



Langwathby C of E Primary School

Inspection Report

Unique Reference Number 112255
Local Authority Cumbria
Inspection number 289221
Inspection dates 23–24 January 2007
Reporting inspector Dave Byrne

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

Type of school	Primary	School address	Salkeld Road
School category	Voluntary controlled		Langwathby, Penrith
Age range of pupils	3–11		Cumbria, CA10 1ND
Gender of pupils	Mixed	Telephone number	01768 881295
Number on roll (school)	208	Fax number	0000
Appropriate authority	The governing body	Chair	Mrs Julia Watchman
		Headteacher	Mrs Lesley Birtwell
Date of previous school inspection	1 November 2001		

Age group 3–11	Inspection dates 23–24 January 2007	Inspection number 289221
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school serves a wide geographical area that includes fifteen villages and many isolated homes. The attainment of children when they start school is similar to that expected nationally for their age. The percentage of pupils who are eligible for free school meals is below the national average and the proportion with learning difficulties and/or disabilities is broadly average. Each year, some pupils from a first school nearby join Langwathby. The number doing so can vary each year from as few as two to as many as ten. The local authority Early Year's Kite Mark has been awarded to the school for its Foundation Stage provision and it has gained the Active Mark for physical education. There is a community development centre based at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Langwathby C of E Primary School is a good school with some outstanding features. The very successful community development centre and events such as the Arts Mart, which provides a platform for local artists, typify the school's excellent links with its community. Pupils are generally well cared for. Consequently, their personal development, including spiritual, moral, social and cultural development, is good. They enjoy school and have good attitudes to learning and, as result, attendance and punctuality are good. Pupils have a good understanding of the choices required to keep safe, fit and healthy. By the time they leave in Year 6, pupils are well prepared for the next stage of learning. Whilst behaviour is good overall and pupils are polite and respectful of others, a small but significant minority of parents have concerns about the behaviour of some boys, particularly at play and lunchtimes. The school is aware of this and is reviewing the way behaviour is managed.

Pupils in the Foundation Stage benefit from an excellent start to school life. They make very good progress in developing high levels of independence and good academic and personal skills for their age. The very good progress in the Foundation Stage continues in Key Stage 1. As a result of outstanding teaching and an excellent curriculum, standards in reading, writing and mathematics are well above average. In Key Stage 2, good teaching and an imaginative and creatively planned curriculum ensure that pupils learn well and reach above-average standards in English, mathematics and science. Given their average starting points, this represents good achievement across the school. Standards in art and design are exceptional, far exceeding what is normally found. Although there are some good examples of information communication technology (ICT) in school, the pupils' experience of using computers is relatively limited and not as good as it could be.

Teachers and teaching assistants are an excellent team and provide pupils with imaginative, exciting lessons that are relevant to real life. Some exceptional displays of pupils' work, especially in Key Stage 1, make classrooms exciting places in which to be and encourage learning. An excellent range of visits and visitors enhances pupils' learning. Teachers successfully develop the pupils' confidence to express themselves, for example, through art, drama and writing. Pupils develop a good understanding of the richness of our multicultural society.

Leadership and management are good, with excellent provided by governors. The headteacher has the respect of parents, staff and pupils. Together, they evaluate the school's strengths and weakness well and devise suitable strategies for improving it. The school has improved well since the last inspection and has a good capacity to continue to improve in future.

What the school should do to improve further

- Improve the management of behaviour of some boys in Key Stage 2.
- Extend opportunities for all pupils to develop their potential in ICT.

Achievement and standards

Grade: 2

Pupils achieve well and standards are above average. Pupils start school with average attainment; they make very good progress in the Foundation Stage and by the end of the Reception year, most pupils achieve, and many exceed, the learning goals for their age. Particular strengths are seen in pupils' ability to work independently and in their basic skills of early reading, writing and mathematics.

Results in the end of key stage tests have been improving steadily over the last few years. The targets for the end of Key Stage 2 have increased reflecting the school's determination to raise standards. The 2006 Key Stage 1 assessments showed that attainment was well above average in reading, writing and mathematics. In Key Stage 2, standards in 2006 improved noticeably in writing, which lifted the overall attainment in English to being above average, matching the good standards in mathematics and science. This represents good progress for these pupils given their starting point. The national assessment data suggests that in Key Stage 2 boys do not do as well as girls. Inspection evidence does not confirm this. Boys begin school at a lower starting point and in Key Stage 2 more boys have learning difficulties and/or disabilities. When these points are considered, boys achieve as well as girls. Pupils with learning difficulties and/or disabilities achieve well as a result of good support and effective management.

Personal development and well-being

Grade: 2

Personal development is good. Attendance is above average and pupils enjoy coming to school. This is unsurprising given the excellent range of extra-curricular activities, including frequent residential opportunities, which the school provides and which benefit pupils' education in so many ways. Pupils' spiritual, moral, social and cultural development is good. A wide range of activities, including a week's visit by an Afro-Caribbean dancer, has ensured that multicultural education has improved since the previous inspection and is now good. Pupils develop a good capacity for taking responsibility for their own learning and in the wider school community, for example, through the work of the school council. The vast majority of pupils behave well in lessons and around the school. There is, however, a tiny minority of mainly Year 5 and 6 boys, who can be mildly disruptive and aggressive to others, particularly in the crowded outdoor play areas. Pupils are thoughtful and well mannered. They think of others and make an excellent contribution to the life of the local community. Pupils are very generous in raising money for good causes, such as the Asian Earthquake appeal and Children in Need. Pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are very good overall and outstanding in the Foundation Stage and Key Stage 1. From the moment pupils start school in the Foundation Stage, they are guided to think and act with a minimum of adult direction so they become confident and independent learners. In Key Stage 1, subjects are extremely well planned so that they are dovetailed together. As a result, pupils enjoy learning and work hard. Whilst lessons are lively and exciting and develop pupils' creativity, there is rigour that makes sure that detail is attended to. For example, whilst writing about Flat Stanley pupils in Year 2 knew they needed to use punctuation, add powerful words and write in sentences. In Key Stage 2, lessons are brought alive with practical activities that motivate all pupils, including boys. Pupils' views and opinions are listened to and valued, and as elsewhere in the school, great efforts are made to make lessons relevant. Techniques such as using drama activities, accessing CDs and DVDs and increasingly using interactive whiteboards are adding spice and fun to lessons. There is insufficient use of computers to help extend pupils' learning. Across the school, teachers expect quality in pupils' recorded work, rather than quantity. Assessment is efficiently used to meet pupils' needs and to highlight those who may be underachieving. Good support by skilled teaching assistants makes sure that pupils with learning difficulties and/or disabilities do as well as they can.

Curriculum and other activities

Grade: 1

The curriculum is outstanding overall and particularly so in the Foundation Stage and Key Stage 1. Excellent links with the local community and further afield add excitement to learning. They make excellent contributions to the development of pupils' creativity through art and performance and in developing a good awareness of ecological and environmental matters. Learning in all subjects is underpinned by effective planning, and teachers use imaginative methods to make the curriculum interesting and exciting. The basic skills of speaking, reading, writing and mathematics are successfully developed by weaving together different subjects. National initiatives for literacy and numeracy have been evaluated and influence the curriculum, but are adapted to meet pupils' needs. Wherever possible, lessons are made relevant to pupils' lives; for example, in creating lively pieces of writing related to an educational visit to Maryport. There is impressive provision for English, mathematics, science and art and design.

Care, guidance and support

Grade: 2

The school's provision for the care, guidance and support of pupils is good.

Children generally feel safe in school though a minority say that there is some occasional bullying. All, however, are confident that they have an adult they can turn to if personal

help is needed. Risk assessments are carried out in line with legislation, as are the requirements to ensure the safeguarding of pupils. Governors monitor the site at regular intervals for health and safety hazards. Pupils receive good guidance about how to stay healthy through physical exercise and good diet, for example, by participating in a local 'you are what you eat' exhibition and through regular sport. Academic guidance is good. Through pupils' reflective diaries, pupil–teacher conferences and effective feedback within marking, pupils are aware of how well they are doing and what they need to do to improve in terms of their academic and personal development. Parents are encouraged to support their children in school and at home. The Friends of Langwathby School is a thriving organisation, which brings home and school together for the benefit of pupils. Good links exist with local secondary schools. Parents and pupils receive helpful guidance and support before moving on from Year 6.

Leadership and management

Grade: 2

Leadership and management are good and governance is excellent. The headteacher has the respect of staff, pupils and the vast majority of parents. She has a clear vision for the school's educational direction, which values equally academic and personal development. The skills of staff are respected and improved where possible. A strong staff team successfully manages all elements of the school from the Foundation Stage to Key Stage 2 and makes sure that all subjects are carefully monitored and reviewed. The school is accurate in its self-evaluation, although the recording of this is over-lengthy. School improvement planning is informed by effective systems for performance management. Where necessary, strategies to raise standards are rigorously applied, for example, in raising test results in writing. Learning resources are generally good but access to computers to support learning is limited, which reduces pupils' achievement in ICT. The governing body is relatively inexperienced but is very well informed and has a very good strategic view of the school. It very successfully combines its role of supporting staff and pupils, whilst also monitoring the school's performance. School finances are well managed to gain good value from the budget.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Langwathby C of E Primary School

Salkeld Road

Langwathby

Penrith

Cumbria

CA10 1ND

25 January 2007

Dear Pupils

We really enjoyed meeting you. You are accurate in your views that Langwathby is a good school. We feel that it gives all of you a good education and does well in preparing you for secondary school. Your teachers are very skilled and work hard to give you lively and very exciting lessons. All of you are doing well with your studies. Your reading, writing, mathematics and science are all of a good standard and better than most children nationally. Your expertise in art and design is amazing. Some of the paintings and models that you have created are outstanding and far better than we usually see in primary schools. There is one area of learning that we feel you could do better. That is in information communication technology. We have asked the school to find ways of giving you more opportunities to use computers to help you learn.

You all seem to like coming to school and in lessons you all get on very well together. You are usually polite, confident and friendly. You are quite rightly proud of your school and are clearly very mature in the way you respect and participate in the school council. We did, however, recognise that the behaviour of a few boys could be better. The school knows this and we have asked it to find ways of working together with you to improve it.

None of the good things in the school happens by accident. They are as a result of the skill of your headteacher, who is very caring but also strong. She is the team leader of your teachers and teaching assistants and makes sure that their hard work benefits you all.

We wish you continued happiness and hope that you all find something in school you like and develop interests that will serve you for the rest of your lives. Above all, we hope you continue to be thoughtful, helpful people who think of others.

Yours sincerely

David Byrne and Joe Clark

Inspectors