



Stoneraise School

Inspection Report

Unique Reference Number 112122
LEA Cumbria
Inspection number 278854
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr Joe Clark

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

Type of school	Primary	School address	Durdar
School category	Community		Carlisle
Age range of pupils	3 to 11		Cumbria, CA5 7AT
Gender of pupils	Mixed	Telephone number	01228 607803
Number on roll	118	Fax number	01228 607804
Appropriate authority	The governing body	Chair of governors	Mr Mike McNally
Date of previous inspection	1 October 1999	Headteacher	Mr Andrew Mason

Age group	Inspection dates	Inspection number
3 to 11	28 February 2006 - 1 March 2006	278854

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Introduction

The inspection was carried out by an additional inspector

Description of the school

Stoneraise is a smaller than average Primary school with an attached Nursery shared with another provider. The school is situated in a rural location on the outskirts of Carlisle. A minority of children come from surrounding hamlets but most come from more built up areas in Carlisle. Roughly half of the children come from areas of social and economic deprivation. The proportion of children with learning difficulties and/or disabilities is average. Almost all children have English as their home language. When children join Reception their skills and knowledge are as expected for their age. There is a high level of mobility in the school population. The school has a Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness to be satisfactory and inspectors agree. The sound provision made for children's early learning in the Nursery and Reception classes gives them a solid start to school. Although achievement fluctuates as children move through the school, progress overall is satisfactory. Standards by the end of Year 6 are in line with the national average. Children's personal development is good. They behave well, have good attitudes, and take on an excellent range of opportunities to exercise responsibility willingly and enthusiastically. Children feel safe and well cared for. The quality of teaching and learning is satisfactory. However, children are not sufficiently involved in assessing how well they are doing in lessons and are not challenged enough in Key Stage 2. The leadership and management of the school are satisfactory. The headteacher manages the heavy workload of a small school well, but knowing how well children achieve requires a greater whole-school focus and the governing body, although very supportive, do not have a secure enough view of how well children achieve. Improvement since the previous inspection is good and there is sound capacity for further improvement. The school provides satisfactory value for money.

not applicable

What the school should do to improve further

- Ensure children achieve better results at the end of Year 6 by setting more challenging targets.
- Provide a greater focus in lessons on what children are expected to learn and involve children more in assessing how well they are doing.
- Share the evidence for and focus more on how well the children achieve with the governing body.

Achievement and standards

Grade: 3

Children join Reception with skills and knowledge at the levels expected for their age. The minority of children who have attended the Nursery join Reception with higher standards than other children, for example, in their manipulative skills when holding a pencil. Children make satisfactory progress as they move through the school and achieve average standards by the end of Year 6. In 2005, children in Year 2 reached standards that were above average, particularly in writing. There has been a steady improvement in standards at the end of Year 2 since 2003. A significant number of children join the school during Key Stage 2 so comparing the results from the end of Year 2 to Year 6 is not a reliable measure of their progress. However, there is some evidence that children over the last two years, particularly the more able, do not do as well as they should and the targets they are set for the end of Year 6 national tests are too modest. Standards at the end of Year 6 are currently average in English, mathematics and science, although children do better in mathematics than English.

Children with learning difficulties and/or disabilities make satisfactory progress as they move through the school.

Personal development and well-being

Grade: 2

Children's personal development is good. The vast majority of children enjoy their learning and feel safe in school. They say bullying occurs now and again but is always effectively dealt with. Children behave well and have positive attitudes to learning. Attendance is above average. Opportunities to take and exercise responsibility are outstanding. From house captains, school council members, packed lunch monitors, door duty supervisors, and playground buddies, to junior sports leaders, opportunities exist at all levels for children to be active citizens. Children's views are heard through the school council and acted upon; for example, when the school toilets were upgraded. Their spiritual, moral, social and cultural education is good and has improved since the previous inspection. Their awareness of the wider community and the needs of others is heightened through charity and fundraising events. The encouragement given to developing their arithmetical skills which they use in many practical ways; for example, being responsible for the accounting of charity money, contributes well to their future economic well being. Children put into practice the good advice they receive about safety issues and healthy lifestyles. They talk enthusiastically about the excellent healthy meals the school provides. Over 90% of children take a school lunch most days.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers know their children well and positive relationships encourage and motivate children to want to learn. Good use is made of teacher expertise, for example, in French. The methods used to help children learn are generally good but there is sometimes insufficient practical work in science, restricting the standards children can reach. Lessons are generally well planned and the use of questioning is well established. However, in some lessons children are not always given sufficient thinking time before an answer is expected. Although target setting is in place, targets are not always challenging enough, particularly for the more able children and in some lessons teachers do not always focus strongly enough on what children are expected to have learned by the end of the lesson. Marking is positive and encouraging but the children themselves are not involved enough in the assessment process. Teaching assistants are well deployed and give effective support, particularly to children with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and relevant to the needs of children. The provision for children with learning difficulties and/or disabilities is good. The Foundation Stage curriculum is well planned, and in Years 1 to 6 a good allocation of time is given to the basic skills of literacy, numeracy, and information and communication technology (ICT), although there is not always enough time spent developing practical skills in science. There are some effective examples of imaginative planning to enhance the curriculum, for example through events such as science weeks, but this is underdeveloped. Significant improvements in the ICT curriculum mean that computer skills are now an integral part of learning. The curriculum is also enriched through access to French and a good range of after-school activities, particularly in sport. A thoughtfully compiled programme for personal, social and health education and citizenship ensures that children have a good understanding of safety issues and healthy living.

Care, guidance and support

Grade: 3

The quality of the care, guidance and support the school provides for its children is satisfactory overall. Children are well cared for and feel safe. Teachers and other staff are sensitive to the needs of all children and know their individual personal circumstances very well. They provide very good role models, engendering mutual respect that fosters good relationships all round. Staff are well trained in the essential policies and practices that keep children safe. Children with learning difficulties and/or disabilities receive high quality support from teaching assistants. The Foundation Stage provides an effective introduction into the routines of school life. The guidance children receive on how to improve their academic work and achieve the highest possible standards is inconsistent. The targets children are set are not always challenging enough and there is insufficient emphasis on children achieving the highest possible standards.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school is accurate in its own evaluation of its strengths and weaknesses. The headteacher successfully combines a heavy teaching commitment with maintaining a well run and organised school. The Foundation Stage, and provision for children with learning difficulties and/or disabilities, are well managed. However, the standards children achieve are not given a high enough priority. Parents are consulted regularly and their views sought. They have confidence in the school and support it in many practical ways, for example, in utilising their skills and expertise in the maintenance and enhancement of the accommodation. Links with other local schools are good. Governance is satisfactory. Governors work hard in providing effective support and encouragement to the school.

and they ensure all statutory requirements are met. However, they do not question the school sufficiently about the children's achievement. Financial management is good. The school has made good improvement since the previous inspection and is well placed to continue to improve in the future.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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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Stoneraise School

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2 March 2006

Dear Children

Thank you very much for making me so welcome when I visited your school recently. I really appreciated the help you gave me, especially in sharing your work and your ideas about the school.

I was pleased to see how much you enjoyed school and how hard you worked. I was impressed with your politeness and the way you respect each other and all the adults in the school.

It was great to see you receive your rewards at the merit assembly. Keep up the good work.

The standards you achieve in Year 6 in English, mathematics and science are OK but I think you can do better. More of you should be aiming for the very highest levels and from now on this is what your teachers are going to demand from you. I'm not sure you all know what it is you are expected to have learned by the end of each lesson but this is going to be spelled out to you in future.

You like your teachers, and especially your headteacher, because they help you not only with your work but with your other problems too. The teaching assistants also work hard to help you and we could see how much you appreciated their help and support. Continue to do your best and we know you will succeed.

Thank you once again for being so friendly and helpful.

Yours sincerely

Joe Clark

Lead inspector