



Aspatia Richmond Hill School

Inspection Report

Unique Reference Number 112127
LEA Cumbria
Inspection number 278855
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Queens Street
School category	Community		Aspatia
Age range of pupils	3 to 11		Wigton, Cumbria
Gender of pupils	Mixed	Telephone number	01697 320650
Number on roll	168	Fax number	01697 320650
Appropriate authority	The governing body	Chair of governors	Mr Henry Barker
Date of previous inspection	1 October 2000	Headteacher	Mrs Jane Motram

Age group 3 to 11	Inspection dates 10 January 2006 - 11 January 2006	Inspection number 278855
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Aspatria Richmond Hill School is a small primary school. All pupils are of white British heritage. A higher than average percentage of pupils claim free school meals. When the children enter the nursery class, their attainment is below average. Although the proportion of pupils with learning difficulties is average, a higher than average proportion has a statement of special educational need. A playgroup provides daycare for two year olds in the afternoons. Following the success of the playgroup, a new children's centre will soon be opened at the school to provide integrated care facilities. The school has been through a period of staffing instability that has affected the continuity of teaching and management. At the time of the inspection, an acting headteacher was in post.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a school that provides a satisfactory education for its pupils and there are aspects of its provision which are good.

The leadership and management of the school are satisfactory. The school's evaluation of its performance accurately identifies areas for improvement but, currently, its overall assessment is too generous. Pupils' achievement is satisfactory; they reach average standards by Year 6. Their personal development is satisfactory. Teaching, the curriculum, pupils' care, guidance and support are all satisfactory. The school's strengths lie in its good provision for Foundation Stage (nursery and reception), in the teaching in Years 4 and 5, and in the provision for pupils with learning or emotional difficulties. Pupils' behaviour and attitudes to learning are good.

In the Foundation Stage, children make good progress because the quality of teaching is consistently good. Between Years 1 and 6, pupils make satisfactory overall progress but the more able pupils could do better and the quality of teaching and the rate of pupils' progress vary between classes. The teaching is good in the Foundation Stage and in Years 4 and 5 but satisfactory in Years 1, 2, 3 and 6.

Improvement since the previous inspection is satisfactory overall; although some plans have come to fruition, some have still to make an impact on standards. Standards have risen, particularly amongst the boys, and assessment of pupils' work is now more accurate than it was. However, the targets set for pupils are too vague and are not challenging enough; the subject managers do not yet monitor the quality of lessons; and standards in information and communication technology (ICT) are still not high enough. Nevertheless, the school shows that it has the capacity to make the further necessary improvements and provides satisfactory value for money.

What the school should do to improve further

The school should:

- ensure that the subject managers regularly monitor lessons in order to bring about more consistency in the quality of teaching and to raise standards
- ensure that the more able pupils are given work at the right level so that they are consistently challenged in lessons
- raise standards in ICT.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. Pupils make satisfactory overall progress and reach average standards by Year 6.

When the children join the school at the age of 3, their attainment is below average and a significant number have difficulty with speaking and socialising with others. They make good progress through the Foundation Stage so that their attainment is

broadly average when they are ready for Year 1. Pupils make satisfactory progress overall between Years 1 and 6 and standards are average in Year 6. Although the pupils achieve the targets set for them, these lack challenge, especially for the more able pupils.

There are important differences in the rate of learning between groups of pupils and between year groups. Those who have learning difficulties make good progress because their teachers plan work that accurately matches their learning needs. Pupils in Years 4 and 5 make good progress because teachers' expectations are high; however, the teaching and pupils' progress are only satisfactory in Years 1, 2, 3 and 6. The more able pupils could do better, especially in English and mathematics, because the work set for them is often not hard enough. Over the last year, the school has been successful in raising the numbers of pupils exceeding the expected level in science in the Year 6 tests but there is still some way to go to achieve the same standard in English and mathematics. Standards are not yet high enough in ICT because pupils do not reach the expected standards in some important aspects of the subject. This shortcoming is linked to the poor provision of computers, which are outdated. The school has worked hard and successfully to raise boys' achievement so that it now compares favourably with that of the girls.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory overall. Pupils enjoy school, have good attitudes and behave well. Pupils' spiritual, moral, social and cultural development is satisfactory overall. They feel safe, there is no bullying, and they have a good understanding of healthy living, including the benefits of a good diet and regular exercise. Attendance is average.

Daily assemblies help to provide satisfactory spiritual development and pupils have a secure sense of right and wrong. Their social and emotional development is good. The relationships between pupils are good. Pupils have a good knowledge and understanding of their own culture gained, for example, through links with the local community. However, their understanding of other cultures is weaker. Although the older pupils have few opportunities to take responsibility, the school council gives pupils a voice in the running of the school and enables them to take part in decision-making. Satisfactory skills in numeracy and literacy, coupled with good social skills, give pupils a secure basis for future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Good teaching in the Foundation Stage gives the children a wide range of experiences and plenty of opportunity to explore and investigate. Pupils with learning or emotional difficulties are given work that meets

their needs and receive effective support. These pupils do well. However, elsewhere in the school, inconsistencies in the quality of teaching mean that there are variations in achievement between year groups. Pupils in Years 4 and 5 benefit from good teaching that meets their needs fully. In other years, there are differences in the teachers' expectations of the quality, presentation and quantity of pupils' work. In some classes, pupils do not practise extended writing sufficiently in the full range of subjects, and the teachers rely too much on commercially produced worksheets.

The teachers manage their pupils' behaviour effectively and pupils develop positive attitudes to their learning. Praise and good relationships help pupils to develop confidence and encourage them to work hard. Teachers generally have an accurate view of pupils' progress. Although the more able pupils are given extra, more difficult tasks to do, they often have to complete the more basic work before moving on to them. As a result, they are sufficiently challenged only in the last part of the lesson.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There are considerable strengths in the Foundation Stage, for example, the imaginative planning for the use of the outdoor area. Effective programmes of work and support have been devised for pupils with learning difficulties which help to ensure these pupils' make good progress. However, there are weaknesses in the provision of some aspects of ICT, such as multi-media application, mainly because the computers are out of date and cannot run modern programs. In Years 1 to 6, planning for the basic skills of literacy and numeracy is satisfactory but, in general, insufficient writing is planned in subjects other than English. Good use is made of outside specialists to enhance learning, and learning is also enhanced by a satisfactory range of educational visits to support various subjects such as history and geography. Pupils enjoy their after-school clubs, which include opportunities for a wide range of sport and physical activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. The school's provision is good in the areas of personal care and support for the pupils, which is recognised by parents, but less effective in the monitoring of their academic progress. Pupils are given advice on how to improve their work through a new system for setting targets in English and mathematics. Although this is an improvement on what went before, further refinement is needed because some of the present targets are too vague to be helpful and lack challenge, especially for the more able pupils. On the other hand, the procedures to ensure health and safety, and for child protection, are thorough and proven to be effective. Staff know the children well and provide a satisfactory programme for their personal development. They help those with emotional and behavioural difficulties to adjust to routines and to mix well with other pupils so that problems are resolved quickly.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall and demonstrate a sound capacity to improve provision further and to raise standards. The acting headteacher and the subject managers of English and mathematics have already brought about considerable improvements, for example, better national test results in 2005 and more accurate assessment of pupils' work. The school ensures that all groups of pupils have equal access to what the school offers, and does this well; however, more needs to be done to ensure that the more able pupils achieve their potential.

The staff have a shared vision to raise standards and the school provides a caring environment for learning. However, some weaknesses need to be overcome. The managers of English and mathematics have a sound overview of pupils' achievements but at present they do not have enough time to observe lessons to check that the subject action plans are being followed, or to ensure a consistent approach to teaching and learning. The school's own evaluation of its performance accurately identifies main areas for improvement but its overall assessment is at present too generous. However, new systems for monitoring and evaluation are being put in place. The school's management takes full account of parents' and pupils' views.

The governors are supportive and are keen to extend their role in school management and self-evaluation. At present, governance is satisfactory. The school gives satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3	NA
The quality and standards in foundation stage	2	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	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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	2	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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12 January 2006

Dear Children

Thank you for the warm welcome you gave me and Mr Byrne when we recently visited your school. The conversations that we had with groups and individuals were very interesting and we enjoyed watching you at work.

There are lots of things that we think are good at your school. Some of them are:

you enjoy the lessons and extra activities that your teachers plan for you

you behave well and are polite and friendly

you make a good start in the nursery and reception classes where you have lots of exciting things to do

the staff give lots of help when and where you need it

you contribute well to the running of the school through your council members.

We found out that your computers do not work very well so we have pointed out the need for some better ones so that you can have new ICT work that your teachers have planned. We also know that you are now making better progress. Some of you work quickly and like a good challenge so we have asked your teachers to make sure that you always have interesting work which is hard enough to keep you busy. Finally, we noticed some differences in the amount of work that is done in the different classes and in the standard of handwriting and general presentation. It would be better if all the work was of the same, good standard and your teachers are going to check that is so in the future.

Thank you once again for helping us so much with the inspection.

Yours sincerely

Mrs L Read

(Inspector)

Richmond Playmates

Inspection report for early years provision

Unique Reference Number EY281176

EY281176

Inspection date 10/01/2006

10/01/2006

Childcare inspector

Karen Ling

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Type of inspection

Care

Type of care

Sessional care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good.

The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Richmond Playmates opened in 2004 and is run by Richmond Hill Early Years Team. The childcare provision operates from the nursery unit within Richmond Hill School.

The provision is registered to take a maximum of 18 children from 2 to 5 years of age. There are currently eight children on roll. The group supports children with special needs. Sessions run Monday to Friday from 12.45 to 15.15 term time only.

The group employs three permanent staff and six relief staff. All staff hold appropriate early years' qualifications. The provision also receives qualified teacher support through the close working links with the school's nursery unit.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of physical activity which contributes to their health and development. Each day, weather permitting, they use the outdoor play area to engage in a range of physical activities where they learn to become skilful in a range of movements. Clear guidance from staff and provision of resources helps children to develop an awareness of their own needs. For example, staff set good role models by talking through their actions and explaining why hands have to be washed. Children help themselves to drinks of water as and when they choose and follow good hygiene routines throughout the session. They are encouraged to contribute to health and care routines such as wiping tables before a cooking activity, checking carefully to make sure surfaces are clean. Healthy eating is encouraged because a variety of fruit and vegetables are enjoyed by children and staff at snack times along with a drink of milk or water. Relationships with adults are very good and the key worker system is effective in ensuring individual needs are met. Children's emotional well being is promoted well because of staff's high levels of effective interaction and support. Staff take appropriate measures to prevent the spread of infection and have the necessary documentation and policies in place for promoting children's health. Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are happy and settled in the group which is warm and welcoming. They have formed caring relationships with staff. As a result, they are confident to ask for help if needed. Their safety is monitored very well. Staff are knowledgeable and follow clear policies and procedures to protect children and promote their well being. Risk assessments are carried out regularly

which identify and minimize risks. Effective systems are in place to monitor entry to and from the provision.

Resources and furniture are adequate and of suitable size. They are arranged in a way that allows children easy and safe access to the various activities around the room. Children learn about safety routines, such as the emergency evacuation routine. In their current topic on 'Transport', they are learning about how and where to cross the road safely.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the group. They achieve well because staff have a good knowledge and understanding of how young children learn and provide a wide range of interesting activities both in and out of doors. The use of the Birth to three framework has led to staff planning and monitoring young children's development effectively. Children use the space well as they independently select activities. They engage in a range of adult planned and self initiated activities. Children are helped to develop good speaking and listening skills through a range of interesting topics. They enjoy stories being read to them and regularly sing songs together. Children are helped to use simple counting skills in practical situations and enjoy sorting and matching activities. They enjoy a range of craft and construction activities where they learn to handle equipment such as scissors, pencils, and construction resources with increasing control. They show developing confidence as they do things for themselves, for example as they complete simple programmes on the computer. Staff involve themselves in children's play and make the most of opportunities to build on children's interests and knowledge. For example, the children particularly enjoy role play and had great fun as they took part in the bus ride from Aspatria to Carlisle.

Helping children make a positive contribution

The provision is good.

Children part easily from their parents and form warm relationships with staff members whom they clearly trust. As a result, staff effectively promote confidence, independence and social skills. Children's efforts to communicate are valued and as a result, they develop their skills as they share experiences with staff. Children's behaviour is good and they respond well to staff's high expectations, praise and encouragement. They learn to share, take turns and co-operate, for example when weighing baking ingredients out to make buns. Children with special needs receive very good support and this enables them to take part in all activities and make good progress. Staff work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from the activities available. Though a written statement is in place it does not have regard for the Code of Practice 2001. There is a good partnership with parents and carers. The friendly and open rapport ensures verbal information is regularly exchanged and records of progress are completed by staff and shared with parents periodically. The parents' notice boards display information about how and what children are learning at the group. Parents are made aware of how to make a complaint. However, the procedure does not as yet reflect the recent changes to regulation.

Organisation

The organisation is good.

Effective systems are in place to ensure the accurate registration of children being cared for. Policies and procedures are individual to the setting with some school policies being adopted in part. Staff work very well together as a team to ensure the smooth day to day running of the group. They work effectively with school staff within the foundation stage to monitor and

adapt planning as necessary and share good practice. Space is organised well to help children feel comfortable and develop confidence as they play within the environment. Staff are aware of the differing needs of the children who attend and support them very well. As a result, the needs of the range of children for whom care is provided are met.

Improvements since the last inspection

At the last inspection, the provision was asked to enhance resources which reflect and promote diversity of backgrounds and cultures. Staff now give regard to this when planning topic activities and use a variety of media and resources to support and develop children's awareness of diversity. The group was also required to obtain written permission for taking children's photographs. Registration forms now include a parent signature authorising the taking of photographs. The complaints procedure is now displayed clearly on the notice board. However, a new recommendation has been set to bring it in line with the new revisions to the National Standards. Staff are aware of what to do in the event of an allegation being made against a member of staff and this is included within the Grievance Policy. Staff have agreed to make specific reference to this within the Child Protection Policy.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care day care

To improve the quality and standards of care further, the registered person should take account of the following recommendations:

develop the written policy for Special Needs so that it has regard for the Code of Practice 2001
develop the complaints procedure so that it is in line with the revisions to the National Standards October 2005.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Building better childcare: Compliments and concerns about inspectors' judgements which is available from Ofsted's website: www.ofsted.gov.uk.