

# Tebay Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	112186
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	310804
<b>Inspection dates</b>	21–22 April 2008
<b>Reporting inspector</b>	David Earley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	73
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phil Dew
<b>Headteacher</b>	Mr Tim Coleman
<b>Date of previous school inspection</b>	1 May 2005
<b>School address</b>	Tebay Penrith Cumbria CA10 3XB
<b>Telephone number</b>	01539 624239
<b>Fax number</b>	01539 624239

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average school in rural Cumbria. It serves an area with varying levels of social deprivation. The proportion of pupils who are eligible for free school meals is below average. Most pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has achieved the Activemark Award, Healthy Schools Award and Eco School Bronze Award.

## 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. It has some outstanding features. Clear and caring leadership by the headteacher and a strong commitment to provide the best for each pupil, shared by staff and governors, are significant factors in pupils' good achievement and excellent personal development.

Pupils achieve well. They make good progress in Key Stages 1 and 2 and, by the end of Year 6, standards are broadly average except in writing, where they are below average. Tests at the end of last year show that attainment of Year 6 pupils was slightly lower than average but this was because a high proportion of lower attaining pupils joined this group from other schools during the final year. Despite this dip in standards, there is clear evidence to support the view that pupils made good progress.

Pupils' spiritual, moral, social and cultural development and their sense of well-being are outstanding. Pupils develop an excellent understanding of how to lead healthy lifestyles and enjoy life. They feel very safe and well looked after, and attendance is above average. Pupils make an excellent contribution to the local and wider communities. They show high confidence and self-esteem, and are very eager to take the initiative in helping with the smooth running of the school. Most pupils behave well and are well prepared for moving on to secondary education.

Teaching and learning are good. Most lessons are interesting and conducted at a brisk pace so that pupils are encouraged to work hard. Teachers ensure that pupils understand what they have learned and what they need to do to improve their work. This is a great help to pupils. Relationships are very good and pupils are confident to talk to teachers and each other about their work. Tasks are well suited to challenge pupils of different abilities and backgrounds.

The curriculum is good. Excellent enrichment activities help to make learning stimulating and to widen horizons and deepen pupils' understanding of life beyond the classroom. The school makes good use of outside agencies to extend the curriculum. Where the curriculum is weaker is in that it provides insufficient opportunities in all subjects for pupils to work together and develop their problem-solving skills.

Care, guidance and support are good. This is a very caring school and there are good links between home and school. Assessment of individual progress is good. It has been strengthened by a recently introduced system of checks which help give teachers the information they need to help pupils improve their work. The school does everything it can to ensure pupils are well safeguarded.

Leadership and management are good. There is a clear, shared vision for improvement, and staff and governors work well as a team. There is scope, however, for curriculum leaders to play a bigger part in monitoring teaching and learning in order to make improvements. Governors play a significant role in supporting the school and holding it to account for its performance.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. Children start Nursery with skills generally below those typical for their age and make good progress. By the time they enter Year 1, most children reach the goals set for their learning and some exceed them. This is because teaching is good

and the curriculum is stimulating. In the near future, the curriculum is to be further extended by the development of enhanced outdoor provision. Teachers understand children's needs very well and check their progress carefully so that tasks are well suited to their needs. Relationships are excellent and there are close links with families so that children settle in very quickly and are eager to learn. There is a good balance of teacher-directed and child-initiated activities. This encourages children to grow in confidence and independence. The Foundation Stage is well led and managed, and teachers and teaching assistants work well as a team. Good links between the Reception class and Year 1 ensure continuity and consistency in learning.

### **What the school should do to improve further**

- Raise standards in writing in Key Stage 2.
- Improve pupils' key skills such as problem-solving and working with others.
- Provide more opportunities for subject leaders to gain a clearer picture on how to further improve teaching and learning.

### **Achievement and standards**

#### **Grade: 2**

Achievement for all pupils, whatever their background or ability, is good. Standards are average. In the national tests in 2007, standards in reading, writing and mathematics at the end of Year 2 were average. Currently, pupils are making good progress in Year 2 and are confidently expected to reach average standards. Standards in Year 6 in national tests in 2007 were average in mathematics and science and below average in English. This year group did not meet expected targets, largely because a third of the pupils joined the school during the final year and most of these were lower attainers. This led to a dip in standards, even though progress remained good. Pupils in the current Year 6 are making good progress in English, mathematics and science and are on track to reach average standards. Although progress in writing in Year 6 is satisfactory, attainment is likely to remain below average. The school is using strategies to address this but there has not been time for them to make a significant impact on standards.

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

#### **Grade: 1**

Personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils develop an excellent understanding of how to lead healthy lifestyles. They say that they enjoy coming to school, and feel safe and well cared for. Attendance is above average and behaviour is generally good. Pupils are keen to accept responsibility and they make an excellent contribution to local and wider communities. Older pupils regularly visit meetings of Age Concern and write for the parish magazine. The school council has a real voice in the life of the school. Pupils are involved in the consideration of local issues, such as wind farming and recycling, and helped to win a competition to enhance outdoor play provision for the community. The many enrichment activities and links with local churches contribute extremely well to their spiritual development. Because the school encourages high aspirations and there is a strong focus on literacy and numeracy, pupils are well prepared for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is consistently good. Most pupils are confident and committed learners because teachers make their work interesting. Teachers make good use of assessment to provide work which is well suited to different ability groups. Lessons are usually lively and stimulating so that pupils want to learn. For example, younger children enjoyed making gingerbread men and checking the time they needed to be baked. Pupils are becoming increasingly familiar with their targets for improvement and this gives them a clearer understanding of what is expected of them. Teaching assistants play an important role in lessons, particularly in support of pupils with learning difficulties and/or disabilities to ensure that they progress at the same rate as their peers. Relationships are very good and pupils are confident to discuss challenging questions in order to extend learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. The school is aware of the need to extend the curriculum by providing opportunities for pupils to make more use of their problem-solving skills and their ability to work with one another. There is an outstanding range of enrichment activities and this is a significant factor in the good progress made by most pupils. Pupils have opportunities to learn French or Spanish. Links with other schools, visiting artists, dancers, theatre groups and musicians help to widen horizons and deepen understanding. There are very good links with outside agencies and local schools. There are many visits out of school and good opportunities to use the local environment to increase skills in subjects such as science, history and geography. There is a wide range of popular after-school activities.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. A very caring atmosphere underlines the school's vision of 'Care and respect for all'. All pupils and their families are very well known to staff and many parents are involved in the work of the school. This helps to create a strong family ethos. Parents speak highly of the care shown by the school. The high level of support for all pupils, including those with learning difficulties and/or disabilities, contributes significantly to their achievement, personal development and well-being. This is enhanced by excellent links with outside agencies. Good attention is paid to child protection and risk assessment, and the school carefully follows government recommendations for safeguarding children. There are comprehensive systems for assessment and the recently implemented system for tracking progress is helping to give staff an increasingly clear view of what pupils need to do in order to improve.

## Leadership and management

#### Grade: 2

Leadership and management are good. The headteacher provides strong leadership and shares his clear vision for improvement with staff and governors with the result that there is a shared

drive to improve. Staff work closely to ensure that all pupils are included in what the school has to offer and to set challenging targets for improvement. Self-evaluation is thorough and provides a firm foundation for a clear development plan focused on raising standards and improving provision. Subject leaders have insufficient opportunities to regularly monitor teaching and learning in order to help to improve the quality of teaching even further. Most parents are supportive of the school. One parent, speaking for many, commented that, 'This is a very friendly and caring school.' Governance is good. Governors know the school very well and they are ideally placed to provide strong support and to act as critical friends. There has been good progress since the previous inspection. Good leadership, realistic self-evaluation and a shared commitment to improve give the school good capacity to improve further.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

23 April 2008

Dear Pupils

Inspection of Tebay Community Primary School, Cumbria, CA10 3XB

Thank you for making me so welcome when I came to visit you. Your school is good and some parts are outstanding. You tell me that you enjoy coming to school because there are lots of interesting things going on and because everyone is so friendly and helpful. I was very impressed when you told me how you know about keeping fit and eating healthily, and about how the school council helps to improve the school. You know a lot about recycling and about helping to look after the environment. It is good to hear that you also have a say in things that are important to the people of Tebay, like the 'People's Millions' competition and wind farming.

These are some of the things your school does well.

- The way in which you help others in school and help to raise funds for charities is excellent.
- You work hard and do well in your learning.
- The school takes good care of you and keeps a good check on how well you are doing.
- Teachers make lessons interesting so that you want to learn.

These are some of the things I have suggested to help your school get even better.

- Teachers will help the older pupils to improve their writing.
- Teachers are going to visit classrooms more frequently to help to improve lessons even further.
- You are going to learn how to work together and solve problems in the different subjects.

Thank you once again for your kind welcome and I hope you enjoy using the new outdoor equipment when it is in place.

Yours sincerely

David Earley

Lead inspector