



Cawthorne's Endowed School

Inspection Report

Unique Reference Number 119540
Local Authority Lancashire
Inspection number 291453
Inspection date 22 February 2007
Reporting inspector John Heap

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

Type of school	Primary	School address	Abbeystead
School category	Voluntary aided		Lancaster, Lancashire
Age range of pupils	4-11		LA2 9BQ
Gender of pupils	Mixed	Telephone number	01524 791565
Number on roll (school)	31	Fax number	01524 791565
Appropriate authority	The governing body	Chair	Mrs Monica Lee
		Headteacher	Mrs Fiona Ip
Date of previous school inspection	1 November 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small school that serves a rural area with few signs of social and economic disadvantage. Children enter the school with broadly typical attainment for their age. Most pupils are from White British backgrounds and a very small number from mixed race heritages. The proportion of pupils with learning difficulties and disabilities is broadly average. The school has Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school rightly judges itself to be good with some outstanding features. It gives good value for money. Children get a good start in the Foundation Stage (Reception) and they make good progress, particularly in personal, social and emotional development. From this strong base, pupils' personal and academic skills flourish well because of the good curriculum and excellent care that is provided for them. The curriculum is packed with really good opportunities for pupils to develop spiritually, morally, socially and culturally. As a result, they thoroughly enjoy school and contribute significantly to the supportive ethos that stands out. For example, older pupils take responsibility for the younger ones. Very good links with external providers play a major role in broadening the opportunities for pupils to engage in sport and enabling them to understand some of the dangers in everyday life. This means that pupils totally recognise the advantages of leading healthy and safe lifestyles.

By the time pupils enter Year 1 they have reached, and often exceeded, the goals expected for their age. Standards in Years 2 and 6 are above average and pupils' achievement is good, including those with learning difficulties and disabilities and those from minority ethnic backgrounds. This is because teaching is good and pupils learn well. Teachers and classroom assistants work hard and successfully to make learning fun and the effective use of technology is helping this to happen. Staff manage pupils well and there are few interruptions. A significant feature in the teaching, particularly for more able pupils, is the effective grouping of pupils according to their prior attainment. This means that pupils of similar ability work together, regardless of their age. This is very challenging for younger pupils who have potential to attain above average standards.

Standards in writing, although above average, are a little lower than those in reading and mathematics. This is because pupils do not have enough opportunities to practise writing in other subjects and marking does not give them clear enough guidance about how they can improve. Mathematics and reading had been the school's main focus for improvement in the summer and autumn of 2006. Standards in these subjects have risen and the next focus is on writing more in other subjects and writing longer pieces. Pupils make good progress in information and communication technology (ICT) and art. Good attitudes to work and school and strong academic progress mean that pupils are well prepared for future schooling and later life.

Effective leadership and management are the spur for the school's many strengths. The headteacher, staff and governors form a coherent team that puts pupils' interests first and, as a result, all pupils benefit equally from what the school offers. The team has worked together well to foster a strong and supportive learning ethos that is supported by parents and pupils.

What the school should do to improve further

- Provide pupils with more opportunities to use and develop their writing skills in their work in other subjects.

- Improve the marking of writing so that pupils are clear about how well they are doing and what they need to do to raise their level of attainment.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage. By the time they enter Year 1 they meet, and often exceed, the expected goals for their age.

Standards at the end of Year 2 are above average in reading, writing and mathematics. Standards are above average in Year 6 and this has been the consistent picture over time. Achievement is good. In 2006, pupils performed well and reached the challenging targets set by the school. Pupils' books show that in the basic skills of writing, standards are not as high as those in reading and mathematics. There is not enough writing done in other subjects. Higher attaining pupils benefit from the good teaching arrangements that group pupils of similar ability together, regardless of their age. ICT skills are above average. Progress in art and design is particularly strong and pupils are challenged in a range of mediums, including photography. There is no significant difference in the attainment of boys and girls. Pupils from minority ethnic heritages make similar progress to their peers. Pupils with learning difficulties and disabilities make good progress because of the effective care and support they receive from teachers and support assistants.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral and social and cultural development is outstanding because of the good curriculum and the exemplary care given to pupils. Excellent moral and social development means there is no evidence of racism or bullying and behaviour is exemplary. Very good attitudes to learning and school and above average attendance are clear evidence of high levels of enjoyment. Add to this the good basic academic skills they develop and the result is that they are well prepared for future schooling and life. Excellent spiritual development is promoted in very thoughtful and thought-provoking assemblies. Cultural development is good, and pupils have a particularly good knowledge and understanding of local traditions and a growing understanding of the diversity of British society.

Starting in the Foundation Stage, children quickly grow in confidence, independence and develop caring attitudes. As a result, they exceed the learning goals for their age in personal, social and emotional development. Pupils know it is important to maintain healthy and safe lifestyles. They contribute superbly to their community in numerous ways, such as older pupils helping the youngsters at break time and through the work of the School Council.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning are the key reasons for pupils progressing well and the consistently above average standards at the end of Year 6. Typical features of the good practice are: the effective grouping of pupils with similar ability that leads to high expectations and pupils being motivated to learn; excellent classroom management that means pupils' learning is very rarely interrupted and they can make an individual contribution; good support by teaching assistants that promotes good progress for pupils with learning difficulties; effective use of interactive whiteboards that quickens the pace of lessons, captures pupils' interest and extends their learning.

Through effective links with outside providers, the teaching and learning in art and music are rich and challenging. The school also makes really good use of the local environment to provide subjects for pupils to paint, draw and photograph. Marking satisfactorily shows pupils how well they have achieved. It is least effective in helping pupils to understand how to improve their work, particularly in writing.

Curriculum and other activities

Grade: 2

The good curriculum supports pupils' academic and personal development well. Learning is stimulated by well-planned activities and enriched by a good range of out-of-school activities, visits and visitors. Reading, mathematics and ICT skills are used well in other subjects to research, record and investigate. Writing skills are not used widely enough and is part of the reason why standards in writing are not as good as those in reading. Very strong links with external providers give the curriculum greater breadth and relevance. Pupils and parents appreciate the work done by artists and sports coaches, for instance, and the supportive links with the local secondary school in the teaching of French. Moreover, the school has a skilled and enthusiastic approach to the creative elements of the curriculum, such as art and music. The quality of artwork on display and the great interest of the pupils reflect the school's commitment to these important subjects.

Care, guidance and support

Grade: 2

Care is excellent and support and guidance are good. Pupils say that they feel safe and secure in school and know who to turn to with any worries or concerns. Procedures for safeguarding pupils, child protection and monitoring welfare form an important part of the very caring ethos, safe environment and good relationships throughout the school. Pupils with additional learning needs benefit from the skilled work of staff and effective links with outside agencies. As a result, all pupils are fully included in all that the school has to offer and they achieve well. The support and guidance pupils receive for their academic development are improving, but there is still some way to

go to ensure that individual learning goals are used fully, consistently and effectively, particularly in writing.

Leadership and management

Grade: 2

The headteacher leads and manages well and is particularly successful in motivating, guiding and enthusing staff. Under her effective leadership, the school has maintained the consistency of academic achievement and personal development. Moreover, there have been good improvements in the way that assessment information is used to stretch and challenge pupils; for example, in the effective grouping of pupils and in the good teaching and learning of art and French. Consequently, the school has a good capacity for further improvement. Improvement planning is rightly focussed on raising standards and actions are identified well and followed through, as in mathematics and reading. School self-evaluation is accurate because it is based on regular and increasingly rigorous checks on the work of the school. Effective quality assurance procedures include the monitoring of teaching and learning through watching lessons and the scrutiny of pupils' work. Nevertheless, lesson observations focus too much on teachers' performance and not enough on what pupils are learning. There is also a strong commitment to gathering the views of all partners, including the pupils. Governance is effective with a mix of good support and adequate challenge. Although a greater emphasis on formal evaluation is needed because, currently, governors are too reliant on the headteacher for the information they need. Financial management is prudent and there is good support from the community when it is necessary.

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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	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	2
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	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

Cawthorne's Endowed School

Abbeystead

Lancaster

Lancashire

LA2 9BQ

22 February 2007

Dear children

It was really enjoyable visiting your good school this week. I am very grateful for the welcoming hospitality, courtesy and help you provided. Please give my special thanks to the children and adults who talked with me.

What I particularly liked about your school

- The way good teaching promotes above average standards and the good progress you make.
- Your excellent behaviour, good attitudes to school and attendance and the very strong relationships you develop.
- The way the curriculum contributes fully to your excellent spiritual, moral, social and cultural development.
- The good leadership and management provided by your headteacher, staff and governors.
- The very good links with the secondary school and other external providers that give you the chance to do well in French and a range of other activities, such as sport.
- Your contribution to school life and the way you fulfil the responsibilities that make your school such a caring place to live and work.

I have asked the teachers to help you do even better in writing by giving you more opportunities to use and develop your skills in other subjects. You can all be a great help by using your writing skills whatever the lesson, or the subject. I have also asked your teachers to mark your work more fully and make very clear how well you are meeting your goals and what you need to do to reach the next level of learning. I feel certain that you will want to do all you can to follow the advice given and meet all of your learning goals.

I wish you well and good luck for the future.

Yours sincerely

John Heap

Lead inspector