

Crosby-on-Eden CofE School

Inspection report

Unique Reference Number	112425
Local Authority	Cumbria
Inspection number	289283
Inspection date	14 March 2007
Reporting inspector	Jennie Platt

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	93
Appropriate authority	The governing body
Chair	Dr Mike Briggs
Headteacher	Mrs Sara Varian
Date of previous school inspection	1 March 2001
School address	Crosby-on-Eden Carlisle Cumbria CA6 4QN
Telephone number	01228 573632
Fax number	01228 573041

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 small school and pupils are taught in four classes. The area the school serves is more socially and economically advantaged than the national picture. Very few pupils receive a free school meal. No pupils are from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is below average. Several pupils transfer to the school at different times of the year. The school was damaged by severe flooding in January 2005 and refurbishment since then has been on-going. The headteacher was appointed in April 2006.

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. It is a welcoming and cheerful place in which to learn and play. Pupils' personal development is excellent. Their enthusiasm is outstanding and they thoroughly enjoy school. This is evident in their positive approach to all they do and eagerness to play a full part in all the school offers. Many participate in sporting activities and show an obvious desire to stay fit and healthy. Pupils have an excellent understanding of their role in the school and wider community. The play leaders are especially efficient at helping the younger ones to play happily. Parents hold the school in high esteem and appreciate all the staff do for their children. One parent summed this up as, 'a school that teaches children a sense of community, looking after others and respect for other children and people.'

Teaching is good and teachers make lessons exciting, often involving a variety of strategies that sustain pupils' interest. Achievement is good and pupils reach above average standards. Provision in the Foundation Stage is satisfactory. Children make sound progress with many reaching the level expected for their age and often exceeding it in aspects of personal development and numeracy. The Reception classroom is very small and results in adults leading tasks too much. Occasionally, work is not sufficiently challenging and a few children could make more progress. Teachers' assessments at the end of Year 2 show above average standards in reading, writing and mathematics. Good progress continues throughout Key Stage 2 so that standards in English, mathematics and science are well above average by the time pupils leave school in Year 6. Standards in writing are not as high as those in reading because the more able pupils are not all making enough progress. Pupils with learning difficulties and/or disabilities make good progress. These high standards combined with pupils' growing maturity prepare pupils exceptionally well for the future.

The good curriculum is carefully designed to match the needs of the pupils in the mixed age classes. It is embellished by outstanding provision for clubs, visits and visitors. These all add to the learning and the excitement of every day. Care for the pupils is good and helps to promote high standards. Great attention is given to pupils' welfare and pupils feel safe because staff are at hand if they need help.

What the school should do to improve further

- Improve achievement in writing for the more able pupils in Key Stage 2.
- Make sure that the curriculum and tasks planned for children in the Foundation Stage are sufficiently challenging and matched to their age and ability.
- Make more use of the information raised by self-evaluation when setting priorities in the school's plans for improvement.

Achievement and standards

Grade: 2

Achievement is good. From an above average starting point children in the Foundation Stage make satisfactory progress. The vast majority reach the standards expected for their age; in personal development and some aspects of mathematics many exceed this level. However, tasks are not always sufficiently challenging in other areas of learning.

Good progress in Key Stage 1 leads to above average standards. Teachers' assessments at the end of Year 2 show standards have been above average for several years. Reading and mathematics are the strongest subjects and a high proportion of pupils reach above average standards. Results of national tests at the end of Key Stage 2 show high standards are sustained. Although results were above average in 2006, they were not as high as those in previous years because of the number of pupils who joined the school during Years 3 to 6. With only seven pupils in the cohort, this distorts the overall picture on standards and achievement. However, school data show individual progress is good. Challenging teaching leads to an accelerated rate of learning for the more able pupils except in writing when these pupils do not achieve as well as they might. The school often exceeds the challenging targets set.

Pupils with learning difficulties and/or disabilities make good progress. Girls and boys do equally well.

Personal development and well-being

Grade: 1

Personal development is excellent and this contributes not only to the high standards but also to the friendly ethos that pervades the school. Visitors soon recognise this by the warm welcome they receive from all involved in the school. Pupils are well-behaved, polite and extremely friendly. Attendance is above average because the pupils love coming to school. They show their enjoyment by their participation in all that is on offer. Pupils have a thorough understanding about keeping safe because they listen carefully to the advice they are given. This is a close-knit community and pupils play a full part in the daily running of the school by readily accepting responsibilities. Older pupils provide friendship and support for the younger children and this ensures break times are enjoyable occasions. Many school and community events flourish because of the pupils' desire to become involved and take responsibility for them.

Spiritual, moral, social and cultural development is outstanding. Spirituality is experienced in collective acts of worship and in pupils' appreciation of the environment and how they can protect it. Pupils have strong opinions about what is right and wrong and have confidence to express their ideas. Visiting artists teach pupils about other cultures and this knowledge is increased by visits to churches, a mosque and synagogue.

Quality of provision

Teaching and learning

Grade: 2

Teachers are enthusiastic and this inspires pupils to do well and they show a real interest in their lessons. Many lessons include a variety of approaches which enable pupils to sustain concentration. Teaching assistants play a full part in lessons and those who work with individual pupils offer well-informed and sensitive guidance. Science and mathematics are taught well and pupils enjoy the practical aspects of these subjects. Teachers organise daily reading sessions effectively so pupils have time to enjoy a good book as well as complete tasks to develop their comprehension skills. Teachers' expectations are high except in writing where more able pupils are not always sufficiently challenged. Some grammar tasks are completed by pupils without a clear understanding of how to use the new skills to improve their writing. In the Foundation Stage, a variety of activities ensures children enjoy learning. However, work is not always matched correctly to children's ability to enable them all to learn effectively. Throughout the

school, lessons are managed well and run smoothly. Marking is good and pupils appreciate the comments that tell them how to improve.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned. A rolling programme of topics ensures pupils do not repeat or omit any aspects of the National Curriculum. Literacy, numeracy and information communication and technology skills are effectively promoted in other subjects and this successfully extends pupils' skills. The achievement of an Active Mark shows a strong emphasis on physical education and contributes well to keeping pupils healthy. The school makes good use of expertise from local schools and external agencies to broaden the pupils' experiences. Personal development is promoted effectively. Friday afternoons are a highlight of the week when pupils are rewarded with opportunities to select their own activities. Pupils with learning difficulties benefit from adult support that enables them to play a full part in school. The Foundation Stage curriculum is satisfactory but severely restricted by space both inside and outside. This leads to limited opportunity for physical development, role play and independent learning. Staff and pupils are eagerly awaiting the completion of their new classroom. For a small school the wealth and variety of extra-curricular activities are outstanding. Visits and visitors add purpose to learning and make school an exciting place to be.

Care, guidance and support

Grade: 2

This is a very caring school and all staff are highly committed to the welfare of their pupils. Pupils succeed because they feel well cared for in school. Procedures for child protection and for ensuring that the school is a safe place to learn are very thorough. The benefits of a small school are very apparent because all staff know the pupils exceptionally well. As a result, pupils flourish and grow in self-esteem.

Procedures to monitor pupils' academic progress are good. They have improved with the introduction of termly assessments in numeracy and literacy which means the school can spot underachievement earlier. The recording and response to assessment are more variable with some very good practice seen in the Year 3/4 class. In the Foundation Stage and in writing, assessment is not being used effectively when planning pupils' work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is a good leader and has a real enthusiasm for the school. She shares this successfully with staff and it is to her credit that every member of staff now organises an extra-curricular activity. This has developed a strong and friendly team all working together to sustain high standards and make learning enjoyable. As a result, improvement since the last inspection is good

The headteacher carries a heavy load of responsibilities combined with a large teaching commitment. She is developing the management skills of other staff so that more monitoring can be delegated. All played a part in the self-evaluation process which resulted in an accurate picture of strength and areas to develop in the school. As yet, the link between the findings of the self-evaluation and the priorities in the school development plan is not well established.

For example, the school's evaluation accurately points to the need for improving assessment in the Foundation Stage and yet this action is missing from the school's priorities. Governance is good. Governors are knowledgeable about what is happening in school and rightly proud about the school's good reputation in the locality.

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	3
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	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

Annex B

Text from letter to pupils explaining the findings of the inspection

Crosby-on-Eden CofE School

Crosby-on-Eden

Carlisle

Cumbria

CA6 4QN

14 March 2007

Dear Pupils,

Thank you for making my short visit to your school so pleasant. Your parents are correct that yours is a good school. You contribute to this by your hard work and eagerness to please your teachers. I am pleased you enjoy school and many of you could not tell me any thing you would like to improve. You clearly understand the importance of keeping healthy and I enjoyed watching your energetic games at break times. I was pleased to see how friendly you are towards each other and also help others. I hope your Comic Relief activities raised a lot of money.

I know that your teachers and governors are very keen to keep your school improving. I think some of you could do better in writing and you can help by trying to make your stories more interesting and by writing more neatly. The children in the Reception class enjoy school but do not have a lot of space to play imaginatively or become independent. I know they are looking forward to moving to their new classroom where there will be more space to move about.

You are lucky to attend school in such a lovely area and to have so many exciting activities organised for you. I wish you every happiness for the future and am sure you will have many wonderful memories of your time at school.

Yours sincerely

Mrs J E Platt (Lead Inspector)