

# Silloth Primary School

## Inspection report

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<b>Unique Reference Number</b>	112235
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	325560
<b>Inspection dates</b>	24–25 March 2009
<b>Reporting inspector</b>	Andrew Stafford

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	221
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 Julie Anderson
<b>Headteacher</b>	Mr Jonathan Dennison
<b>Date of previous school inspection</b>	1 May 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>	Liddel Street Silloth Wigton Cumbria CA7 4DR
<b>Telephone number</b>	01697 331243
<b>Fax number</b>	01697 332740

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<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 March 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is situated in a small town on the northwest coast. It is slightly smaller than average. Most pupils are of White British origin. The percentage of pupils eligible for free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities is below average and a very small number have a statement of special educational needs. Staffing instability in the recent past has resulted in disruption to learning for some pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Silloth Primary provides a satisfactory standard of education that develops pupils' personal skills and self-confidence well. As one parent said; 'My children are happy at the school. They like their teachers and have made friends.' The school provides stimulating opportunities for pupils' musical and artistic development. As a result, pupils have considerable success in these fields and this contributes to their enjoyment of school and their commitment to it.

Standards are improving and are now broadly average and achievement is satisfactory. Previous underachievement is being overcome by better teaching and sharper assessment that ensures those needing help are spotted and supported promptly. Instability in staffing also contributed to the decline in standards. These concerns have been resolved and the decline halted.

Teaching is satisfactory. Lessons are prepared well and capture pupils' interest. Effective use of assessment means in many lessons activities meet pupils' needs and provide sufficient challenge especially for the more able. However, the use of assessment is inconsistent and teachers do not always match work well enough to pupils' needs. This contributes to their only satisfactory progress. Good quality support for those who have learning difficulties and/or disabilities enables these pupils to make the same progress as their peers. The curriculum is satisfactory and meets all requirements. The recently improved resources for information and communication technology (ICT) are used effectively across the curriculum. A good range of visits and visitors extend pupils' horizons and widen their experiences.

Good quality care and support from a caring staff enables pupils to feel secure and successfully promotes their good personal development. Behaviour is good and pupils develop self-confidence and concern for one another. Pupils enjoy school and have good attitudes to learning. They confidently work independently and in small groups. Pupils have good awareness of what constitutes a healthy lifestyle, as the school strongly promotes these qualities. Pupils enjoy taking on responsibilities, such as the school council. Average standards mean the pupils' preparation for their future economic well-being is satisfactory.

Leadership and management are satisfactory. The senior team are correctly focused on raising standards and there are signs of improvement. With the support of the local authority, systems have been put in place that are leading to better progress for the pupils. The role of subject leaders is developing but as yet opportunities to share good practice and evaluate what is happening in their subjects are limited.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good provision in the Early Years Foundation Stage ensures children make good progress. Close contacts with home, positive relationships and the welcoming environment means children settle quickly. Children start school with skills a little below those typical for their age. They make good overall progress and leave Reception with broadly average standards. Their personal and social development is particularly strong. As a result, they show good understanding of how to behave, learn and play together. The older children, for example, identify clearly which activities they intend to do and how they will approach their tasks. They support each other well, sharing resources and giving assistance willingly. Teaching is good. Careful planning with purposeful links between activities ensure children greatly enjoy their learning. Adults use

questions well to extend learning and speaking skills. Well-organised resources and opportunities for inside and outside play help children to gain independence.

Effective leadership is ensuring provision improves. Good attention is given to children's welfare. Thorough assessment systems check how well children are doing and identify the next steps in learning. This information is used well to gain an overview of what is working well but is not always used as effectively to check activities match children's needs.

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

- Improve teaching and pupils' progress by consistently matching work closely to their ability.
- Provide more opportunities for subject leaders to monitor and observe what is happening in their subjects and enable them to share good practice.

A small proportion of the schools whose effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Children's skills are just below those typical for their age when they enter the school in the Early Years Foundation Stage Unit. They make good progress and start Year 1 with broadly average skills. Progress is satisfactory in Key Stage 1 and pupils reach the expected level in reading, writing and mathematics. Teacher assessments at the end of Key Stage 1 in 2008 show standards are rising and were broadly average.

Progress is satisfactory in Key Stage 2. The 2008 provisional results of national tests at the end of Key Stage 2 show that while standards in English were broadly average standards in mathematics and science were below average. Overall, achievement for these pupils was inadequate. However, the current Year 6 cohort is making better progress because pupils have made up some of the lost ground in reading, writing and mathematics but there is still some way to go. Nevertheless, overall standards are now average in English, mathematics and science and achievement is satisfactory.

Pupils with learning difficulties and/or disabilities make satisfactory progress. Pupils with a statement of special educational need progress well towards their learning targets.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils are good at listening to each other and they show good levels of respect for others. They appreciate cultural diversity and have a good understanding of the different beliefs and backgrounds of people in the local and wider communities. Pupils' enjoyment of all aspects of school is clear and they take part in activities enthusiastically. In response to the school's efforts, attendance has improved and is now broadly average. Pupils clearly understand the importance of leading a healthy lifestyle, taking regular exercise and eating sensibly, this is reflected in the school's recent Healthy Schools Award. Pupils report that they feel safe in school and have few concerns about bullying; they are confident of teachers resolving any problems. Their behaviour is good in classes and around the school and

exclusions are rare. These factors contribute to a safe and friendly atmosphere, described by one parent as 'one big happy family'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall and there are pockets of good teaching. Class organisation and management are often skilful and, allied with productive relationships, give pupils a good framework for working. Teachers and teaching assistants check learning skilfully and take time to help pupils overcome gaps in their learning. Good lessons proceed at a brisk pace but occasionally pupils are not fully occupied and this leads to time being wasted. Teachers receive sufficient assessment information to guide their planning and when this is used well tasks are tailored well to pupils' needs. This is often the case when providing challenge for the more able pupils. However, the accuracy of matching work to individual needs is not yet strong enough. In a minority of lessons, there is an over-reliance on worksheets and these restrict the development of independent working skills. Marking is generally supportive and often identifies clearly what steps pupils need to take next to improve. However, expectations of presentation vary and some teachers accept untidy or careless work.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a wide range of activities that meet all requirements and are satisfactorily matched to pupils' abilities and interests. The school has maintained a balance between academic and creative experiences and the focus on music and art is especially strong. New approaches to planning the curriculum have led to more promotion of speaking and listening skills and better links between subjects. These changes are contributing well to pupils' enjoyment and understanding. Since the last inspection, positive measures to improve pupils' learning in mathematics have been introduced and these are proving to be successful. Personal development is carefully planned. The daily whole-school assemblies are joyous occasions because of the evident enjoyment that singing brings to all those involved.

The good range of after school and lunchtime clubs are well supported and add to the development of pupils' talents and their social skills. An extensive programme of residential visits, from Year 3 upwards, extend pupils' outdoor experiences and contribute particularly well to their growing independence.

### **Care, guidance and support**

#### **Grade: 2**

The school's care, guidance and support are good. The safeguarding and child protection procedures fully meet statutory requirements. All members of staff are caring and have good relationships with pupils and their families. This enables staff to gain a good understanding of their pupils' pastoral needs and they respond to these well with additional help when needed.

Systems to track pupils' academic progress are good. This school now spots underachievement promptly and provides help where it is most needed. In lessons, most teachers make effective use of assessment information to set more challenging individual and class targets. This practice is not yet consistent throughout the school.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Improvements are starting to have an impact and standards are rising. Self-evaluation is accurate and the senior leadership team have a clearer view of what needs to be improved. The school is embarking on a systematic approach to implement improvements. A good start has been made with the implementation of new tracking procedures. These are providing very useful data which is increasing pupils' progress when the information is applied to teaching. Information is used well to set challenging targets and the school's own tracking and assessment of progress indicate that they are achievable. Subject leaders are developing their roles. However, opportunities to share good practice and monitor what is happening in their subjects are not yet sufficient to ensure consistency of good practice.

The headteacher has demonstrated skilful management when redeploying staff to remedy the problems that have arisen from staff absence and promotions. The school has a clear understanding of the requirements to promote community cohesion at local and global level and its contribution is satisfactory. Learners have regular opportunities to engage with the local community and with others of different backgrounds. An understanding of the wider and global communities is encouraged through a satisfactory range of curriculum activities. The school acknowledges that its pupils need to broaden their experiences outside their immediate locality.

The governing body has recently reviewed its committee structure and has a sound understanding of its roles and responsibilities to monitor and influence the school's performance. Improvement since the last inspection is satisfactory and the school is beginning to move in the right direction. The school offers satisfactory value for money and has a satisfactory capacity to improve further.

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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?	3
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?	3
The capacity to make any necessary improvements	3

### 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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

25 March 2009

Dear Pupils

Inspection of Silloth Primary School, Cumbria, CA7 4DR

On behalf of the inspectors thank you so much for making us feel welcome when we inspected your school. Silloth Primary is a satisfactory school that develops your personal skills and self-confidence well. The staff care for you very well. Your teachers help you enjoy your learning by trying to make your lessons fun and they arrange lots of exciting things for you to do.

We were pleased to see that most of you work hard and try to do your best. You come to school regularly, say that you feel safe, care for each other in the playground and behave well. You are polite and helpful and you enjoyed talking about your school. You look forward to school because you enjoy most of your lessons and like your teachers. You said that you appreciate the activities the school provides for you, such as the outdoor education and sporting and musical activities. A large proportion of your parents and carers like the school, especially the way in which the staff care for you and help you enjoy your learning. Children in the Early Years Foundation Stage Unit have a good start to their school life.

As a result of these positive features most of you are now making satisfactory progress and achieving average standards. We think this is because teaching is improving and that your school is tracking your progress more carefully.

We have asked your school to do two things to make it better.

- Quicken the rate at which you make progress by making sure that your work is always set at the right level for you.
- Make sure that staff have enough opportunities to keep a close eye on how you are doing and share what is going really well.

You can help by always doing your best. I am sure you will.

Yours faithfully

Andrew Stafford, Lead Inspector

Tony Painter, Additional Inspector