



Warcop C of E Primary School

Inspection Report

Unique Reference Number 112372
Local Authority Cumbria
Inspection number 289264
Inspection date 30 November 2006
Reporting inspector Karen Ling

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

Type of school	Primary	School address	Warcop
School category	Voluntary aided		Appleby-in-Westmorland, Cumbria CA16 6NX
Age range of pupils	4-11	Telephone number	01768 341471
Gender of pupils	Mixed	Fax number	01768 341471
Number on roll (school)	45	Chair	Mrs Joyce Keetley
Appropriate authority	The governing body	Headteacher	Mrs Sally Linsley
Date of previous school inspection	1 November 2001		

Age group 4-11	Inspection date 30 November 2006	Inspection number 289264
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small rural school is situated four miles south of Appleby-in-Westmorland. Many of the children come from the village of Warcop while others come from the surrounding area. All of the pupils are of White British backgrounds. The proportion of pupils eligible for free school meals is well below average and there are very few pupils with learning difficulties and disabilities.

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 and improving school. It is a welcoming place where pupils work and play happily together. There has been significant change in staffing since the last inspection, including the appointment of a new headteacher in September 2005.

The school was reorganised into two classes in 2005 following a fall in the number of pupils. The main focus of the headteacher's work has been to tackle underachievement. Together with the governors and staff, she has made an effective start in bringing about improvement and in 2006, all pupils in Year 6 achieved or exceeded their challenging targets in English, mathematics and science. Parents speak extremely positively about the improvement that has taken place, the progress their children are making and their support for the school. One parent commented that, 'The school has blossomed under new leadership', and this comment was typical of many.

Teaching and learning are good across the school. Pupils' progress is tracked from year-to-year. Results of tests and assessments are used well by teachers to plan work which is suited to the needs of each pupil. However, the day-to-day marking of work does not always give clear enough guidance on how pupils can improve their work or help them to understand their mistakes.

Children start in Reception with levels of knowledge and understanding that are broadly average. The standards reached at Year 2 and Year 6 depend very much on the individual abilities of the small number of pupils in each year group. Until recently some pupils did not reach their potential, especially in writing. Now all pupils achieve well and make good progress.

Pupils enjoy coming to school. They adopt healthy lifestyles. Their attitude towards work is very good as is their behaviour and the manner in which they work with each other. Relationships among pupils and staff are positive and this contributes significantly to pupils' very good personal development. They are cared for well and this helps them to feel safe and secure. Safeguarding policies are in place to protect children and promote their well-being. Pupils are proud of their school. They are very enthusiastic about the 'Tranquillity Garden', which is a wonderful project.

The governing body is becoming more closely involved in the organisation and work of the school. Though plans are in place, governors have yet to become fully involved in holding the professionals to account for the performance of the school. Although the school has reduced its deficit budget significantly, this is not fully resolved. The leadership of the headteacher and the improvements in governance, together with recent evidence that achievement is rising, indicate that the school has good capacity to improve further.

What the school should do to improve further

- Ensure all staff consistently give clear guidance to pupils on how to improve their work and recognise their mistakes.
- Ensure the governing body holds the school to account for its performance.

- Ensure the plans for clearing the deficit budget are carried through robustly.

Achievement and standards

Grade: 2

Children enter Reception class with levels of skill and understanding similar to those of most children their age. Some have limited social skills and levels of immaturity when they start school but quickly reach expected levels.

Pupils achieve well. In recent years pupils have achieved in line with national expectations. A few pupils underachieved because they did not reach the higher standards of which they were capable. However, all pupils now make good progress. Before the 2006 assessments and tests at Year 2 and Year 6, pupils regularly missed the targets they were expected to reach in the core subjects of English, mathematics and science. In 2006, all pupils reached or exceeded their targets. Statistical comparisons with the standards reached by pupils in other schools are of little value, since each cohort taking the national tests is so small, typically seven pupils at each key stage. However, in 2006, pupils of a similar ability to those of previous cohorts reached much higher standards at Year 6 than they did in previous years. Pupils who find learning difficult make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including in their spiritual, moral, social and cultural development, is outstanding. They have a positive attitude and disposition towards learning. Their attendance and behaviour are good and this reflects their enjoyment of school. Once settled, children in Reception develop levels of independence as they select resources and complete tasks. Good relationships exist between pupils and adults and there is a high level of cooperation between pupils. They show respect as they support and help each other. Support for others is extended beyond their own community. For example, older pupils organised a coffee morning to raise funds for the Air Ambulance appeal as part of their citizenship studies. They enjoy a wealth of experiences which enhance their spiritual and cultural awareness. For example, through their work with the Sage Vocal Union and Artists in residence, pupils explore the feelings and ideas of others as well as their own. The school council takes its role seriously. Councillors confidently refer to the work of Antonio Gaudi and Andy Goldsworthy as they describe their ideas for the 'Tranquillity Garden' and joyfully reflect on the circus performance they gave to a large audience. Pupils know about and choose healthy lifestyles. They enjoy a variety of healthy meals at lunch time and take part in the many sporting activities now offered by the school. Pupils make full use of the new hall for regular energetic exercise during the week, enjoying the challenges made possible by the new gymnastic equipment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some outstanding aspects. Planning is detailed, builds on previous learning and generally matches individual needs accurately. In the best instances lessons are taught in a stimulating way. Teachers give pupils work that is closely aligned to their individual learning needs as well as giving more general tasks to the whole class. Clear targets are set for pupils. Just occasionally, lessons lack variety and work does not challenge the most able children.

In Reception, staff intervene at the right times by asking pertinent questions and making useful suggestions. They extend children's learning by taking opportunities to develop their knowledge, skills and understanding when children are playing. In Years 1 to 6 lessons are based on a detailed knowledge of pupils' individual capabilities and learning needs. Challenges set are achievable and sustain pupils' interest and engagement. Teachers are enthusiastic about learning and this enthusiasm rubs off on pupils. Staff have high expectations of what pupils can achieve. Lessons are made relevant and interesting through the use of information and communication technology (ICT) including interactive whiteboards, laptops and through internet access.

Curriculum and other activities

Grade: 2

The curriculum, which meets all statutory requirements, is of good quality. The school day has been reorganised to make better use of time and ensure better balance of subjects other than English, mathematics and science. The curriculum is enhanced by a very wide range of enrichment activities including, for example, a week devoted to art, a day devoted to the outdoor environment and a large number of visits outside the school. The school also benefits from the contributions of local artists, writers and musicians. The school provides opportunities for pupils to experience a wide range of competitive sports and to learn about the creative arts. There are good links with other local primary schools. Links with the local secondary school are strong and have provided the school with specialist coaching for pupils in sport and dance. As a result of this a number of pupils have been identified as showing talent in hockey, cricket and football. The strong links with the secondary school help smooth the transfer of Year 6 pupils to the next stage of their education.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The confidence and ease at which the younger pupils in the school have adapted to school life reflects how well they are cared for. Older pupils speak favourably about how much they enjoy being at school and all relate very well to adults who clearly value their contributions. The school draws on expertise from outside agencies, such as specialist coaching sessions, to support pupils,

and teaching assistants are deployed very effectively to give good support to groups of pupils and individuals. Staff know each pupil well and plan work to cater for his or her individual needs. Child protection and staff vetting procedures are in place and both staff and governors recognise the importance of checking that necessary safeguarding documentation and records are up to date. The progress of pupils is closely monitored and appropriate targets are set.

Leadership and management

Grade: 2

Leadership and management are good. When asked what it is that helps them to enjoy school so much one pupil quickly responded 'Our enthusiastic headteacher'.

The headteacher has a clear sense of how the school should develop. Staff along with the school governors, work extremely hard for the benefit of the pupils. The implementation of new policies and practices is leading to improvement. Recent refurbishments to the building have been well managed and have significantly improved the quality of the learning environment. The governing body is becoming more closely involved in the work of the school and has recently deployed governors to oversee each subject and class. It is as yet too early to see the benefits of this increased accountability. Considerable inroads have been made in resolving the budget deficit caused by fewer pupils and providing cover for absent staff. However, there is still a small deficit. At present the school provides satisfactory value for money.

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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	2
The attendance of learners	2
How well learners enjoy their education	1
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?	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.

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	3
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

Warcop CofE Primary School

Warcop

Appleby-in-Westmorland

Cumbria

CA16 6NX

30 November 2006

Dear Children

I would like to thank all of you for making me feel so welcome when I visited your school the other day. As you know I came to see how well you were doing and I am writing to you now to let you know what I found out about your school.

I decided that Warcop C of E Primary School is a good school. It is giving you a very good start in life. No wonder your parents are really happy for you to come here. I could see that you really enjoy coming to school and that you get on very well with your teachers and each other. You have a very good headteacher who is determined to make sure you have many wonderful experiences while you are with her at your school. Mrs Linsley, all of the staff and the governors have been working very hard to make your school as good as it is. You, too, have lots of good ideas about what you would like to do to make your school even better. I'm sure the 'Tranquillity Garden' will look fabulous when it is finished.

I was pleased to see how hard you work in lessons. Your teachers make sure they give you a strong foundation in reading, writing, mathematics and other important subjects. I was really pleased to hear how much more PE and sport you are able to do now. It is so important to keep fit and healthy.

I found only a few areas where the school can improve. I thought that it was important that all of your teachers give you more guidance on how to improve your work further. They can do this by talking with you but also by writing helpful comments beside your work. So watch out for more suggestions in your books. I have also asked the governors to make sure the school continues to do well.

Keep up all your good work and make every effort to do your best for yourself and for your school.

Yours sincerely

Karen Ling

Lead inspector