



# Shankhill C of E Primary School

Inspection Report

**Unique Reference Number** 112259  
**Local Authority** Cumbria  
**Inspection number** 289224  
**Inspection date** 21 September 2006  
**Reporting inspector** Geoffrey Cooper

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

<b>Type of school</b>	Primary	<b>School address</b>	Hethersgill
<b>School category</b>	Voluntary controlled		Carlisle, Cumbria
<b>Age range of pupils</b>	4-11		CA6 6JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01228 577264
<b>Number on roll (school)</b>	41	<b>Fax number</b>	01228 577264
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Catherine Lawson
		<b>Headteacher</b>	Mrs Diane Urwin
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 4-11	<b>Inspection date</b> 21 September 2006	<b>Inspection number</b> 289224
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Shankhill C of E Primary School serves a rural community. Pupils are taught in two classes: one for the Reception year alongside Years 1 and 2; the other for Years 3, 4, 5 and 6. National and local data highlight a stable community providing a degree of educational advantage for pupils. A broadly average proportion has learning difficulties and/or disabilities, while no pupil takes a free school meal or is learning English as a new language. The very small year groups make test results statistically unreliable when comparing one year with another. Almost all staff, both teaching and administrative, are new to the school in the past two years. Attainment on entry to Reception varies a great deal from year to year but overall it is broadly at a level expected for children this age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school enjoys the confidence of its pupils and has the overwhelming support of parents. As one parent wrote, 'The staff team always go the extra mile.' Inspection evidence supports the school's view that its effectiveness is good. Standards are above average and progress throughout the school is good. There is a gap between the higher attainment of girls compared with that of boys, which varies from one year to the next. Pupils' achievements in developing an understanding of themselves and others and in gaining social skills are outstanding. Along with their good academic progress in basic skills, this bodes well for their future economic well-being. Pupils do well in their work from the beginning of their time in school. They quickly develop the mature and confident attitudes characteristic of the school. Their enjoyment of school is further developed through good and lively teaching.

Pupils' views are sought and taken seriously, leading to changes, for example, in school meals and the development of school rules. Pupils learn high level skills to make a meaningful contribution to the school community. They relate well to one another and this is in part a reflection of the example set by the adults in the school, whose good quality relationships are quickly sensed by the pupils. Pupils' mature awareness of how to stay safe is a reflection of the school's rigorous arrangements for their care and safety. Governors are assiduous in their regular checks on health and safety. Careful risk assessments are made before activities take place. The space available outdoors to pupils allows for lively physical activity along with opportunities to grow vegetables for use in their school meals. For a school of this size, the initiative shown by pupils enables them to raise a remarkable amount of money where they see need. Pupils are aware of themselves and their own strengths but also sensitive to the strengths and needs of others. They appreciate cultures and traditions beyond their own through regular visits and visitors.

The school's very positive ethos stems from the headteacher's clarity of vision. This is fully shared with the adults working in the school. Staff stress the strength of their teamwork and this is clear in the good progress and high standards it brings about. The school is good at self-evaluation, resulting in a tightly focused school development plan with its comprehensive and accurate evaluations rightly focused on how to improve learning. This is further supported by a finely tuned and innovative staffing structure and an effective scheme for supporting the performance of all staff. Governance is satisfactory, though governors recognise that they rely too much upon the headteacher to ensure that their legal responsibilities are carried out. While overall standards have been maintained, improvements have been made since the previous inspection in provision for children in the Foundation Stage, accommodation, standards in science and in management structures and procedures. The school is well placed to make further improvement and provides good value for money.

### What the school should do to improve further

- Improve the standards achieved by boys.

- Increase the monitoring activity of the governing body, especially in their overview of legal requirements.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. From an average starting point on entry to Year 1, standards are above average by the time pupils are 7 and 11 year-olds. This has been the consistent case for test results in the past five years, with the exception of 2005 when there were even fewer pupils than usual in Year 6. These standards are confirmed in the work seen during inspection. Children also make good progress in the Reception year towards the targets expected for their age. Standards in science (traditionally less strong than literacy and numeracy across the school) have shown considerable improvement because the school has put a strong emphasis on the thinking skills expected in investigative and experimental science.

The school knows about the gap between the achievement of girls and that of boys. It has strategies in hand to overcome this disparity. One reason for it is that many boys are younger than the girls in their year group. Good arrangements ensure that pupils who find learning difficult make progress at a rate similar to other pupils. Achievement is not limited to pupils' work in English, mathematics and science, and this is evident in fine singing and the panache shown by young violinists.

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

### **Grade: 1**

Personal development and well-being are outstanding. Parents, governors and members of staff work together to bring this about. Their emphasis on personal development has paid dividends in bringing about pupils' positive attitudes, behaviour and maturity. Attendance is consistently above average, a measure of pupils' great enjoyment of lessons. An example of their enjoyment is the murmured and contented singing of one girl as she worked diligently at her task. Pupils' views are noted and this has resulted in changes to meals because of their awareness of healthy eating. Pupils also appreciate the high level of physical activity provided, including 'Wake Up, Shake Up' following each morning's assembly. Collective worship makes an important contribution to pupils' outstanding spiritual, moral, social and cultural development. Pupils derive benefit from determined efforts to break down rural isolation and opportunities to shape their own behaviour code. They eagerly accept opportunities to contribute to the community, including taking part in the appointment of new staff. The basic skills of literacy and numeracy are complemented by a strong willingness to be self-reliant and responsible.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, the result of a very strong focus in the school development plan on the ways in which pupils learn. This emphasis has supported the development of an eager attitude among learners. Pupils enjoy lessons because they are made interesting and relevant. The school is good at meeting the challenge of different year groups in the same class. Learners work intently. They are questioned intensively, making them concentrate and think. They discuss their work, sharing ideas and challenging each other. Teachers use these good strategies well. Work is well marked, acknowledging what has been done well, giving praise where appropriate and giving targets for future progress. However, the school has identified that pupils do not yet act sufficiently on this feedback and are taking steps to put this right. The style of teaching adopted and the strategies and techniques used by teachers are a strong element in maintaining good achievement.

### Curriculum and other activities

#### Grade: 2

The school provides a good and effective curriculum which is secure in its planning for the different ages and abilities in each class. Pupils benefit from robust direction in literacy and numeracy lessons. Science has improved because of a vigorous approach to investigative and experimental activities. The potential of activities across subjects is being exploited to make the best use of basic skills and to make learning meaningful. The school does all it can to raise awareness of the wider community, taking pupils on field study trips, including a residential visit. The three teachers do all they can with limited opportunity to make out-of-school activities possible. Judicious use is made of skilled parents and outside providers to enhance this element of the curriculum. Good arrangements make sure that pupils appreciate not only their own culture and heritage but that they learn about the culture and heritage of others in our diverse society.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school fully complies with current guidance on safeguarding pupils. Regular health and safety checks are carried out. All school activities are subject to risk assessments. Child protection procedures are rigorous with recent training undertaken. Staff know pupils and their families very well. Parents make the point that the school is adept at identifying individual needs, addressing them sensitively and effectively. The tracking of progress is rigorous in literacy, numeracy and science and is well used in monitoring how well individuals are doing and what their future targets should be. The school's own priority is to ensure that this also happens in other subjects.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Its qualities stem from the vision of the headteacher. She has established a clear sense of direction in which she is ably supported by all the adults working in the school. This has ensured that the school's tradition of good achievement has been maintained and that pupils have ample opportunity to develop their personal and social skills. To bring this about, rigorous and sometimes innovative management strategies have been put in place to ensure that the school is forward looking and developmental, setting and achieving challenging targets. Pupils are confident in the work of the school and the overwhelming view of parents is supportive. Governors are committed and gather a good range of evidence about the school's function. This equips them well for making the necessary decisions to keep it moving forward. However, they are less self-assured about their overview of statutory requirements and this is an area for their further development.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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**

Shankhill C of E Primary School

Hethersgill

Carlisle

Cumbria

CA6 6JA

21 September 2006

Dear Pupils

Thank you for helping with my recent visit to your school. I particularly enjoyed talking with you and seeing your work. You and your parents told me that yours is a good school and I agree.

The standards you achieve are better than those of most children of your age and it is good to see such an improvement in science recently. It is clear that you enjoy school and know how to stay safe and healthy. I was interested to know that you have taken part in appointing new staff. What a responsible and mature thing to do! It was good to attend assembly, listening to you sing and play and to celebrate your successes with you. All the adults in the school work hard and care a great deal about your progress and the way you are growing into sensible young people. You reward them by your learning and the pleasure you find in lessons. You, also, put a great deal into your work. Shankhill is a good place to work and to learn.

Boys don't do quite as well as girls in your school. Some of this is because boys are often younger than girls in the age group. Teachers will keep a close eye on the progress of boys. This is something you can help with as you continue to work hard. The governors of your school have a secure idea about how good it is. They are being asked to keep an even closer eye on how they look after the legal requirements that keep the school working hard.

I thoroughly enjoyed my visit to your school. Thank you. Keep eating the vegetables you grow in the garden!

Best wishes

Geoff Cooper

Lead inspector