

# Yanwath Primary School

## Inspection report

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<b>Unique Reference Number</b>	112185
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	325550
<b>Inspection dates</b>	29–30 June 2009
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	100
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoff Oxland
<b>Headteacher</b>	Mrs June Venus
<b>Date of previous school inspection</b>	1 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Yanwath Penrith Cumbria CA10 2LA
<b>Telephone number</b>	01768 242153
<b>Fax number</b>	0

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a smaller than average primary school, serving local villages and the nearby town of Penrith. The school is in an area of relative social and economic advantage and the proportion of pupils eligible for free school meals is below average. The vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is well above average. The school hosts an after-school club and has Healthy and Active Schools, Artsmark and Eco awards. The Early Years Foundation Stage is delivered through a separate Reception class, with other pupils in mixed-age classes. The school has a pre-school Nursery on site, run by a private provider, which was inspected separately by Ofsted.

## 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. There are some outstanding features. It has improved rapidly from a dip in standards in 2007. Parents are almost unanimous in their support for the school, especially in its promotion of their children's outstanding personal development. One typically commented that they 'loved the new ways that the children get to voice their opinions and to have an input on topics and activities'.

Children enter the Early Years Foundation Stage with knowledge, understanding and skills that are slightly below those typical for their age, especially in their use of language and number. They make good progress and pupils enter Key Stage 1 with broadly average abilities, although still slightly below in writing and calculating. Progress is satisfactory in Key Stage 1 but good and sometimes very good in Key Stage 2. The new teaching approaches brought in two years ago by the incoming headteacher have boosted standards in English. By the time pupils leave Key Stage 2 they reach above average standards in English, mathematics and science. Many pupils reach the higher level in mathematics and science. Pupils with learning difficulties and/or disabilities make good progress, helped by the very good levels of care and support they receive.

The personal development of pupils is outstanding, supported by the excellent curriculum and care, guidance and support they receive. The school has created an environment in which pupils' views are highly valued and sought after in its improvement drive. Pupils take on a wide range of responsibilities within the school. They benefit enormously from the 'challenge units' that combine subjects to make interesting projects that are highly relevant to pupils' interests. Pupils regularly assess their own work and set their own targets. The excellent academic guidance has contributed significantly to the rise in standards and the ability of pupils to work independently. Pupils clearly enjoy school. Social, moral, spiritual, creative and cultural development is outstanding. Pupils respect each other and their behaviour and attitudes to learning are excellent. Attendance is above average and improving. All safeguarding requirements are met and pupils say they feel safe and highly valued. They know what it means to lead a healthy lifestyle and participate in the wealth of sporting and other activities that are provided through the excellent after-school activities. Information and communication technology (ICT) is used effectively from when children enter Reception to develop very good life skills. Together with the excellent enterprise activities, which now involve a Fair Trade business and cultural partnership with Tanzania, this significantly promotes their future economic well-being. Community cohesion is excellent. It has been very effectively audited, curriculum coverage developed and then monitored by pupils and staff and its impact evaluated. The contribution to pupils' personal development is highly significant.

Teaching is good, with some that is outstanding and some satisfactory. In the best lessons, pace, challenge and high expectations ensure good progress is made. In the small amount of satisfactory lessons, expectations are sometimes too low and teaching insufficiently challenging. Progress here slows as a result.

Leadership and management are good, with excellent vision and focus upon improvement by the headteacher. The school works exceptionally well with other partners to promote pupils' personal development. Self-evaluation is good and there are detailed plans in place to move the school further forward. Governors know the school well and carry out their support and challenge function well. There is good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When they start in Reception most children have skills that are slightly below those typical for this age, especially in calculation, reading and the use of letters and sounds. Children feel happy and secure in Reception and are confident to contribute to activities and to ask for help when they need it. They make very good progress in their social skills, learning to share resources and cooperate very well with each other. The personal development and well-being of the children is outstanding as a result of the high levels of care they receive. Their welfare is looked after exceptionally well. Behaviour and attitudes to learning are excellent. There is a good balance between adult-led activities and opportunities for more independent individual and group learning. These are well matched to the children's range of abilities and good use is made of both indoor and outdoor learning spaces where children are encouraged to explore things for themselves and be creative and imaginative in their learning. The movement of children around class and outside is well managed and carried out safely. Teaching is good. French activities are widely enjoyed by the children and the curriculum is well planned and integrated with that of Key Stage 1. As a result, children make good progress and reach broadly average standards by the time they leave Reception. Despite the focus on literacy and numeracy over the last two years some pupils still remain below expectations in their writing and number development. Leadership and management are good. Children's progress is being increasingly carefully monitored to identify underachievement and this information is used to provide additional support from the effective staff team.

### What the school should do to improve further

- Embed recent developments in literacy and numeracy within the Early Years Foundation Stage to enable more children to reach expected levels in calculation and writing by the time they leave Reception.
- Raise teachers' expectations and the challenge they provide for pupils, in order to further improve standards and ensure pupils' progress is consistently good throughout the school.

## Achievement and standards

### Grade: 2

Standards are above average and achievement is good. Pupils enter Key Stage 1 with knowledge, understanding and skills in line with national expectations, but slightly lower in writing and calculation. Progress through Key Stage 1 is satisfactory. Standards are average and have improved after a significant dip in 2007. Writing has remained a weakness but is starting to improve.

Progress through Key Stage 2 is good with standards reached being above average. This has especially been the case in mathematics and science where a good proportion of pupils reach above average standards. Developments in writing and the outstanding curriculum put in place over the last two years have resulted in significant improvements in literacy across the school. Current pupils are on track to meet and in many cases to exceed the challenging targets the school has set across all subjects.

Pupils with learning difficulties and/or disabilities make good progress because of the very good care and support they receive.

## Personal development and well-being

### Grade: 1

Personal development and well-being, including the pupils' spiritual, moral, creative, social and cultural development, are outstanding. Pupils say they feel safe, highly valued and they clearly enjoy their learning. They respect each other's views and say that bullying is rare and swiftly dealt with, often by their own trained pupil counsellors. Behaviour is excellent, both within classes and around the school. Pupils of all ages are very good at taking responsibilities as members of the school council, helpers in the playground, being part of the site health and safety team. They are eager to represent others as members of the 'Better Ways to School Group,' Community Cohesion group and, above all the 'Kids Consortium' that helps shape school policy. Pupils from Reception through to Year 6 operate within their excellent house groups and take their own weekly assemblies that pick up on school and wider citizenship issues. They work extremely well with the local community, raising funds for charities and learning from the school's excellent wider community links. Pupils have a very good understanding of how to eat healthily and stay fit, reflecting well the Healthy and Active Schools awards. Pupils play safely and move around the school sensibly, taking advantage of the challenging physical activities offered by the school, most notably the activity course within their own extensive grounds. Attendance is good and improving further. Pupils benefit from, and make significant contributions to, the nationally acclaimed enterprise activities within the school. These skills make an excellent contribution to the pupils' future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. There is some outstanding teaching and some that is satisfactory. In the best lessons seen, pace, challenge and interesting activities ensure that pupils engage well with their learning and make good progress. Learning is well supported by the many skilled teaching assistants working within classes. In one outstanding lesson within the school's cross curricular 'challenges' scheme, a residential visit to London by all of Years 5 and 6 was used as the springboard for excellent citizenship and literacy work. Pupils demonstrated high level thinking skills, the ability to assemble and use different kinds of information within group work and extended writing skills. Their understanding of their heritage and of the diversity of our country was very well promoted. In other lessons, expectations are not so high and activities do not meet the needs of pupils as well. As a result, progress here slows and standards decline. Marking is helpful in books with comments telling pupils how to move on to the next stage in their learning.

### Curriculum and other activities

#### Grade: 1

The curriculum and other activities provided by the school are outstanding and contribute significantly to pupils' personal development. Since taking up post two years ago, the headteacher has gained national recognition for the skills-based curriculum she has introduced. It provides a core of key skills in literacy, numeracy ICT, physical education and modern languages. Experiences are based on key types of learning that will best prepare pupils for the next stage in their education and later life. It is supplemented by cross-curricular 'Challenge Units' that provide stimulating projects to stretch pupils' interests and develop their

understanding. They find this approach highly enjoyable and their engagement in their learning is excellent. Linked to numerous visits, visitors and practical activities it has been instrumental in raising standards significantly, especially in writing. The school has also gained national recognition for its enterprise work, linking with governors and the wider community. Key life skills in the use of ICT are developed successfully from the Reception class onwards. Pupils with learning difficulties and/or disabilities are highly appreciative of the way the curriculum recognises different types of learning and meets their needs well. A wide range of extra clubs and activities, often run by the older pupils, further extends pupils' learning.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Arrangements to safeguard pupils are fully in place. The school has an excellent system for identifying and monitoring pupils with learning difficulties and fully integrates those with disabilities. The care they receive is excellent, helped by the large number of teaching assistants, parents, governors and other helpers who assist learning in the school. The school works very well with a wide range of external agencies to meet the needs of its pupils. Academic guidance is excellent. The school has recently put in place very detailed systems for tracking and recording the progress of individual pupils. This information is used very well by teachers to set pupils highly individualised and challenging targets and identifying those needing support. Pupils say they really enjoy seeing the progress they have made using the 'skills ladders'. They appreciate how it involves them in setting their own targets, taking responsibility for their own learning and making it easier for them to see what they have to do to improve their work. Communication with parents and carers over pupils' progress is very good and parents are highly supportive of the guidance given.

## **Leadership and management**

### **Grade: 2**

The headteacher has a passionate vision for the school and has led significant improvements during the last two years. Buildings and resources have been upgraded and an outstanding curriculum put in place that provides a vibrant learning environment for pupils. The development of pupils' participation in the decision making of the school has been enormous and contributes greatly to their outstanding personal development. Subject coordinators are taking an increasing role in monitoring what is going on in their areas and subject leadership in English has been strengthened. The staff know the school well through their self-evaluation and have good plans in place to bring about further improvement. Community cohesion is outstanding. Careful audits of the school context have resulted in extensive curriculum coverage of the diversity of the modern world. International links are good. Enterprise links have also been extended under the Fair Trade banner to Tanzania and pupils now act as brokers for business transactions with them, as well as benefiting from cultural exchanges. Staff and pupils' own evaluations of this have clearly shown significant impact upon their learning and development. Governors are becoming increasingly involved in the school and both support and challenge it well.

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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
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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 eliminated	2
How well does the school contribute to community cohesion?	1
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**

Dear Pupils

Inspection of Yanwath Primary School, Cumbria, CA10 2LA

Thank you for the warm welcome you gave me when I inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told me a lot of interesting things about your school and you are clearly very proud of it. Yanwath Primary is a good school with some aspects that are outstanding. These are some of the things that I think are particularly good.

- You get a good start to your learning in Reception. Your personal development is outstanding there and in the main school because of the excellent care and support you receive.
- You make good progress in your learning, especially in the older years, helped by the generally good teaching.
- The range of lessons and learning activities you are provided with is excellent.
- The guidance you get on how to improve your work is outstanding. The learning ladders are very effective and you contribute to your own target setting in a mature and responsible manner. This helps you to understand what level you are working at and what you need to do to improve further.
- Your behaviour and attitudes to learning are excellent. Well done.
- Your headteacher is very keen for you to improve and works extremely hard, as do the staff and governors, to make school as interesting a place to learn as possible.

There are two things I have suggested to your school to make it an even better place to learn. First, I think that the work started in Reception on boosting literacy and numeracy needs to be extended so that more of the children there reach higher levels in their writing and number work. Second, the school should improve the small amount of satisfactory teaching to make it as challenging and interesting as the rest, so that you all learn to the best of your ability.

You can help by telling your teachers how you learn best and if you have any problems. You can also help by continuing to behave well and working hard, as you do at the moment. I wish you all the very best for the future.

Yours faithfully

Nigel Cromey-Hawke

Lead inspector