

Inspection of Cawthorne's Endowed School

Abbeystead Road, Abbeystead, Lancaster, Lancashire LA2 9BQ

Inspection dates: 5 and 6 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils, including children in the early years, enjoy coming to this small village school. They proudly live up to the school motto, 'We teach each other, we learn together, we leave prepared.' Pupils of all ages play and work together happily. They described their school as being like a family. Parents and carers are overwhelmingly positive about the school.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to meet these expectations. They are confident and articulate when talking to each other and adults. Most pupils achieve well across the curriculum.

Pupils behave well in lessons and during social times. Staff support pupils effectively to meet the school's high expectations for behaviour. Pupils move around the school sensibly and calmly. Older pupils model school expectations well. If pupils fall out, adults step in to help them resolve any problems.

Despite the school's small size, pupils benefit from a wide range of extra-curricular activities. They can choose from clubs such as those involving cooking, craft, tennis and hockey. Pupils value the close links that they have with the local community. They enjoy raising money to help others. Pupils love the residential trips that the school provides.

What does the school do well and what does it need to do better?

The school has an effective reading curriculum in place. Staff are well trained to teach reading. Children begin their reading journey in the Nursery Year. They learn songs and rhymes and enjoy listening to stories. As they move into the Reception Year, they swiftly learn the sounds that they need to begin reading. Staff encourage children to use the sounds that they have learned in their writing, too. Adults check that pupils have remembered their sounds and give timely support to any pupil who may need it. The school ensures that the books pupils read closely match the sounds that they have learned.

The school has developed subject curriculums. It ensures that pupils receive a broad education. Lessons follow a logical order, which helps pupils to build on what they already know. Teachers' subject knowledge is strong. They deliver curriculums confidently. Staff check that pupils have understood what they have been taught.

Staff ensure that lessons are interesting and engage pupils well. However, in some subjects, the school has not clearly identified the key learning that it wants pupils to learn and remember. As a result, some pupils do not routinely build on their prior learning in these curriculums.

From the early years, children benefit from learning and playing with pupils in other year groups. Adults skilfully ensure that the children in the Nursery and Reception

Years access their learning through a range of activities. The school utilises the beautiful natural surroundings well to capture pupils' imaginations. Strong links with the local community help pupils to learn about their locality well.

The school accurately identifies the additional needs of pupils with SEND. Staff ensure that they make appropriate adaptations so that these pupils can access the same curriculum as their peers. In lessons, teachers check that pupils have understood what they have learned. Staff encourage and support pupils with SEND to engage fully in all aspects of school life.

The school has high expectations for pupils' behaviour. It has successfully supported some pupils who have previously struggled to live up to the school's high expectations. Most pupils behave well. They work co-operatively to achieve class rewards. Pupils feel safe in school. They like using the worry monster to let adults know how they feel. Pupils trust that the adults in school will help them sort any problems out.

Pupils have a well-developed understanding of the wider world. They show respect for people with different backgrounds, beliefs or faiths. Pupils are clear that discrimination should not be tolerated. The school trip to London, where they visit the Houses of Parliament, helps pupils to understand democracy in action. The school is keen to ensure that pupils understand their role in the wider world.

Pupils enjoy taking on responsibilities in school. They proudly contribute ideas about how to make their school the best it can be. Pupils' work to support a school in Kenya is important to them. Pupils of all ages and abilities value the opportunities that they have to participate in various sporting events and competitions with other local schools.

Governors know the school well. They are dedicated to their roles. The school supports staff to carry out their roles effectively and staff feel appreciated. For example, staff work together to develop subjects so that any refinements do not have a negative impact on staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not identified the specific knowledge that pupils should learn and remember. Consequently, pupils do not build on previous learning as well as they could. The school should ensure that the essential knowledge in these subjects is clearly identified and organised, so that pupils can deepen their learning over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119540
Local authority	Lancashire
Inspection number	10294325
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	35
Appropriate authority	The governing body
Chair of governing body	Ken Place
Headteacher	Patrick Corbett
Website	www.abbeysteadschool.co.uk
Dates of previous inspection	15 and 16 May 2012, under section 5 of the Education Act.

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other members of staff.
- Inspectors met with governors. An inspector held a telephone conversation with a representative of the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subject areas.
- Inspectors observed pupils read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and in lessons.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online surveys for staff and pupils. Inspectors met with parents to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
Rachael Alarcon	Ofsted Inspector

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