



Lothersdale Community Primary School

Inspection Report

Unique Reference Number 121409
LEA North Yorkshire
Inspection number 281008
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|-------------------------|
| Type of school | Primary | School address | Lothersdale |
| School category | Community | | Keighley |
| Age range of pupils | 4 to 11 | | West Yorkshire BD20 8HB |
| Gender of pupils | Mixed | Telephone number | 01535 632510 |
| Number on roll | 79 | Fax number | 01535 632510 |
| Appropriate authority | The governing body | Chair of governors | Mr S Brown |
| Date of previous inspection | 14 February 2000 | Headteacher | Mrs Mary Hastings-Trew |

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This small community school serves the village of Lothersdale and surrounding rural areas in the Pennine hills to the north west of the town of Keighley. Attendance is above the national average. There are no children with statements of educational need, or whose first language is not English. The number of pupils with learning difficulties and/or disabilities is average. There are few pupils with a minority ethnic heritage, and very few claim free school meals. The school has ActiveMark, Artsmark Gold, and the Basic Skills Quality Mark 2. It is one of the small number of schools in the national Sustaining Success programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The school sees itself as being good, because it knows there is always room for improvement. It does not wish for complacency to set in. It gives good value for money.

The outstanding leadership of the dynamic and modest headteacher is crucial. She has built an excellent team who know the school very well and give the pupils every possible opportunity for improvement academically and personally.

The school encourages the personal development and well-being of its pupils outstandingly well, and takes excellent care of them. The results are obvious. Pupils enjoy learning and are polite, friendly, co-operative and well behaved. The school prepares them well for the next stage of their education.

Pupils enter the school at about the expected level of personal development. They achieve well in the Foundation Stage, and make consistently good progress thereafter to be significantly above the average level of attainment by the end of Key Stage 1. This progress is sustained throughout Key Stage 2. Pupils leave the school significantly above average in the core subjects.

Teaching and learning are consistently of very high quality, and half the lessons seen were outstanding. Very detailed planning ensures that the work teachers set challenges pupils of all abilities. Progress is monitored closely and accurately. The information derived is used to set specific individual targets for learning.

The curriculum is outstanding. It goes beyond the normal requirements and offers many opportunities for enriching and extending learning

Issues identified for improvement at the last inspection are now strengths. The school has clear capacity to move on further.

What the school should do to improve further

There are no significant areas for improvement.

Achievement and standards

Grade: 1

The school judges overall standards and achievement as good. The inspection judges both to be outstanding. With only a few children in each year group, and mixed age classes throughout, the school has to focus work closely to match the needs of individual children. It does this very successfully, ensuring that all groups of pupils, including those with learning difficulties and/or disabilities and those with gifts and talents are able to make outstanding progress.

Pupils enter the school with broadly average levels of attainment in all areas of development. The Foundation Stage is now well organised, and prepares pupils to achieve well and make good progress in Reception and Years 1 and 2. By the end of

Key Stage 1 in 2005 standards were significantly above average in all aspects of the curriculum, and particularly strong in reading. In the Key Stage 2 tests in 2005, results were significantly above average in the core subjects, especially in Science. Standards have been at these levels in both key stages for many years. The apparently moderate overall progress made by Year 6 pupils in 2005 was affected by significant movement of lower ability pupils into, and higher ability pupils out of the school during Key Stage 2. Pupils who move through the school from Year 1 to Year 6 make outstanding progress.

The exemplary tracking of the progress made by pupils enables teachers to plan their work to best meet the needs of all pupils.

Personal development and well-being

Grade: 1

The school makes outstanding provision for pupils' personal development and well-being. Consequently, their social and moral development is exceptional. Pupils are confident, friendly and very polite. Their behavior is exemplary in lessons and around the school. They play harmoniously with each other and take responsibility for ensuring that others, such as new or younger pupils, are looked after and happy. Pupils reported that when bullying took place, staff were quick to address it. They state emphatically that bullying does not now occur.

Pupils' spiritual and cultural development are good. School assemblies provide appropriate opportunities for reflection, and visits to mosques and synagogues enable pupils to develop an understanding of other religions. Pupils' knowledge and understanding of the ethnic diversity is good, because of recurring visits made to the school by musicians and dancers from Zimbabwe and India.

Attendance is above the national average. Pupils say they like being in school. When asked what was special about the school, one pupil replied, 'it's just the nicest place to be'. Another said that the one thing he didn't like about the school was the holidays!

The school encourages pupils to adopt healthy lifestyles through a range of initiatives. Pupils talk confidently about healthy diets, the importance of exercise and general safety. There is an elected school council, which is active and taken very seriously. Pupils contribute to the wider community by helping to raise funds for charities. Their general confidence and maturity at the end of Year 6 prepares them well for the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are very high quality. Lessons are always lively and inspire the pupils to learn well. Half of those seen were outstanding. Pupils respond well, give their full attention to the teacher and to each other, and work with enthusiasm. The

quality of teachers' planning is exemplary and ensures that the needs of all pupils are met fully. For example, an art lesson on Indian 'Rangoli Patterns', with a mixed class of Year 2, 3 and 4 pupils, had five separate groups working at different levels, using different resources ranging from chalk to laptop computers, making up designs using pulses and beads, often when not directly supervised. The focus of the pupils on their different tasks was quite astounding. Much of the work set is collaborative, and requires the pupils to be active learners. This ensures that achievement is outstanding.

Teachers use a well established, clearly understood, and consistent system for tracking how well pupils are doing in the core subjects. This uses nationally recognised levels and sub-levels, and forms the basis for setting stretching individual academic and pastoral targets.

Pupils take pride in their work books. Completed work is well presented, so that it can be used as a future reference. Teachers mark books regularly, celebrate progress and effort, and often indicate what needs to be done to improve.

Curriculum and other activities

Grade: 1

The school cautiously evaluates its curriculum as good. It is outstanding. The curriculum develops pupils' basic skills well. In the Foundation Stage there are many opportunities for children to learn through role play, and simulation. Years 1 to 6 have expert teaching in numeracy, literacy, science and personal, social and health education that is developing pupils' learning and social skills well. The curriculum is interesting for pupils, and is delivered in a challenging way by all teachers. The school has identified its gifted and talented pupils and provides good extension work for them in lessons and in after-school clubs. Work for all groups of pupils is well matched to their needs. There is a very good range of extra-curricular sporting, cultural and aesthetic activities that are well attended and are greatly appreciated by pupils. These opportunities are a strong factor in helping the school to meet its stated aims dealing with personal development and learning beyond the National Curriculum. Parents take up the many opportunities to support pupils' learning. Their attendance at meetings to learn more about the school's work is high.

Care, guidance and support

Grade: 1

The school modestly judges this to be good. It is outstanding. Considerable care and attention is given where there are any concerns about pupils. The staff know the children very well and are wholeheartedly committed to ensuring their health and welfare. Relationships are excellent. Procedures for child protection are well established, up to date, and understood by all adults in the school. Supervision of the pupils during the school day is very good. Pupils report that they feel very safe in a secure environment for learning.

There are exemplary systems for tracking pupils' progress, and for creating very specific targets for development. This enables the school to provide individualised learning

programmes for every pupil who needs one. Any pupils who are at risk of underachieving are quickly identified and supported by a wide range of strategies to bring them back on track. This is consistent across the core subjects. Parents speak very highly about the care and support given by the school, as one wrote '..as a parent you can ask for no more'.

Leadership and management

Grade: 1

The school judges leadership and management to be good. Inspection finds both to be outstanding. The visionary and aspirational leadership of the headteacher sets a shining example for others to follow. Through delegation, support and relentless challenge, she has overcome most of the often intractable issues faced by a small school. The committed and very competent staff act in complete harmony as a well balanced team. This flexible and hard working group support the headteacher well in ensuring that the school operates very efficiently on a day to day basis. There is an obvious focus on ensuring that every pupil does as well as he or she can. The whole team demonstrates the school's crystal clear capacity to improve even further. The governing body is knowledgeable and acts as a perceptive and critical friend to the school.

Assessments of how well the pupils are achieving are carried out regularly and frequently across all subject areas, and to a common standard. They are always followed up with appropriate actions, which may set targets for individuals' learning, or which might develop the curriculum, or which seek to refine the planning of teaching.

The school seeks and properly considers the views of the parents, pupils, and others in its community. The issues raised at the last inspection have been turned into strengths of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

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| 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 | 2 | 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

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|--|---|----|
| 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 | 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

| | | |
|---|---|----|
| 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 | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| 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

Thank you for making me so welcome when I visited your school recently. I really enjoyed having my dinners with you, and seeing you all work so hard in your lessons. You helped me to find out all the things that your school does well.

Many of you said to me that you thought the teachers were very good, and that they helped you to learn a lot. I think they do as well. They are very proud of you.

I also think that you are excellent at learning. I saw you working together, helping each other, being very polite and friendly, and listening very carefully to what was being said both by your teachers and by each other. If you carry on doing these things, you will continue to do very well.

I think that Mrs Hastings-Trew is an excellent headteacher who takes very good care of you all. Along with all the other adults in the school, she is helping you to become really sensible and nice children.

I really enjoyed my visit to your school, and wish all of you good luck for the future.