurous activities. A recent visit from a transatlantic rower helped to raise pupils' aspirations. The school was recently awarded a prestigious national sporting award for its efforts to promote sport.

Governance of the school

- Governors are supportive of school leaders. They are proud that the staff and community work in close partnership for the benefit of the pupils.
- Governors have recently become more involved in activities that allow them to measure the performance of the school against other similar schools nationally. Governors use this information to help them to challenge and hold leaders to account for pupils' achievement.
- Governors use a wide range of assessment and performance information to ask questions about the progress and attainment of different groups of pupils. They ensure that the pupil premium funding is managed well to improve outcomes for disadvantaged pupils.
- Governors engage in monitoring activities to check that the actions identified on the school development plan are being implemented to bring about improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have maintained a strong safeguarding culture in the school. Staff and governors have received relevant safeguarding training to help them to carry out their roles. Staff and governors have also received training in the 'Prevent' duty, to help them better spot potential indicators of radicalisation.
- Appropriate checks have been made on the suitability of volunteers and visitors to the schools; records of these checks are well maintained.
- Leaders work with several agencies including the police, children's social care and a number of national charities to ensure that the needs of vulnerable pupils and their families are met. Parents who responded to the Ofsted surveys reported no concerns about the safety of their children while in the care of the school. Pupils reported no safeguarding concerns.

Quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment is securing good progress for all groups of pupils across the curriculum. As a result of effective relationships, pupils behave exceptionally well in lessons; they work hard and are becoming more resilient learners.
- Teaching assistants work seamlessly alongside teachers ensuring that little learning time is lost. Pupils are encouraged to become increasingly more independent. Teaching assistants provide timely and effective support and challenge to pupils.
- Teacher questioning is effective. Teachers allow pupils time to think and give considered responses. Secure teacher subject knowledge and a carefully planned curriculum ensure that pupils are taught in a logical sequence that builds successfully upon prior learning.
- The teaching of mathematics is effective in ensuring that pupils make good progress. Work in pupils' books and pupil assessment information indicates that pupils have a secure understanding of the basic rules of mathematics. However, teachers do not provide pupils with regular opportunities to develop and extend their reasoning and problem-solving skills. Teachers do not challenge pupils enough, and as a result, few pupils reach the higher standard in mathematics.
- The teaching of writing is successful, and pupils make good progress. Teachers plan interesting writing experiences for pupils. Leaders have adjusted the way writing is taught as a result of the previous inspection. Teachers now provide pupils with daily short, sharp focused writing sessions. Pupils are encouraged to discuss their writing before they begin. The application of spelling, punctuation and grammar is of a consistently good standard and pupils take pride in their work. However, at times teachers do not challenge pupils well enough to develop longer pieces of writing across the wider curriculum; as a result, this restricts the progress that they make.
- The strong teaching of reading builds upon effective teaching of phonics in the early years and key stage 1. Adults reinforce and model concepts taught in phonics lessons. Pupils apply their skills well to their reading. Teachers and teaching assistants have benefited from up-to-date professional development training to ensure that their knowledge of phonics remains sharp. Adults reinforce the application of effective phonics skills to reading well. They check that pupils read for understanding and use this skill to locate information in other subjects. As a result, the proportion of pupils who achieve the higher standards in reading by the end of key stage 2 has continued to improve.
- Teaching in subjects beyond English and mathematics does not always ensure that pupils develop relevant subject-specific skills. For example, teachers plan exciting opportunities to learn about science through engaging experiments; however, pupils fail to demonstrate their full understanding because they have few opportunities to develop their scientific writing. In geography and history, teachers ensure that pupils build up required knowledge over time. Teachers have not considered the development of skills associated with these subjects.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school; they relish the fact that, because the school is so small, they know each other well. They speak enthusiastically about their learning, they listen to one another and show respect. Pupils speak confidently about their outdoor learning experiences and a need to look after the environment.
- Pupils have heightened awareness of safeguarding. Pupils are aware of many ways in which they can stay safe while using the internet. They know not to engage in conversation with strangers and why they need to be fully aware of the consequences of posting pictures via social media.
- Pupils have a good awareness of faiths other than their own. They spoke about how a Muslim visitor helped them to learn more about Islam, and they recounted their work about Buddhism. Pupils enjoy their termly African drumming sessions and they are developing a better understanding of different cultures represented in the United Kingdom. However, their understanding in this area is underdeveloped.
- Pupils have a good understanding of how to keep themselves physically fit and active. They enjoy the wide range of sporting opportunities the school offers them. Pupils know why it is important to eat a healthy and balanced diet.
- Pupils are beginning to consider what jobs they would like to do when they are older. They have an awareness of what they need to work at in school to be successful in the future. Pupils have a positive attitude to their learning, and they strive to do their best.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attendance has remained much higher than the national average for several years; few pupils miss time away from school. Instances of persistent absence remain well below the national average.
- Pupils' conduct is exemplary. Pupils are extremely polite and well mannered. Pupils move around school very sensibly, and they play happily together. They eat their meals together in a calm and supportive environment.
- Pupils have a well-developed understanding of how their behaviour can have an impact on the well-being of others. Pupils said that poor behaviour was rare. They fully understand the school behaviour policy and stated that it was fairly enforced by adults.
- As a result of outstanding behaviour, little learning time is lost. Pupils settle to their work quickly and sensibly. They help and encourage each other. Routines for sharing ideas and reviewing each other's work are well established. Positive attitudes to learning permeate the school.
- Pupils take full advantage of all school has to offer. Pupils enjoy participating in various sporting clubs and initiatives. They value their outdoor learning experiences and appreciate the efforts that the staff go to, to make school a fun and vibrant place to

learn.

Outcomes for pupils

Good

- Numbers of pupils in each year group are small; therefore, it is difficult to make comparisons with national averages and pupils in other year groups. However, current information shows that most pupils make good progress in reading, writing, mathematics and across the wider curriculum.
- The results of national assessments indicate that progress that pupils make in writing in key stage 2 has not been as strong as the progress that pupils have made in reading and mathematics; however, this has improved year-on-year.
- The proportion of pupils achieving the expected standard in reading, writing and mathematics in key stage 1 national assessments has been similar to the national average for several years. The number of pupils who achieve greater depths has been low.
- The proportion of pupils who have achieved the expected standard in the Year 1 national phonics screening check has remained in line with, or above, the national average for several years. A consistent approach to teaching phonics ensures that pupils continue to excel in this area.
- Pupils currently in school are making good progress in reading, writing and mathematics. Reading is strong, and pupils show a genuine enthusiasm to read for pleasure and to support their learning. Most pupils are confident writers and produce work that shows accuracy in skills. At times, pupils have limited opportunities to write at length in other subjects. Pupils' books show accuracy in basic mathematics, although confidence in extending their skills to think through their method is less well developed.
- School performance information and work in pupils' books indicates that disadvantaged pupils, and those with SEND, make good progress. The most able pupils make good progress overall but at times their work is not sufficiently challenging, and this restricts their progress.
- The wider curriculum enables pupils to make good progress in a range of subjects. For example, in music, pupils from Year 2 upwards learn to play a brass instrument. As pupils become more proficient, they develop the skills necessary to read notation and play in unison. Older pupils were observed playing themes from 'Mary Poppins' with gusto.
- Through their outdoor learning activities and interesting science lessons, pupils are encouraged to think creatively. Fun experiments allow pupils to develop first-hand experiences. For example, when learning about the digestive system, pupils poured foodstuffs into funnels and down pipes, and squeezed the contents through balloons.

Early years provision

Good

- The early years is led and managed effectively. Children in Nursery, Reception and Year 1 are taught in the same class. Staff work together closely to ensure that they provide children with well-designed learning challenges and experiences.

- Teaching is good. Adult questioning is effective because it encourages and challenges children to try their best and make good progress. Teachers ensure that children are well prepared for the challenges of key stage 1.
- Children quickly gain a good understanding of phonics. They apply their skills well to their reading and they read simple instructions to help them access activities independently. Children enjoy writing and try hard with their spellings. For example, children leave notes for the class fairy and write labels for the parts of the castle that they built. They help one another with their spellings.
- Adults plan effective opportunities to develop a range of skills. Children develop their fine and gross motor skills across the learning environment. Children in the Nursery class are taught the correct way to hold a pencil so that their writing develops quickly.
- Many children experience no nursery education prior to arriving at Waberthwaite; for many, this is their first experience in a school social setting. Children arrive with skills that are typical for their age. Through the Nursery and Reception years, children make good progress. Most children leave the early years having achieved a good level of development.
- Leaders keep parents informed of their children's learning using electronic records of children's learning. Staff make detailed and insightful observations of children. Parents use this facility well, ensuring that they are aware of the progress that their children make.
- The early years curriculum builds upon children's interests and prior learning. Children enjoy learning in the outdoor environment. They consider the best fruit and vegetables for their salad. Staff encourage the use of mathematical language and development of science skills well. While working in the outdoor kitchen, children are asked to describe the texture of sand as water is added. A recent trip to an agricultural show enabled children to investigate the many uses of wool.
- Children access learning activities with high levels of independence. Behaviour is good, and children share resources with care. Relationships between children and adults are strong. Children enjoy talking about their learning; they were able to discuss why their aeroplane looked the way it did and why they had chosen particular colours for their model rally cars.
- Staff carry out thorough risk assessments ensuring that children remain safe and that early years' welfare requirements are met.

School details

Unique reference number	112352
Local authority	Cumbria
Inspection number	10091479

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Catherine Winzor
Headteacher	Sandra Cummings
Telephone number	01229 717 664
Website	www.waberthwaite.cumbria.sch.uk
Email address	headteacher@waberthwaite.cumbria.sch.uk
Date of previous inspection	12 December 2018

Information about this school

- The school is smaller than most other primary schools.
- The majority of pupils are White British.
- The proportion of pupils with SEND is above the national average.
- The proportion of disadvantaged pupils is lower than other schools nationally.
- The school was judged to be good at its last section 48 inspection of religious education in January 2018

Information about this inspection

- Together with the headteacher and senior teacher, the inspector observed teaching and learning in every class. The inspector viewed samples of work in the lessons visited and spoke with pupils about their learning.
- The inspector scrutinised a wide range of school documentation, including the single central safeguarding record and records related to safer recruitment and training. The inspector reviewed checks on the suitability of adults to work in school.
- The inspector scrutinised the school development plan and leaders' evaluation of the effectiveness of the school.
- The inspector examined a wide range of work in pupils' books from across the curriculum with the headteacher and senior teacher.
- The inspector heard pupils read formally and informally in the classes he visited. The inspector spoke with pupils throughout the inspection and met formally with a group of 12 pupils about their learning experiences in school. The inspector ate lunch with pupils; he spoke to them about behaviour around school.
- The inspector met with the headteacher and the senior teacher. He met with one member of the governing body and held a telephone conversation with the chair of governors. The inspector held a telephone conversation with a representative of the local authority. The inspector held a meeting with two staff members in relation to outdoor learning provision.
- The inspector spoke with parents at the start of the inspection. He considered the 45 responses to Parent View, Ofsted's online questionnaire and the 20 free-text responses. The inspector considered the 25 responses to the pupils' survey and the 12 responses to the staff survey.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

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