



# Penruddock Primary School

## Inspection Report

**Unique Reference Number** 112119  
**LEA** Cumbria  
**Inspection number** 278853  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Stafford Evans

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

<b>Type of school</b>	Primary	<b>School address</b>	Penruddock
<b>School category</b>	Community		Penrith
<b>Age range of pupils</b>	4 to 11		Cumbria, CA11 0QU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01768 483278
<b>Number on roll</b>	63	<b>Fax number</b>	01768 483278
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	not known
<b>Date of previous inspection</b>	1 May 2000	<b>Headteacher</b>	Mrs Dianne Irving

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 278853
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Penruddock is a small rural primary school near Penrith in Cumbria. The number of pupils attending the school is rising, with a third of pupils travelling from outside the school's immediate locality. The pupils come from a wide range of social and economic backgrounds. Few pupils are in receipt of free school meals. Attainment on entry to the school is broadly average. There is a very small number of minority ethnic pupils. The proportion of pupils identified as having learning difficulties is in line with the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Penruddock Primary School is a good school that provides good value for money. It is in a good position to build on its successes and the good improvement it has made since the last inspection. Pupils achieve well, and attainment is good. Children in the Foundation Stage reach standards that are in line with those expected of children this age. Throughout the school, pupils' personal development is good. Pupils leave the school with the necessary social skills that prepare them well for the next stage of their education. They enjoy coming to school because their lessons are interesting and they feel safe, secure and know their efforts are valued. Attendance for the majority of pupils is good. The good teaching ensures that pupils' learning is effective as well as enjoyable. Although satisfactory, pupils' use of computers to help them learn is not widespread. The sound curriculum takes good account of new national developments. The school rightly identifies that improvements are needed in outdoor facilities improve provision for reception children and for physical education throughout the school. Teachers work very effectively with other schools in the area to explore ideas that will help to develop teaching and curriculum expertise. The school knows itself well and, through the good leadership of the headteacher, has a clear view of what sort of school it wants to be. The headteacher is central to the success of the school. She is ably supported by staff and governors. Parents are very supportive of the school, and report that they are very happy with the quality of education and care that their children receive, and with the many improvements made in the last two years.

### **What the school should do to improve further**

To build on its successes, the school should implement its plans to:

- improve outdoor provision for reception children, so as to increase the opportunities they have to link their indoor and outdoor learning more closely
- increase the use of computers to help pupils learn more effectively
- improve the indoor physical education facilities

## **Achievement and standards**

### **Grade: 2**

Inspection evidence indicates that standards are above the national average by the end of Year 2. They are well above the national average in English and above average in mathematics by the end of Year 6. Pupils make good progress in lessons and achieve well by the time they leave the school. The current standards are similar to those attained in the 2005 national tests. Standards are currently higher than they were in the national tests at the time of the last inspection, and are on an upward trend. The school correctly identifies standards in mathematics by the end of Year 6 as an area for improvement. There are good plans in place that are intended to help pupils make faster progress in mathematics, including specialist teaching and extra support for pupils who find mathematics difficult. The school's effective analysis of the comparative attainment of different groups of pupils indicates that there is no underachievement

for any group. Inspection evidence confirms this. Pupils with learning difficulties or disabilities and those identified as gifted and talented achieve well. Pupils' targets for the standards they should achieve are clear and soundly based on their prior learning. They are set high and help pupils do as well as they can.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils speak enthusiastically about having chance to reflect on their own position in the school community and in the wider world and say they enjoy school. This is reflected in their good behaviour in lessons and around the school. They have good, enthusiastic attitudes to their work and most are keen to learn. This helps them to make good progress in lessons and achieve well. Pupils feel safe and secure, and know that incidents of bullying are dealt with quickly and fairly. They try hard to adopt healthy lifestyles, and know a lot about healthy eating. They enjoy the sporting activities the school provides and know the value of exercise. However, they rightly bemoan the lack of decent indoor facilities for physical education. The excellent relationships in the school are the cornerstone of the provision for pupils' personal development. Pupils respond by having very good relationships with one another and with the adults in the school. The school council provides pupils with a real voice in the school. Pupils know their views matter and that staff respect and try to act on what they say. This ensures that pupils play a full part in the life of the school. For example, they choose 'pupil of the week' and have played an important part in the planning for the wildlife garden. Pupils develop the basic skills of literacy and numeracy to a good level. They learn to work cooperatively and collaboratively. Thus, they have a good basis from which to develop further skills for later working life. Attendance for the majority of pupils is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good quality teaching enables pupils with a range of needs to learn effectively and make good progress. Teachers analyse pupils' work and test results to accurately identify areas of weakness and ways that pupils can improve. Throughout the school, teachers plan and prepare interesting lessons, and lesson plans show clearly what is to be taught and learnt. This helps the teacher and pupils remain focused on the purpose of the lesson and ensures that pupils produce much good work. A great strength of the teaching is the excellent quality of the relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Pupils' use of computers to help them learn is satisfactory, but not widespread across the school. The school has good plans to make sure that pupils benefit fully from the new information and communication technology equipment. There is good early

identification of pupils with learning difficulties or disabilities and they receive good support from teachers and the support assistant during lessons.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum, which is designed to ensure that all pupils receive similar experiences. The curriculum is enhanced through the teaching of French to all pupils in the school. Provision for children in the Foundation Stage is good, but the outdoor area needs to be developed so there is a closer link between learning indoors with that outdoors. Literacy and numeracy provision is good, and it is satisfactory for information and communication technology. The indoor facilities for physical education are inadequate, and the school reports that this adversely affects its ability to teach physical education to the high standard that is aimed for in other subjects. The school is well on its way to developing a curriculum that ensures that pupils' learning is as well-tailored as possible to their individual needs. The well-structured programme of personal, social and health education has a great influence on the progress pupils make in their personal development. Pupils' learning is enhanced through a good range of activities outside lessons. Their participation in these activities has a positive effect on their enthusiasm for school, and helps develop their good social skills and a healthy outlook on life.

## **Care, guidance and support**

### **Grade: 2**

The staff and governors ensure that the school is a very caring and friendly place where all pupils can feel very secure and happy. Child protection procedures are in place. The school takes steps to successfully eliminate or minimize hazards within the school. Health and safety decisions are based on regular risk assessments. The school does a great deal to promote healthy eating and living. Pupils identified as having learning difficulties or disabilities receive good care and support from their assigned helper and are fully integrated into school life. The recent influx of pupils who arrived from other schools were made to feel extremely welcome, and received first class support in order to settle in quickly. Procedures for monitoring academic achievement and personal development are good. Teachers use this information well to help pupils towards the next steps in their learning. This ensures that pupils who need extra help receive it.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and management, which ensure that the school is a place where all children have the opportunity to do their best. She is very approachable and readily makes time for pupils, staff, governors and parents to meet with her. This allows pupils to learn in a harmonious atmosphere and staff to know their contribution to the school is appreciated. The school's monitoring and evaluation

of its performance are good. Staff know what pupils' standards are and whether there is any variation across groups of pupils. The headteacher has a very clear picture of how well pupils are taught. In discussion with the headteacher, staff reflect critically on what they can do to improve learning and develop more effective ways of working, and, as a result, the right priorities are set. This is reflected in the school's good self-evaluation and in its improvement plan, which indicates the school's strengths and weaknesses, and accurately identifies the areas for improvement. The school has a good capacity to improve. For example, the school plans to very shortly use teachers' specialist knowledge to help raise standards in mathematics in Years 3 to 6. The governors fulfil their responsibilities satisfactorily. Many are recent appointments, who have quickly identified ways of ensuring the future viability of the school. For example, the feasibility of integrating the local pre-school group with the school's Foundation Stage. They are receiving training in budget setting and are developing an understanding of how to plan budgets longer term. Governors are active in the life of the school and keep themselves well informed about what is going on. They have a sound picture of how the school performs. Parents report that they are very involved in the life of the school, and that it seeks their views and takes account of their suggestions and concerns.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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Penruddock Primary School

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29th September 2005

Dear Children,

I really enjoyed my visit to your school. Thank you very much for being so friendly and talking to me about all you do in school.

I would like to tell you what I thought about your school. You are right, it is a good school.

All the teachers and adults in the school care a lot for you and make sure you do well in your lessons.

The teachers do a good job of making your lessons interesting and fun.

Your behaviour is good and you care a great deal about each other. You really enjoy school.

You are taught many good things. You know about staying safe, keeping fit and eating the right foods to make you healthy.

There are many smashing things about your school, especially the way everyone cares for each other. To help make sure that everyone can do their best I have asked Mrs Irving to:

make the outside play area better for the children in reception;

give you more time on computers to help with your learning;

improve the indoor physical education facilities.

Yours sincerely,

Stafford Evans

Lead inspector

Annex B