

Ennerdale and Kinniside C of E Primary School

Inspection report

Unique Reference Number	112293
Local Authority	Cumbria
Inspection number	289239
Inspection date	10 May 2007
Reporting inspector	David Earley

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	47
Appropriate authority	The governing body
Chair	Mrs Roxine Beaumont-Sempill
Headteacher	Mrs Vivien Young
Date of previous school inspection	1 April 2002
School address	Ennerdale Bridge Near Cleator Cumbria CA23 3AR
Telephone number	01946 861402
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a much smaller than average primary school in a small village in rural Cumbria. Pupils come from a wide surrounding area including some local towns. Most pupils are from White British backgrounds and there are no pupils for whom English is an additional language. The proportion of pupils who are eligible for free school meals is very low and the proportion of pupils with learning difficulties and/or disabilities is below average. Children's standards on entry to the Foundation Stage (Reception) vary from year to year but are generally in line with expectations for their 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 is a good school with some outstanding features and which gives good value for money. The headteacher provides excellent leadership leading to a clear, shared vision for improvement and, in this small school, has developed a strong family atmosphere together with a determination to provide the best for each pupil. She is well supported by staff and governors in the promotion of good standards and achievement. From average starting points, children make good progress so that by the end of Reception, standards are above expectations. Good achievement and progress continue so that by the end of Years 2 and 6, standards are significantly above average.

Personal development, including spiritual, moral, social and cultural development, is outstanding. Behaviour and relationships are excellent and contribute significantly to pupils' good progress. A parent commented that strong, effective relationships form the heart of the school community. Attendance is good and pupils enjoy coming to school where they feel safe and well cared for. They have a very good awareness of how to lead healthy lifestyles and are very well prepared for their future economic well-being.

Teaching and learning are good. A strength in the teaching lies in the way work is appropriately challenging for pupils of different ages and abilities in the mixed age classes. Lessons are interesting and teachers and support staff work very well together, particularly in support of pupils with learning difficulties and/or disabilities. Pupils' work is marked regularly. However, the marking does not always provide all pupils with information on how they might improve, thereby missing opportunities to extend learning. The curriculum is good. It is enriched by lots of extra-curricular activities, visits and visitors so that pupils want to learn. Provision for personal and health education is very good and the curriculum is adjusted to provide for the wide range of ages and abilities in classes. Links with outside agencies are strong and this helps to extend the curriculum.

Care, guidance and support are good overall. Pastoral guidance is excellent. This is an extremely caring school with very close family ties. Each pupil is well known and highly valued so that they grow in confidence and self-esteem. Support for pupils with learning difficulties and/or disabilities is good so that they make good progress. Academic guidance is satisfactory. The school knows that it needs to improve its assessment and tracking of progress in order to give pupils clear targets for improvement.

Leadership and management are good. The headteacher has a very clear vision for raising standards and improving provision. This is shared by staff and governors who work well as a team to ensure high standards and personal development. Staff with management responsibilities fulfil their roles well and contribute positively to the school. Self-evaluation is good and the whole school community contributes to the effective school improvement plan.

What the school should do to improve further

- Track pupils' progress more rigorously and use the results of assessments to give pupils clear targets for improvement.
- Improve the consistency of marking so that pupils know what they need to do in order to improve.

Achievement and standards

Grade: 2

Achievement is good. Pupils, whatever their ability or background, make good progress. Good teaching and learning, as well as a rich curriculum, lead to significantly above average standards at the end of Year 6. All statistical data need to be treated with caution because of the small numbers in each year group. However, trends over time show that standards are improving.

In the Foundation Stage, children make good progress from the expected standards for their age on entry. The standards reached by most children are above expectations when they reach Year 1.

Pupils continue to make good progress in Key Stage 1. The results of the assessments in reading, writing and mathematics at the end of Year 2 in 2006 were significantly above average overall, as they have been for the last two years. The school's own data and inspection evidence both indicate that good achievement is being sustained. The school expects pupils in the current Year 2 to reach above average standards.

In Key Stage 2, the rate of progress is maintained and pupils achieve well. The results of the national tests at the end of Year 6 in 2006 were significantly above average in English, mathematics and science. School data and inspection evidence indicate that in the current Year 6 progress and achievement are good but standards are not expected to match those of the previous year because of the small numbers and range of ability in the cohort.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development, is outstanding. There is a very strong family ethos in the school, enhanced by the school's Christian values and the excellent adult role models. Behaviour is excellent. All pupils are highly respected and this helps them to approach their work confidently and to develop high self-esteem. Attendance is good and pupils love coming to school because work is interesting and relationships are excellent. They say that they feel very safe and well cared for. Pupils have a very good awareness of how to lead a healthy lifestyle, reflected in the Healthy Schools and Active Mark status.

In class and in assemblies, pupils share ideas on how the school might be improved and these are acted upon. They are very eager to accept responsibility. Older pupils look after those younger than themselves and play leaders are trained in organising playtime activities. Pupils are very well prepared for their future economic well-being. They develop good collaborative skills and have good basic skills in literacy and numeracy. Visitors and visits out of school give them a very good understanding of the world of work. The school lies at the hub of the local community, and pupils' contribution to this and the wider world is excellent. Pupils play an important role in the Ennerdale Show, work with the National Trust and National Park, and are consulted about how to develop the village playpark. They organise fundraising for charities and have links with schools overseas.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know the pupils very well and ensure that, in the mixed-age classes, work is well suited to different ages and abilities so that pupils make good progress. Pupils are eager to learn because lessons are lively and interesting. For example, when a teacher and older pupils took on the roles of a Roman Emperor and generals, their understanding of conquest was increased. Teachers and support staff work very closely together, particularly to enable pupils with learning difficulties and/or disabilities make good progress. Teachers make sure that pupils know what they are expected to learn and assess how well they have progressed at the end of lessons. Although there are some good examples of marking, which help pupils to know what they need to do in order to improve, this does not occur consistently. As a result, opportunities are missed to extend learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched by a wide range of visits, visitors and extra-curricular activities. It is enhanced by the effective use the school makes of the local area and practical activities in order to extend learning. This helps to challenge pupils so that they become fully engaged in their work. Personal, social and health education gives pupils a very good understanding of how to lead healthy lifestyles. There is a strong focus on the basic skills of literacy, numeracy and information and communication technology, and these are used well in other subjects so that pupils see a purpose in their learning. A strength in the curriculum is in the way it is adjusted to meet the needs of a wide range of ages and abilities, ensuring that all pupils make good progress. There are good links with outside agencies which help to extend the curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are good and enhance achievement and personal development. Pastoral care and support are excellent. This is a very caring school where pupils and their families are well known and where a very strong family atmosphere is promoted. All pupils feel very highly valued and they are very concerned to help and care for each other. Pupils are confident to approach adults should they have a problem, and parents are very positive about the care shown to their children. One parent commented that, 'This is a little gem of a school.' Child protection and risk assessment procedures are in place and the school follows government recommendations for safeguarding children. Provision for pupils with learning difficulties and/or disabilities is good so that they make good progress.

Academic support and guidance are satisfactory. Teachers usually have a sound understanding of pupils' progress because groups are very small and relationships are excellent. However, the school is aware of the need to improve assessment and tracking in order to obtain a more detailed view of their progress and to provide pupils with clearer targets for improvement.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides exemplary leadership. She shares her dedication and vision for improvement with staff and this is enhanced by the example she provides through her own teaching. There is a shared commitment by staff and governors to set challenging targets and to provide only the best for each pupil. This leads to a very caring, inclusive school and high levels of personal development and achievement.

The school's performance is carefully evaluated in order to make improvements and is closely linked to the school improvement plan to which pupils, parents, governors and teachers contribute. This led to improvements in the building and the recent acquisition of a nearby field to enhance sporting and environmental studies. Subject coordinators have a good understanding of their subjects and all staff work well together as part of a team. Governors are very supportive. They know the school well and play a full part in helping to shape its direction and to hold it to account for its performance.

Issues from the previous inspection have been successfully addressed and the budget is carefully managed in order to assist in raising standards and to improve provision. Strong leadership, a shared commitment to improve, and realistic evaluation of performance give the school good capacity to improve.

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Annex A

Inspection judgements

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

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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

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?	2
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.

Annex A

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	2
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

11 May 2007

Dear Children

Inspection of Ennerdale and Kinniside CofE Primary School, Cumbria,

CA23 3AR

Thank you very much for your warm welcome when I visited your school. You were very polite and courteous. It was good to learn how much you enjoy coming to school and to see you working hard. I was very impressed by the way you all get on so well together and help to care for each other. I was also impressed to find out how well you understand about how to lead a healthy lifestyle by eating sensibly and getting plenty of exercise. You told me that you feel safe and well cared for in school and adults are helpful if you have a problem.

Your attendance is good and teachers make lessons interesting for all the different age groups and abilities in your classes so that you achieve well. All the many visits, visitors to school and out-of-school clubs help to make learning exciting and the way you confidently take responsibility and help in school and in the community is excellent. You all know each other very well and the school is like a big family so you all feel important.

In order to make the school better, I have asked your teachers to check on your progress more carefully to make sure your learning targets are the right ones. In addition, when your work is marked, I have asked your teachers to give you more advice on how it can be improved.

Thank you again for your kindness and courtesy.

Yours sincerely

David Earley

Lead Inspector