



# Yanwath Primary School

## Inspection Report

**Unique Reference Number** 112185  
**LEA** Cumbria  
**Inspection number** 278873  
**Inspection dates** 10 January 2006 to 11 January 2006  
**Reporting inspector** Mr Martin Bradley

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

<b>Type of school</b>	Primary	<b>School address</b>	Yanwath
<b>School category</b>	Community		Penrith
<b>Age range of pupils</b>	4 to 11		Cumbria, CA10 2LA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01768 242153
<b>Number on roll</b>	99	<b>Fax number</b>	01768 242153
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Gill Mackey
<b>Date of previous inspection</b>	1 January 2002	<b>Headteacher</b>	Mr Jon Ditchburn

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 10 January 2006 - 11 January 2006	<b>Inspection number</b> 278873
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors.

## **Description of the school**

Yanwath Primary School is a small infant and junior school located near to the village of Yanwath. The pupils come from Penrith and local villages and at the time of the inspection the great majority live too far away to come on foot. There are 99 pupils who are grouped in four classes. Some 12% of pupils have additional learning needs and/or disabilities and 5% are eligible for free school meals: both these figures are below 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: 3

The provision at Yanwath School is satisfactory overall, with significant elements which are good. This inspection judgement disagrees with that of the school's view that it is good. Although the school has made particularly good progress in recent years, the effects of the improvements have yet to be felt across all of its work. The leadership of the school has effectively sought to focus on raising pupils' achievement and improving the quality of teaching, as well as creating a common sense of purpose amongst the staff. On entry pupils' achievement is in line with national expectations. Provision in the Foundation Stage is good. It provides the pupils with a good basis for their later work as well as good attitudes towards their learning. Most achieve the national goals expected for their age.

As the size of year groups is small, caution is needed when interpreting national test results. However, trends strongly suggest that standards have risen at both Key Stages 1 and 2. They are now slightly above national averages in most subjects at both Key Stages. Target setting has begun to be used to provide short term goals. Longer term annual or end of Key Stage targets are less well developed. Pupils' behaviour and attitudes towards learning are good. The quality of teaching is good overall throughout the school. Support staff are particularly effective in working with small groups or individual pupils.

The curriculum is appropriate and is under review. A proposed review of staff curriculum responsibilities will enable subject policies to be reconsidered and, in some cases, devised.

The school has a good capacity to improve and provides satisfactory value for money.

### What the school should do to improve further

In order to raise standards further, the school should:

- establish procedures for setting challenging targets for all pupils based on staff assessments and, where appropriate, data analysis
- ensure that all subjects have up to date policies as well as one for assessment, approved by the governing body, with a planned programme for their review
- continue to seek ways in which standards can be raised in all subjects particularly for the more able pupils
- ensure that teachers' planning and assessments are monitored with a view to improving further the quality of teaching.

## Achievement and standards

### Grade: 3

The inspector considers achievement and standards to be satisfactory with several good elements, rather than good overall as indicated in the school's self-evaluation. Pupils' achievement has been raised significantly at both key stages, and in 2005 at

Key Stage 1, achievement was slightly above the national average. At Key Stage 2, they were slightly above national averages in mathematics and science, but slightly below in English.

The school is developing its target setting. Pupils have individual targets for mathematics and English; these are relatively short term and longer term targets are being developed. In Key Stage 2, good use is made of data drawn from national tests and has the potential to provide challenges for pupils to reach high standards. In the Foundation Stage and Key Stage 1, the school has sought to use the Foundation Stage Stepping Stones and the Foundation Stage Profile to identify data leading to targets for the end of Key Stage 1. These materials do not provide sufficiently secure data for rigorous target setting: as the staff have particularly good knowledge of the pupils, their own assessments provide challenging targets.

Most groups of learners, including those with additional learning needs and/or disabilities make satisfactory progress. Pupils show good understanding of mathematical concepts: in the Year 4 class, number bonds were effectively used to identify strategies for mental addition and the oldest pupils showed good skills in a variety of tasks on decimal place value. Pupils are able to take responsibility for their learning. In Reception Year, they identify and record what they will be doing during sessions, they change tasks quietly and quickly as well as showing good understanding of early reading work. Throughout the school, learners develop their knowledge, skills and understanding at a good rate. There remain some aspects, such as handwriting, which need to be more consistently developed.

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

### **Grade: 2**

The inspector agrees with the school's judgement that pupils' personal development and well-being is good, as is their overall spiritual, moral, social and cultural development. The pupils enjoy school, and show considerate behaviour towards one another. Attendance is good and pupils have positive attitudes towards their work. Pupils feel safe and show good consideration of safety factors, such as when playing outdoors. Class councils have discussed bullying and ways of dealing with it. The pupils are confident to raise any such issues.

The good quality school meals have encouraged pupils to adopt healthy lifestyles which are supported through the provision of fruit at other times during the day as well as the Healthy Tuck Shop which the school council was instrumental in organising. The council has members from all year groups between Year 1 and Year 6. It uses information from class councils which provide all pupils with opportunities to discuss a range of issues, including developing outdoor play and learning facilities.

## Quality of provision

### Teaching and learning

#### Grade: 2

The inspector agrees with the school's evaluation of the teaching and learning as good. This reflects the considerable improvements made in recent years in both aspects. Learners make good progress as progressively more difficult tasks are set, and they concentrate on their work. The quality of teaching is good overall, and no unsatisfactory teaching was seen. The most effective teaching in all classes showed good preparation, so that tasks were quickly introduced and the pupils moved smoothly from being introduced to activities to working on these. Particularly in some of the older classes, there is a wide range of attainment for which the teachers successfully provide well matched activities. In a minority of lessons, explanations were too lengthy and did not challenge pupils who had already understood the tasks. In such instances, greater differentiation of the activities would better meet all pupils' needs. Recently, teachers' planning and assessment of work has not been closely monitored by the senior management. It would be useful if monitoring could be re-established to ensure that standards are being developed.

Pupils' attitudes to learning are good: they respond well to challenges and can work independently from the youngest age group. The school is developing assessment so that teachers provide support and identify ways to improve the work and to ensure that all pupils' learning needs are accurately met. Teaching assistants and other classroom helpers are effectively used to support learning, including noting pupils' responses during discussions led by the class teacher. They are well briefed and consequently provide good support. Throughout the school, relationships between the staff and pupils are good.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the statutory requirements and the needs of the pupils. There is good provision for literacy, numeracy and information and communication technology (ICT); however, not all subjects have up to date policies which the governing body has approved. In particular, literacy has been identified for development through its constituent elements of speaking and listening, reading, writing and handwriting, but does not currently have an overview including its role across the curriculum. Similarly, the policy for assessment has been considered by the staff, but is awaiting revision. Staff curriculum responsibilities are being reviewed and this will enable policies to be updated.

In the Reception Year and Year 1 class, there is a well designed curriculum to enable the pupils to develop responsibility for their own learning, supported by staff. It uses a good, activity-based approach to learning which has recently been extended by the provision of a good outdoor area.

The use of National Curriculum materials to provide medium and short term plans enables all learners, including those with additional learning needs and/or disabilities to make good progress as well as establishing clearly the ways in which pupils will make progress. Education for safety and health is good. The 'You can do it' programme has developed pupils' confidence and parents welcomed its use. The recent introduction of French in Years 2 to 6 has extended the curriculum, music is also taught by a specialist teacher, and all Reception Year and Key Stage 1 pupils go swimming during the spring term, as do Key Stage 2 pupils in the summer term.

The school has developed its curriculum to include lessons on a range of faiths and cultures. These included well planned work on India, on an African village and on Judaism during the inspection.

Pupils' preparation for their future economic well-being has included the school council pricing and purchasing outdoor toys. Class councils have used their own budgets to buy equipment for classroom use during wet playtimes. These are good initiatives.

There are several sports clubs run by the school for Year 2 and Key Stage 2 pupils. Computer and chess clubs are being planned on the school council's initiative.

## **Care, guidance and support**

### **Grade: 2**

The school considers this aspect of its work to be good and the inspector agrees. Staff are highly committed to pupils' health and safety and promote this effectively. Risk assessments are carefully attended to and it is appropriate that the arrangements for pupils to arrive and to be picked up at the start and end of the day are currently under review. In lessons, pupils are set appropriate and challenging short term targets. These have yet to be fully linked to longer term targets for all year groups. The emerging network of local primary schools working with the community college will seek to meet the needs of gifted and talented pupils more fully.

Parents commented that the school quickly identifies individual children's needs and seeks to work with them to deal with these. They spoke highly of the care and support provided by the school.

## **Leadership and management**

### **Grade: 3**

The leadership of the school was considered by the school to be good. However, in the inspector's view it is satisfactory. The current headteacher has succeeded in raising standards of achievement and has created a common purpose amongst the staff. These positive developments are not yet fully reflected in all other aspects of the school's work. The self-evaluation is generally accurate: some aspects need to be given a higher priority and others need revisiting to ensure greater rigour. In particular, policies need to be revised and in some cases written, and long term target setting requires review.

The school has a clear view of how it intends to support all learners including the gifted and talented and those with additional learning needs and/or disabilities. It runs

smoothly on a day to day basis and is able to pursue ways of extending its provision such as by linking with the pre-school group which meets on the premises. Resources are well used and the recent additions to the premises have greatly improved provision with a hall and a computer suite. Governors play a significant part in the life of the school and have developed their role as a critical friend in recent years. Links with parents are good: a very high proportion join in the 'boon days' to complete projects such as garden building which have significantly added to the school environment as well as extending the pupils' learning.

The school has enhanced its reputation locally since the last report. It now has a good capacity to improve and provides satisfactory value for money.



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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>	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<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	3	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>	2	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>	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	2	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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Mr Jon Ditchburn

Yanwath Primary School

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CA10 2LA

12 January 2006

Dear Children

Thank you for the welcome you gave me when I visited your school recently. I enjoyed meeting you and really appreciated the help you gave me especially in sharing your work and ideas about the school.

I thought that you get on well with each other and that you work hard. I was pleased to hear how you enjoy school. I think that the school council and the class councils have been very useful in making sure that your ideas are heard by the staff. You must be very proud of the new hall and computer suite as well as the outdoor equipment.

I thought that your school has improved in many ways recently, although there are still several things to be done. The targets you are given for your work are useful and it will be even more helpful when you are given targets to work to by the end of each year. I have also asked the school to make sure that the standards which you achieve continue to be raised, and to make sure that teachers' planning is helped by having good guidelines which include the ways your work can be marked and your progress assessed.

With good wishes for your future success.

Yours sincerely

Martin Bradley

Her Majesty's Inspector