

# Hawkshead Esthwaite Primary School

## Inspection report

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<b>Unique Reference Number</b>	112195
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	325554
<b>Inspection date</b>	5 June 2009
<b>Reporting inspector</b>	Joe Clark

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)	58
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>	Mrs Carol Robson
<b>Headteacher</b>	Mrs Joyce Hallam
<b>Date of previous school inspection</b>	1 February 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>	Main Street Hawkshead Ambleside Cumbria LA22 0NT

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<b>Age group</b>	4–11
<b>Inspection date</b>	5 June 2009
<b>Inspection number</b>	325554

**Telephone number**  
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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- whether standards should be higher at the end of Year 2, especially for more able pupils
- the progress that is being made by pupils across the school.

Evidence was collected from discussions with senior leaders, teachers, pupils, local authority representatives and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled and documentation scrutinised.

Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate.

## Description of the school

This is a much smaller school than average. The vast majority of pupils are from White British backgrounds and all speak English as their first language. Pupils attend the school from a wide and mainly rural geographical area; most come from backgrounds of average social and economic circumstances. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is average. The school provides extended school facilities in partnership with other local primary schools. A pre-school facility, independently managed, exists on the school site. The Early Years Foundation Stage comprises a Reception class where children are taught alongside Year 1 and Year 2 pupils.

## 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. Some of its provision is outstanding. In their responses to the Ofsted questionnaire, parents and carers were very clear about what it is they like about the school. 'This is a very friendly and close knit school where all children seem to be happy and thrive', typified the opinions of the vast majority. This confidence is not misplaced and is supported by the inspection findings.

The school's mission statement to be a 'friendly, welcoming and happy place' underpins the ethos which ensures pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils are friendly and polite with high levels of confidence and maturity. Pupils of all abilities and backgrounds play together happily. As one pupil said to the inspectors, 'We all get on well together'. Pupils say no bullying exists but if it did they know who to turn to. Their attitudes and behaviour are excellent both in and out of lessons. Pupils enjoy school and this is an important reason why attendance is well above average and unauthorised absence unheard of. Relationships are excellent throughout the school, reflecting an ethos of mutual respect. Pupils have an excellent understanding of what constitutes a healthy lifestyle and they participate enthusiastically in the outstanding range of sporting activities available during and after school. Pupils know how to stay safe and look after themselves through participation in initiatives such as the Junior Citizenship scheme. They make an outstanding contribution to the life of the school and local community, taking on responsibility within both. This is exemplified in their enthusiasm in being eco-warriors, taking time out to be school councillors and their willingness to take on roles as Fletcher's Field committee members. Preparation for the next stage of learning is excellent. Pupils leave school with high academic standards and excellent social skills. Outstanding systems of personal care and support ensure pupils feel safe in school. Safeguarding arrangements are secure. Academic guidance is good.

When children join the Early Years Foundation Stage their skills and knowledge are generally in line with those expected for their age, except in communication and writing skills which are much lower. By the time they leave school at the end of Year 6, standards are well above average, including in English, and the achievement of all groups of pupils, including more able pupils and pupils with learning difficulties and/or disabilities, is good. In the 2008 national tests at the end of Key Stage 2, results were significantly above average and pupils' achievement was good. In teacher assessments at the end of Key Stage 1 in 2008, standards were broadly average. The proportion of pupils gaining the higher Level 3 grade was not large enough, particularly in mathematics. Evidence from the inspection, including an analysis of the school's own tracking data, indicates that pupils throughout the school are currently making good progress and achieving standards that are well above average.

Pupils achieve well because teaching and learning are good. Relationships are excellent and encourage and motivate pupils to want to learn. Activities encourage pupils to become independent learners, for example, through the effective use of information and communication technology for research. Lessons are well structured and move learning along at a good pace. Assessment is helpful in showing pupils how to improve their work. Homework is used well to extend learning outside the classroom. Planning generally takes into account the different age groups in the class. Occasionally, however, teaching does not provide enough challenge for more able pupils, particularly in Key Stage 1.

An outstanding curriculum supports pupils' academic and personal development very effectively. Strong curriculum links exist with local secondary schools, especially in sport, but also in areas such as science and music. Provision for pupils with learning difficulties and/or disabilities is good and they make good progress. Provision for talented pupils is good, for example in sport, although it could be better for more able pupils in Key Stage 1. A curriculum link with an urban school in Lancashire enables pupils to experience at first-hand how much rural and urban lifestyles differ. The range of well attended after school activities is excellent. Enrichment activities through trips and visits, for example to Edinburgh, are extensive. Outdoor provision to support the curriculum is outstanding. Much of it is planned by pupils themselves, for example, planning and creating the outdoor musical sculpture trail.

This is a good school because it is well led and managed. The school is very accurate in its own judgements which gives it a very good capacity for further improvement. The headteacher provides outstanding leadership. Despite having a heavy teaching commitment, she ensures that no major aspect of the school's work is less than good and continues to give clear direction for what needs to be done to bring about further improvement and turn the existing good aspects into outstanding ones. Other staff support the school very effectively. Systems of self-evaluation are good. They have accurately identified the need to raise standards at the end of Key Stage 1, especially for more able pupils. School targets are regularly met and improvement since the previous inspection has been good. Governors provide an appropriate mix of challenge and support. Community cohesion is outstanding. The school has received the International Award from the British Council. The school's Connecting Classrooms project links the school with three schools in South Africa and three in Ghana, providing pupils with a valuable insight into other cultures and experiences. Links with the local community are excellent and provide many opportunities for joint ventures; for example, hosting the village's annual Rose Queen event, as well as inviting local residents to share their expertise with the pupils through clubs in gardening and knitting amongst others. The school gives good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the Early Years Foundation Stage is good. Children enter Reception with a range of skills that are broadly typical for their age, except in some aspects of communication and language which are weaker. Procedures for the transition from pre-school into Reception are good. They help children to settle quickly and develop a good attitude to school from an early age. The school rightly places a strong emphasis on developing children's personal and social skills and these are excellent. Parents commented on the 'care and consideration shown towards Reception children.' The classroom is a stimulating and happy place where children enjoy their learning and have a good choice of activities both indoors and outdoors. Staff know the children well and therefore have a secure understanding of their needs, demonstrated by the thorough tracking of their progress. Good assessment procedures are used effectively to identify and address specific needs at an early stage and to build successfully on what children can do. Good teaching helps the children to make good progress and develop well. The well-planned activities are balanced with opportunities for activities the children can choose themselves. The introduction of a new assessment procedure is helping staff note the progress children are making and plan what individual children need to learn next. Leadership and management are good. Adults work well together and share a common sense of purpose.

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

- Improve standards in Key Stage 1, particularly of more able pupils.

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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

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<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	1
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	1
How effectively leaders and managers use challenging targets to raise standards	1
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**

8 June 2009

Dear Pupils

Inspection of Hawkshead Esthwaite Primary School, Cumbria, LA22 0NT

Thank you so much for the very warm welcome you gave us when we inspected your school recently. We were impressed by the interesting and exciting things you told us about your school. We especially enjoyed your assembly and were most impressed with your singing! We found you open, friendly and exceptionally polite pupils who get on very well with each other. You also make an excellent contribution to the school and local community.

Yours is a good school with much that is outstanding. You make a tremendous contribution to the school with your excellent attitudes and behaviour, not to mention your magnificent attendance. This, along with the good teaching you receive, is helping you learn well and make good progress. The standards you reach at the end of Year 6 are usually well above those in most other schools and your achievement is good.

The school takes exceptional care of you and ensures you are safe and well when in school and out on trips. We think the range of trips and activities the school provides, especially the experts in various subjects who visit the school to help you learn, is fantastic.

Of course, none of this would be possible were it not for the outstanding way your headteacher leads the school. Along with all the other teachers and adults she is always striving to do the best for you. Your parents have great confidence in the school and think it is doing a great job.

So well done and keep up the good work. Maintain those high standards at the end of Year 6 but remember also it is important to achieve high standards at every stage of learning. We think some of you can do better, for example, at the end of Year 2, especially the more able of you, and have asked the school to help you do this.

Thank you once again for all your help and good luck for the future.

Yours sincerely

Joe Clark

Lead inspector