



# Yealand Church of England Primary School

Inspection Report

**Unique Reference Number** 119546  
**LEA** Lancashire  
**Inspection number** 280589  
**Inspection dates** 29 March 2006 to 30 March 2006  
**Reporting inspector** Mr Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	Footeran Lane
<b>School category</b>	Voluntary aided		Yealand Redmayne
<b>Age range of pupils</b>	4 to 11		Carnforth, Lancashire LA5 9SU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01524 781360
<b>Number on roll</b>	40	<b>Fax number</b>	01524 781360
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father John Hall
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Lesley Gee

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 March 2006 - 30 March 2006	<b>Inspection number</b> 280589
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## Introduction

The inspection was carried out by an additional inspector.

## Description of the school

This is a very small village school. It has 40 children on roll from ages 4 to 11. Children are taught in two classes, reception to Year 2, and Year 3 to Year 6. The number eligible for free school meals or with learning difficulties and/or disabilities is well below average. Very nearly all the children are white British, with a very small number of white European who learn English as an additional language. Attainment on entry to reception is generally above average. The school shares its headteacher with a neighbouring school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Yealand is a good school that offers children a good education in line with its Christian mission. It has built well on its strengths since the last inspection. This judgement confirms the school's own view, and that of parents and children. Care and welfare are strong features. Standards overall have been significantly above average by the end of Year 6 for the last five years, and have met challenging targets. However, as the school does not identify its gifted or talented children, it is unclear whether such children reach high enough levels. By the end of Year 2, standards have been significantly above average in three out of the last four years, including in 2005. As attainment at entry to reception is generally above average, these results represent good achievement based on good progress across the school. This is because teaching and learning are good, including provision in reception. Children's personal development and well-being are promoted effectively. Their behaviour is excellent. The curriculum is good, but learning is not yet linked well enough across subjects. Leadership and management are good. Self-evaluation and improvement planning are good, and the intention to upgrade facilities and access to information and communication technology (ICT) is timely. The school's partnerships with other schools and organisations add very effectively to the quality of education offered. There is strong potential for further improvement. The school gives good value for money.

not applicable

### What the school should do to improve further

- Identify gifted and talented children in order to plan specific and challenging tasks and activities to help them fulfil their potential.
- Implement the plans for improvements in ICT to ensure that children have regular access to the full range of the ICT curriculum.
- Extend links in learning between subjects in order to raise standards further across the curriculum by Year 6.

## Achievement and standards

### Grade: 2

Pupils achieve well by the time they leave the school. Standards overall have been significantly above average in national tests by the end of Year 6 for the last five years. However, fewer children than usual reached high levels in English in 2005. This is because this cohort of children was, on average, of lower attainment than is usual in the school. Even so, their progress from Year 2 to Year 6 was very good. Indeed, in 2005 the school improved the progress of its pupils to be in the top 14% compared to similar schools. Pupils currently in Year 6 are on course to attain the high standards that pupils in previous years attained.

- By the end of Year 2, standards have been significantly above average overall in reading, writing and mathematics in three out of the last four years, including in

2005. Attainment on entry to reception varies markedly year on year, but is generally above average. Children make good progress in reception, and almost all achieve the goals expected by the time they enter Year 1. The well above average standards in Year 2 and Year 6 represent good achievement based on good progress across the school. Children with learning difficulties and/or disabilities make good progress. One parent wrote, 'All the staff take great care to understand each child's individual needs'. This is the case also for the few children needing support in learning English as an additional language, where excellent local authority support is fully utilised.

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

### **Grade: 2**

The children's personal development is good and the school promotes their well-being. Spiritual, moral, social and cultural development is also good. Attendance is above average. Parents rightly praise the school for helping children to develop their confidence and self esteem. Children's behaviour is excellent in lessons and around the school. They have very good attitudes, engaging spiritedly and with enjoyment in all the activities offered. One Year 2 child said, 'I can't think of anything I don't like: I like all of it!' Young children settle quickly into reception, and older children take pride in helping them feel safe and comfortable in the playground. The recent development of play areas, including a multi-use games area, has improved children's access to physical activity. Year 6 children say that physical education is now their favourite lesson. All children say that they learn safe procedures, and that they are not bullied. They also believe strongly in the school's promotion of healthy lifestyles. They know that exercise is very important and even reception children know that eating the correct food keeps them healthy. Children take a full part in the life of the school, the village and the parish. They take part in regular services in the local church. Parents say that their children transfer confidently to secondary school because they are skilled learners, equipped with strong basic and social skills that will also help them later in the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. A Year 6 child said, 'Our work is just at the right level. If someone struggles, the teacher adapts the work to help them'. This is because assessment is generally accurate and used effectively to plan new learning. Parents say that the school promotes high academic standards and 'all sides of the child'. The recent change to full time teachers in both classes is also welcomed by parents. Both the teachers plan work well for the wide age and attainment groups in their classes. Children with learning difficulties and/or disabilities receive appropriate help, but gifted and talented children are not specifically identified. Whilst many children reach high levels, the school has no system to monitor if the levels reached are high enough

for some of them. Improvements to the accommodation have given younger children better access to the full Foundation Stage curriculum, including outdoor play. Older children feel that having the same teacher for most of the time has improved their learning. Support staff are deployed effectively to support children needing extra help, or to give year groups of children age-related extra learning opportunities or to allow teachers to ensure that children of different ages in the same class benefit from different activities. In one lesson for example, this worked effectively when reception children made muffins in one room with a teaching assistant; Year 1 children wrote about the muffins they had made the day before with a student teacher whilst Year 2 children went swimming with the class teacher.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, enriched well by a wide range of visits, visitors and extra curricular activities. Parents also add their skills, for example by providing information about the Vikings for older children or in supervising football practice for Years 1 to 6 after school. The staff pool their expertise skilfully to cover the full range of national requirements. They have also begun to share ideas effectively with another school, and within the local learning network. There is a strong concentration on English, mathematics and science, leading to high standards in these subjects. Older children say that access to good quality ICT resources is too restricted. More could be done to extend links in learning between subjects, in order to raise standards even further across the curriculum by Year 6.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The parent of a very young child who had just arrived in reception said that 'the great care taken by all the staff and children to settle my son successfully was wonderful'. This is typical of parents' and children's views. Children are safe in an environment that successfully promotes their independence and well-being, founded on mutual respect and in the school's Christian ethos. Children say that there is always someone to turn to if help is needed in lessons, or around the school. A Year 6 child said, 'I struggle with English but I always get help from the staff'. Year 6 children as a group agreed that they are not worried about national tests because they have been well prepared.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and arrangements have stabilised this year after a prolonged period of uncertainty when the previous headteacher was absent due to illness. Owing to recruitment difficulties, the governors have worked successfully with the local authority to create a headship collaboration with another local school. That school's headteacher now manages both schools, and a full time teacher for Years 3

to 6 has been appointed. This arrangement has been formally ratified by the two governing bodies and the local authority, and is working well after two terms. Parents and children feel that the school has changed for the better and that staff share renewed enthusiasm. The headteacher has skilfully encouraged cooperation between the staff at the two schools, but also maintains the separate identities of the schools while still celebrating each school's identity and ethos. Staff and governors are very supportive, and have welcomed the improvements made by the headteacher. Monitoring, self-evaluation and setting targets for children are now good and have led to a better clarity in planning. The school considers the well-being and progress of the children well in all aspects of its work. It has good 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>	<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	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	1	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	2	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	1	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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The Children

Yealand Church of England Primary School

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31 March 2006

Dear Children

Thank you for welcoming me when I visited your school. You may remember that I came to check how well your school looks after you and helps you to learn.

You and your parents told me that yours is a good school where the staff care for you very well, keep you safe, and ensure that you make good progress in your work. I agree with you. When I spoke to some Year 2 and Year 6 children, you certainly told me of the many things you like about it. A particular favourite is the new MUGA – you all seem to enjoy that!

I found that you are taught well so that most of you do well in lessons, and in tests at the end of Year 2 and Year 6. You help the staff with your excellent behaviour and your interest and concentration in lessons. The staff are working towards your school being awarded a Healthy School award – from talking with you, most of you are certainly supporting this. The link between your school and Arkholme also seems to be leading to new opportunities for you, like the residential visit for some of you older children.

To make things even better for you, I have asked the staff to check whether there are any of you who are particularly talented; to give all of you better access to ICT; and to link your learning more effectively between subjects. You can help by continuing to work hard and doing your best in everything you try.

With best wishes for your future.

Yours faithfully

Eric Jackson

Lead Inspector