



# Temple Sowerby C of E Primary School

Inspection Report

**Unique Reference Number** 112266  
**LEA** Cumbria  
**Inspection number** 278886  
**Inspection dates** 21 March 2006 to 22 March 2006  
**Reporting inspector** Mr Alastair Younger

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

<b>Type of school</b>	Primary	<b>School address</b>	Temple Sowerby
<b>School category</b>	Voluntary controlled		Penrith
<b>Age range of pupils</b>	4 to 11		Cumbria CA10 1RZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01768 361512
<b>Number on roll</b>	51	<b>Fax number</b>	01768 361512
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martin Stewart
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mrs Barbara Key

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 March 2006 - 22 March 2006	<b>Inspection number</b> 278886
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## **Introduction**

The inspection was carried out by an additional inspector.

## **Description of the school**

This is a small rural primary school. Pupils come from a wide variety of backgrounds but economically and socially the area is about average, as is attainment on entry. There are no pupils from minority ethnic families and no looked-after children. The percentage of pupils with learning difficulties and/or disabilities is about average. There are five reception children. Temple Sowerby Nursery operates on the school premises for two mornings each week. Many of the children starting in the Foundation Stage have attended the nursery.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It is giving good value for money. This matches its own view. Parents are very happy. They express great confidence in the fact that their children are safe, happy and making good progress. Virtually every pupil agrees. Children in the Foundation Stage make good progress and attain the standards expected by the end of reception. They get off to a good start in familiar surroundings, sharing a class with Year 1 and 2 pupils. This arrangement means that higher achieving children gain early experiences of National Curriculum work and lower achieving ones can spend a little extra time meeting their early learning goals at the start of Year 1. Good attention is paid to matching learning to individual needs; children are well taught and make good progress. Teaching throughout the school is good. It leads to pupils achieving well and reaching an above average standard by the time they leave. Pupils' personal development is good and reflects the school's good provision for their care, guidance and support; they leave as confident young people with bright futures. The curriculum is well enriched and focuses well on helping pupils to improve their numeracy and literacy skills but time is not used productively during certain parts of the day. Leadership and management are good but outcomes from the monitoring of teaching are not used well enough to promote improvements in teaching and learning. Standards have risen steadily since the previous inspection and the school has a good capacity to improve further. Good links with five other small primary schools are helping to widen pupils' learning experiences and secure a positive future for the school.

not applicable

### What the school should do to improve further

- Ensure that the time set aside for independent learning is used efficiently.
- Make better use of information from lesson observations to improve the quality of teaching and learning.

## Achievement and standards

### Grade: 2

Achievement is good and standards are above average at the end of Years 2 and 6. Attainment on entry is broadly average. In the Foundation Stage, children make good progress and most attain the goals set for their learning. From Year 1 to Year 6, pupils make good progress. There has been particularly good improvement in writing in Key Stage 1 over the last three years. Over the same period, the school has been getting above average results in tests at the end of Key Stage 2. In terms of the value being added to pupils' achievement and attainment, the school is comfortably in the top fifth of all schools nationally. All of last year's leavers reached the expected standard in English, mathematics and science. Results in science were a little better than those in English and mathematics, where fewer pupils exceeded the expected levels. Pupils with learning difficulties and/or disabilities are given good support, especially with their reading, and make good progress. No group of pupils is doing significantly better

or worse than any other. This is reflected in the views of parents, who are almost unanimous in saying their children are making good progress. Nearly all pupils are happy with the way they are learning about new things.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development and well-being, is good. Pupils look forward to coming to school and attendance is better than average. Although many pupils say they could work harder, their attitudes are positive. They are keen learners and they take care with their work. Behaviour is good. It is better in lessons than in the playground where there are isolated incidents of misbehaviour, usually related to misuse of equipment. High moral standards are clearly evident in pupils' indignation when others misbehave. Close relationships are formed and pupils develop well socially, often working in small groups and supporting each other. Assemblies each day involve the whole school and are characterised by celebration, stories and moments of prayer and reflection. Pupils regularly raise money to help others less fortunate than themselves. A vivid display of African 'Calabash' patterns shows how pupils benefit from workshops which help them gain a good understanding of other cultures. Pupils feel safe in school and are reassured that there is always an adult they can talk to if they are worried. The school carries the 'Active Mark' and promotes healthy lifestyles well. Involvement in the community is good and pupils are being well prepared for a positive future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In Reception and Key Stage 1, work is particularly well planned to meet the individual needs of a wide age and ability range. In other classes, planning tends to focus on tasks and instructions and, although work is varied to meet individual needs, it is not always made clear what pupils are expected to learn. Teachers have good subject knowledge. This enables them to answer pupils' questions confidently and find alternative ways of helping pupils to understand new learning. Pupils are often encouraged to work in small groups. This helps them to work out things for themselves, reduces their reliance on teachers and improves their social skills. Teachers are quick to pick up on any silliness or laziness and this helps to ensure that behaviour and learning are good. Changeovers between activities are occasionally too slow, allowing the pace of lessons to slip and losing the full attention of pupils. Pupils with learning difficulties and/or disabilities have work set at the right level and get good support from teachers and assistants. Pupils' work is regularly used as the focus for discussion. This gives them a good opportunity to talk about how their work could be improved and to celebrate their achievement.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It includes all the subjects that schools are expected to teach and focuses well on giving pupils opportunities to improve their numeracy and literacy skills. A good range of trips provides pupils with experiences that help to illustrate topics they are studying and make learning more memorable. Involvement in the unfolding saga of the village by-pass keeps the school at the centre of the community. A wide range of visitors contributes well to pupils' personal development and work that has resulted from art and craft workshops greatly enhances the school's stimulating environment. The school sets two hours aside each week in Key Stage 2 for 'independent study', but not all pupils are sure how to use the time productively, reducing its potential usefulness.

## **Care, guidance and support**

### **Grade: 2**

Pupils benefit from good care, guidance and support. Parents are confident that their children are being well looked after. They form a happy partnership with the school to promote their children's progress and are pleased with the information the school gives them. The progress of pupils is carefully checked. Learning difficulties are quickly identified and where extra support is needed, for instance with reading, the ensuing help is good. Access to the school is carefully regulated and the youngest children have a secure outside area in which to play. Pupils are well protected. Health and safety checks are rigorous and potential risks are identified to help avoid accidents. The views of pupils are actively sought and listened to and the school council is influential. Pupils play an important role in the development of rules to make sure the school remains a safe, happy place. The school does not make sufficiently clear to parents its stance on sex and relationship education. It is currently reviewing its policy.

## **Leadership and management**

### **Grade: 2**

Good leadership, management and governance keep the school on an upward course. They have been influential in generating a trend of raising standards, which has been maintained for the past five years. There have been many improvements to resources, especially computers and the premises. Indoors, there is a good range of learning spaces, including a good new library which is encouraging reading and research. The outdoor environment is being radically improved with a very good eye on promoting pupils' personal development by raising their awareness of environmental issues and healthy living. Good quality teamwork has been recognised by 'Investors in People'. Governors and staff have clearly defined responsibilities and governors are playing a good role in checking what goes on in school, even sampling and reporting on the quality of school meals. The Foundation Stage is particularly well organised and the coordination of support for pupils who have learning difficulties and/or disabilities is very good. Self-evaluation has taken into good account the views of parents and pupils

and enabled the school to produce a clear plan for ongoing improvement. The quality of teaching is monitored frequently by the observation of lessons, but not enough use is made of what is seen. Points for development are often not made clear enough, nor followed up to help improve the quality of teaching and learning.

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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	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	2	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	No
<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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Temple Sowerby C of E Primary School

Temple Sowerby

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23 March 2006

Dear Children

It was a pleasure to visit your school the other day. I had a lovely two days watching you work and play and talking to you and your teachers. Thank you for making me so welcome.

You are very lucky to be going to such a good school. Right from the start you are making good progress. Your teachers are good and most of you work hard. A few of you say you could work harder; so what's stopping you? I didn't see any of you misbehaving but I read the minutes of the school council so I know that some of you can be a bit naughty at times. Try to do something about that, especially at break times. You obviously enjoy the trips you go on. I liked the work you were doing that was inspired by your visit to York.

To get even better results, I'm suggesting that your teachers put a bit more thought into the timetable, especially that bit of it called 'independent study'. A few of you use the time well and it was good to see you using the opportunity to practise your reading. Others, though, seem to think the time is for winding down for half an hour before lunch and I think you should be learning instead. It was good to see your teachers are keeping a close check on the progress you are making. I've asked them to keep looking at their own teaching as well and try to identify little changes that will help you to learn even more.

Good luck for the future

Alastair Younger

(Lead inspector)