



Eaglesfield Paddle C of E VA Primary School

Inspection Report

Unique Reference Number 112411
LEA Cumbria
Inspection number 278925
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Martin Bradley

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

Type of school	Primary	School address	Eaglesfield
School category	Voluntary aided		Cockermouth
Age range of pupils	3 to 11		Cumbria, CA13 0QY
Gender of pupils	Mixed	Telephone number	01900 325947
Number on roll	208	Fax number	01900 325948
Appropriate authority	The governing body	Chair of governors	Mr D Magrath
Date of previous inspection	1 March 2000	Headteacher	Mr R Coy

Age group	Inspection dates	Inspection number
3 to 11	19 October 2005 - 20 October 2005	278925

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

Description of the school

Eaglesfield Paddle School has grown significantly in recent years. It serves a large rural catchment area and most children come from the surrounding villages, with some coming from Cockermouth. There is a broad range of ability amongst the school's intake but, overall, attainment on entry is above the national average. Some 3% of pupils receive free school meals, this is well below the national average. All of the pupils are white British and none speak English as an additional language. Few pupils have learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an exceptional school. In this judgement, the inspectors agree with the school's self-evaluation. Pupils are set challenging targets for their learning, behaviour and attitudes. They enjoy meeting these challenges and work very hard. Throughout the school, high standards have been consistently achieved for a number of years. Parents rightly comment on their children's high levels of achievement and strongly value the exemplary care and guidance which is given by the staff and school management. The quality of teaching is consistently very good and frequently outstanding. Pupils make excellent progress in all key stages, including in the Foundation Stage.

The issue noted in the last inspection has been addressed, and the school now shares information about assessment and effective classroom practices.

The governors are rightly seen as critical friends providing support to the school. Senior management is very strong and effectively encourages staff development related to the school's needs. The school provides extremely good value for money. It has an excellent capacity to continue to improve.

What the school should do to improve further

There are no key issues.

Achievement and standards

Grade: 1

The inspection agrees with the school's self-evaluation that achievement and standards are exemplary. By the end of the Foundation Stage, the majority of children achieve the goals expected for their age. At the end of Key Stage 1, a significant number of pupils achieve at levels higher than the national average, especially in mathematics. This high level of achievement is sustained throughout Key Stage 2, and in 2005 nearly every pupil achieved the nationally expected level in English, all did so in mathematics and science, and over half exceeded these expectations in all three subjects. These very high standards of achievement reflect a consistent pattern over several years. This has led to the school receiving a number of awards, including Beacon status (2001 to 2004), achievement awards for three years from 2001, and Cumbrian rural school of the year in 2004.

Challenging targets are set and all learners, including those with learning difficulties and those who are gifted and talented, make excellent progress in all subjects. Their knowledge, skills and understanding are of consistently high standards.

Personal development and well-being

Grade: 1

The inspection agrees with the school's judgement that pupils' personal development and well-being are outstanding. It is a major strength of the school which parents

acknowledge – as one wrote, it enables the children ‘to become confident, respectful and happy’. Pupils’ spiritual, moral, social and cultural development is very well fostered. They join in activities such as assembly and singing practice with joyous enthusiasm. Attitudes and behaviour are generally very good and the school makes great efforts to ensure that these very high standards are maintained. Parents made many comments on how much their children enjoy coming to school, report enthusiastically on their lessons and even that ‘he dislikes the holidays!’

Safe practices are promoted effectively in many ways: older pupils look after younger ones and, in the playground, organised games and activities ensure that no one group dominates the area, which is well supervised by the staff. The school has gained Healthy School status and the recent improvements in lunchtime meals have linked with the provision of fruit as well as with lessons on healthy eating. Since the last inspection, a school council has been set up which actively canvasses pupils’ views. The school also undertakes extensive charity work, and the Paddle Community Association helps it to make a positive contribution locally.

Quality of provision

Teaching and learning

Grade: 1

The inspectors agree with the school’s view that teaching and learning are outstanding. This is directly related to the pupils’ positive attitudes and consistently high levels of achievement. The strengths seen at the last inspection are now evident in every year group.

Teachers interest and stimulate pupils very well. They present new ideas clearly and use a range of methods to make lessons enjoyable, to keep pupils’ interest and to involve them in their learning. The staff carefully share their assessments of pupils’ work, and also their half-termly planning. These relatively informal arrangements work extremely well and successfully promote good practice throughout the school. Very good use is made of interactive whiteboards. Lessons are well paced, include varied tasks for the pupils and make good use of computers. In a Year 6 lesson, video conferencing with a consultant based at Lancaster University promoted mapping skills. In a Year 5 literacy lesson, the children analysed a poem’s structure and meaning with great enthusiasm, using both evaluative and imaginative skills very effectively. At their request, the lesson was extended after playtime to enable them to write more about their ideas.

Support staff are used very effectively: they are provided with clear tasks which they fulfil carefully, using their initiative to meet pupils’ learning needs as these arise.

Relationships are excellent: pupils work sensibly and happily. Teachers set high targets and ensure that learners work hard, making very good use of the time available.

Curriculum and other activities

Grade: 1

The inspection agrees with the school's self-evaluation that the curriculum and other activities are at least good in nearly all respects and outstanding in significant elements. Care is taken to ensure that the needs of learners of all abilities are well met, and all make very good progress. Parents praised the high levels of staff commitment in providing trips for all year groups and residential visits for those in Year 2 and above. Besides the National Curriculum subjects, French is taught in the reception class and in Years 1, 5 and 6. Provision for literacy, numeracy and information and communication technology (ICT) is very good and often outstanding. Learners are well prepared for their future economic well-being, and education for safety and health is very good. Extra-curricular activities are mainly concerned with a wide range of sports and have a high level of take-up.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are exemplary in the views of both the school and the inspectors. Staff show very high levels of commitment and promote pupils' health and safety very effectively. Arrangements for safeguarding pupils are frequently reviewed; risk assessments are carefully attended to.

Parents strongly endorsed these judgements — 'no problem is too small for the staff to spend time on'. All learners are extremely well supported. The school works carefully with parents and other agencies to ensure that pupils make very good progress in relation to their challenging targets.

Leadership and management

Grade: 1

The inspection agrees with the school's self-evaluation that leadership and management are outstanding. They are exemplary in significant elements and at least good in others. The leadership has focused effectively on raising the standards achieved by pupils of all abilities and promoting learners' personal development and well-being, as well as ensuring that they are well protected. These significant strengths are strongly supported by the parents. The self-evaluation is rigorous including an annual development day involving teaching and non-teaching staff, governors and members of the Paddle Community Association. This has produced a three-year, costed-plan covering capital works proposals, curriculum, resourcing and staff development. The managers have a clear track record of improving provision, and of identifying weaknesses and areas for development. Recently available additional statistical data tracking pupils' progress are being analysed carefully to ensure that further value is added to the school's work.

Resources are carefully and efficiently used to achieve very good value for money. Long-term financial planning takes into account factors such as demographic trends.

The governors act very well as critical friends to support the school. When they visit classes, governors make useful notes with recommendations to the governing body. Very good links exist with parents and the wider community, as demonstrated when senior staff and local people worked together until the early hours of the morning to prevent major damage during a recent flooding of the premises. The school was closed for only one day due to these efforts.

Learners make good progress, and this is reflected in the school's deservedly high local reputation. The leadership and management provide the school with an excellent capacity to continue to improve.

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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>	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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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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Eaglesfield Paddle C of E VA Primary School

Eaglesfield

Cockermouth

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CA13 0QY

21 October 2005

Dear Children,

As you know, Mr Oglesby and I visited your school recently. We really appreciated the help you gave us and especially in sharing your work and ideas about the school.

We saw that you work very hard and get on very well with each other. We were impressed by your politeness and your very good behaviour in lessons and around the school. You help each other both in lessons and during playtimes, and it was very nice to see how the older children helped the younger ones.

We think that your school is exceptionally good. Your hard work and that of the teachers and other staff helps you to make excellent progress in every class and to reach very good standards by the end of Year 6. You also have many opportunities to have wider experiences through outings and residential trips, to join in sports and other activities.

The staff and the governors have worked very hard to develop the school over several years, with the new buildings, the car park and the lovely nursery outdoor play area. They also try to listen to what you say through the school council, and we hope that you continue to enjoy the new school meals.

Thank you for making our visit so enjoyable. Both Mr Oglesby and I wish you every success in the future.

Yours sincerely,

Martin Bradley

Her Majesty's Inspector of Schools.

Annex B