



# Ireleth St Peter's C of E Primary School

Inspection Report

**Unique Reference Number** 112415  
**LEA**  
**Inspection number** 278926  
**Inspection dates** 22 June 2006 to 23 June 2006  
**Reporting inspector** Mr Gordon Alston

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

<b>Type of school</b>	Primary	<b>School address</b>	Kirkby Road
<b>School category</b>	Voluntary aided		Ireleth
<b>Age range of pupils</b>	4 to 11		Askam-in-Furness, Cumbria LA16 7EY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01229 462753
<b>Number on roll</b>	56	<b>Fax number</b>	01229 464145
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Allan Mitchell
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mrs Janine Pierce

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 June 2006 - 23 June 2006	<b>Inspection number</b> 278926
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Each of the two classes in this small school provides for more than one age group. Attainment on entry to the school varies from year-to-year and is average overall. A percentage of pupils entitled to free school meals is below average whilst the proportion with learning difficulties and/or disabilities is above average. The school has Sport Activemark status. The headteacher and a part-time teacher are new to the school this year and, after a period of falling rolls, numbers are rising.

## **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 that gives good value for money. The school's own judgement of its strengths and weaknesses is accurate and given the good teaching and strong leadership and management, it has the capacity to improve in the future. The school has excellent links with the community and benefits from strong support from parents and pupils. As one parent put it, 'the school has a real family feeling where my child receives first class education in all aspects of her schooling.'

Achievement is good because teaching and learning are good. In the Foundation Stage, children make good progress overall, and do particularly well in communication, language and literacy development and mathematical development. However, limited space and resources for children in the Foundation Stage hampers opportunities for learning in other areas of the curriculum. By the end of Year 2, standards are average and pupils have progressed well. In Key Stage 2 pupils continue to achieve well and, by the end of Year 6, standards in 2005 were above average overall, although they could have been better in writing. Pupils' behaviour is exemplary and they thoroughly enjoy their time in school. They all benefit equally from what the school offers. The well planned curriculum effectively broadens pupils' experiences and extends their literacy and numeracy skills. The pupils' use of information and communication technology (ICT) to aid learning in other subjects is, however, underdeveloped.

The quality of care is strong and the school has good procedures to monitor pupils' achievements. The headteacher provides good leadership and management for the school. Her clear vision, energy and enthusiasm have created a strong staff team which strives to improve pupils' academic and personal development. The school has developed well since the last inspection and has the capacity to improve further. Governors support the school well and know its strengths and areas that need improving.

### What the school should do to improve further

- Raise standards in writing.
- Improve provision for the Foundation Stage.
- Develop further the use of ICT as an aid to learning in all subjects.

## Achievement and standards

### Grade: 2

Achievement is good. Because numbers are so small and attainment on entry changes significantly from year-to-year, comparisons of trends and results at the end of Years 2 and 6 are not reliable guides to whole-school performance. Children progress well in the Foundation Stage. By the time pupils start Year 1, the majority have achieved the expectations for their age and tend to do well in their communication, language and literacy development and mathematical development. The good progress continues through Years 1 to 6. In the 2005 national tests, standards were average at the end

of Year 2 and above average at the end of Year 6. The school sets challenging targets for the pupils' performance and it is confident that the targets for this year will be met. The school is acutely aware of differences in performance at the end of Year 6 where pupils do better in mathematics than English, and at the end of Year 2 where pupils do better in writing than reading. Strategies adopted by the school to improve progress in English in Key Stage 2 and writing in Key Stage 1 are starting to have a positive impact. No group is significantly underachieving. The more able pupils are sufficiently challenged, whilst pupils with learning and behavioural difficulties make good progress because of the good quality support they receive.

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

### **Grade: 2**

Personal development and well-being are good. Through the Social and Emotional Aspects of Learning programme (SEAL), pupils learn to respect and understand their own feelings and those of others. Relationships in the school are very good and pupils are polite, friendly and courteous. Their outstanding behaviour and very good attitudes to work create a happy, productive and enjoyable learning environment. Attendance is satisfactory. The school council is beginning to involve pupils in making decisions, such as designing their play areas. Not all pupils speak confidently in lessons, but teachers' good questioning techniques and the use of 'learning partners' help them develop confidence in expressing their ideas. They successfully adopt safe and healthy lifestyles and know the benefits of regular physical activity and healthy eating. Pupils' spiritual, moral, social and cultural development is good. Interesting visits and visitors successfully broaden the pupils' knowledge and understanding of other cultures and religions. Willing involvement in raising funds for charities shows that pupils are developing a good awareness of their social and moral responsibility towards the wider community. Their good grounding, both personally and academically, prepares them well for their economic well-being and future education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, with some outstanding features in Years 3 to 6. Good tracking and analysis of pupils' needs guide teachers' planning. As a result, the work provided is usually well suited to all abilities. In the Foundation Stage, however, planning does not always indicate clearly what children are to learn. A lack of resources and space limits the opportunities available in some aspects of children's learning, for example to promote their physical and creative development.

Teachers mostly expect and ensure that pupils work hard and learn at a brisk rate so that they make good progress. Pupils who have learning and behavioural difficulties are very well supported by all staff. A conscientious teaching assistant plays an important role in this. Very good relationships promote pupils' willingness to try hard.

Teachers' classroom management is very good and pupils display excellent behaviour and attitudes to work. They are encouraged to work independently and cooperatively, often with pupils from other year groups. Because their work is well marked, particularly in Years 3 to 6, pupils know what to do next to improve. Challenging literacy and numeracy targets have made pupils and teachers aware of what individuals should try to achieve, thereby raising pupils' own expectations and increasing progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and successfully meets the needs of all pupils including those with learning and behavioural difficulties. In Key Stages 1 and 2, clear links between subjects successfully promote good academic achievement, particularly in the basic skills of literacy and mathematics. Good provision is also made for the health, safety and emotional development of learners through good provision for sport, exercise, drama and technology. The Foundation Stage curriculum is firmly based on learning through activity. As a result, children are given a good start to their education, particularly in their social, language and mathematical development. Some weaknesses in resources mean that opportunities are limited for the development of their creative and physical skills. Good use is made of pupils' literacy and numeracy skills across other subjects, but the opportunity for pupils to develop their ICT skills in this way is only just beginning. An excellent range of out-of-school activities, visits and visitors enrich lessons and adds excitement to pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Staff know the pupils well and are fully committed to their welfare. The very caring learning environment coupled with close links with parents and external agencies ensures that bullying and racism do not occur.

Child protection procedures are in place, and health and safety arrangements are effective. The very good relationships between adults and pupils enable pupils to feel safe, and to be confident that they have someone to confide in if they are worried. The school tracks pupils' progress well, especially in English and mathematics, and carefully monitors their personal development. Well planned induction procedures smooth children's start in Reception and very good links with the local high school ease learners' transition to the next stage of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The committed and enthusiastic headteacher has a very clear vision for the school's direction. She communicates this very well and has been very successful in ensuring that all staff know their part in making the vision a reality. Staff morale is high; teamwork is strong, and parents are very supportive of the school. All this is beginning to raise standards further and demonstrates the school's

capacity to continue to improve. The school accurately identifies its own strengths and weaknesses through a process of carefully analysing assessment data, regular monitoring by staff, and listening to the views of pupils and parents. Rigorous monitoring gives all staff an accurate view of the quality of teaching and learning and its impact on pupils' progress. One of the school's strengths is its inclusive approach; the needs of every pupil are paramount and are considered when planning any provision. For example, pupils have many opportunities to work together from different year groups. Good use is made of available space and resources, but there are deficiencies in resources in the Foundation Stage. Governors share the school's vision, having a good understanding of its strengths and weaknesses, and are rightly proud of its achievements.

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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?	1	NA
The quality and standards in foundation stage	3	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	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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>	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>	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	2	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	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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To the Pupils of:

Ireleth St Peter's C of E Primary School  
Kirkby Road  
Ireleth  
Askam-in-Furness  
Cumbria  
LA16 7EY

22 June 2006

Dear Pupils

After spending two days in your school, I want to thank you all so much for making the experience a very enjoyable one. I came to see how well your school is performing and you had a very important role in this, just as your teachers had. You did not let the school down in any way. In fact, your excellent behaviour and very good relationships are a credit to you all and helped me to judge just how well you and your school are doing.

I always ask pupils for their views of the school and one boy said, 'St Peter's is wicked – it's like one big happy family'. He was right; your school is a very caring place. You have a very committed headteacher who leads your school very successfully and has your well-being at the centre of all she does. Your headteacher and all the staff make learning very interesting and also make you work hard. As a result, you are learning lots in lessons. They try to make school enjoyable and exciting with the many visits you go on and lots of visitors to school. I was pleased to see how hard you work, but equally important is how well you all get on. I saw lots of pupils who have responsibilities and do them very well. I was also very pleased to see all the clubs you have. You take regular exercise, and sport is important to you.

I'm sure your teachers always say, 'this is good but you could make it even better if you...'. Well, this is what I am telling your school. To be even better, it needs to raise standards higher in writing, and give you more chances to use computers to help you learn in all your subjects. (I'm sure you like the second one best; I would!) I have also asked the school to improve the facilities for the children in the Reception class.

Finally, I would like to thank you again and, if you and your teachers work as hard as when I was in school, I am sure you and your school will continue to do well.

Best wishes for the future.

Gordon Alston  
(Lead Inspector)