

Eaglesfield Paddle C of E VA Primary School

Inspection report

Unique Reference Number	112411
Local Authority	Cumbria
Inspection number	325600
Inspection date	11 November 2008
Reporting inspector	Clive Petts

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	240
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
Appropriate authority	The governing body
Chair	Mr Paul Robson
Headteacher	Mr Rod Coy
Date of previous school inspection	1 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Eaglesfield Cockermouth Cumbria CA13 0QY
Telephone number	01900 325947

Age group	3–11
Inspection date	11 November 2008
Inspection number	325600

Fax number

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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement and standards
- the effectiveness of the Early Years Foundation Stage (EYFS) provision
- the quality of leadership and management and their impact on pupils' achievement.

Evidence was gathered from lesson observations, a scrutiny of pupils' work, assessment information, the school's self-evaluation and monitoring records, conversations with pupils, teachers and governors and the reading of the parents' questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own judgements, as given in its self-evaluation, were not justified. These have been included in the report where appropriate.

Description of the school

This is an average size school near to Cockermouth. It serves a large rural catchment area with most pupils coming from the surrounding villages. The proportion of pupils eligible for free school meals is low. A below average number of pupils have learning difficulties and/or disabilities. Nearly all pupils are of White British heritage and none speaks English as an additional language. The school has received the

Activemark, Healthy Schools and Investors in People awards in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that offers excellent value for money. The headteacher, capably supported by staff and governors, sets high expectations and maintains a relentless focus on the consolidation and continuous improvement of pupils' learning. As a consequence, standards by the time pupils leave school are exceptionally high. At the heart of the school's success are the clear vision and energy of the headteacher. He ensures the school exudes an ethos of happiness and calm, bolstered by Christian values, in which all pupils thrive. Parents rightly praise its wonderful family atmosphere. One remark sums up the typical views of parents: 'Transition into school was so smooth; there were no tears, only excitement and anticipation.'

Pupils' achievement is excellent. They enter school with skills that are typical for their age. By the end of Year 2, standards are above average. By the end of Year 6, standards are exceptionally high and are especially high in mathematics and science. This has been the pattern for the last four years. Senior leaders are well aware of the comparative underperformance in writing and have taken positive action. Initiatives introduced are proving highly effective as more pupils achieve higher levels in English by the end of Year 6, matching their performance in mathematics and science. All pupils consistently exceed their challenging targets. Pupils with learning difficulties and/or disabilities achieve equally well as a result of highly effective learning support.

The school takes excellent care of its pupils. Staff display an intimate knowledge of pupils' individual needs and respond promptly to any worries or concerns. All safeguarding procedures are fully in place. Pupils' personal development and well-being are excellent. Positive encouragement and effective support are fundamental to all aspects of day-to-day learning. As a result, pupils grow in confidence, show care and respect for each other and become responsible young people; for example, standing in silence remembering the dead soldiers from local villages at 11 o'clock on Remembrance Day. Pupils' behaviour is exemplary and their attendance excellent. They take their responsibilities seriously, such as managing their school council budget or helping younger pupils. They enjoy and value the many, varied opportunities they have to embrace a healthy lifestyle. Pupils particularly enjoy a range of recreational activity in the spacious and stimulating outdoor areas.

The outstanding teaching excites, challenges and inspires pupils to succeed. Learning is thoughtfully planned to cater for the wide range of needs in each class. Questioning is probing and explanations are extremely clear. Whiteboard technology is used skilfully to assist demonstrations, for example, constructing bar charts from data. Expectations of what can be achieved are high and pupils thrive on the challenges that are presented. Excellent staff subject knowledge boosts high quality learning. Classrooms are vibrant and there is an excellent atmosphere in each one. Assessment is outstanding. Work is marked systematically and pupils are set challenging targets to improve their work. They all know exactly how to improve because of the quality of guidance given and the frequent use of 'working wall' displays. The outstanding curriculum enriches and stimulates pupils' learning in a variety of ways. Literacy, numeracy and information and communication technology are developed to a high level, for example, recovering number chance data from the National Lottery website. Outstanding provision is made for personal development. Excellent use is made of the local community, including the parish church, to provide pupils with a wide range of first hand learning experiences. Residential experiences given to pupils from an early age are greatly valued by both pupils and parents. Older pupils speak excitedly about their residential experience in Newcastle, journeying by train and using the underground rail system to get around the city. All these opportunities, combined

with visits to experience different cultures and beliefs, such as a visit to a mosque, prepare them really well for life in a diverse society.

Leadership and management are outstanding. This is reflected in the pupils' excellent achievement, very high standards and excellent progress and behaviour. Staff are totally committed to providing high quality education. Parents are overwhelmingly supportive and greatly value the richness of provision. Governance is outstanding. Governors are at the heart of everything the school does and provide a considerable amount of expertise and support. Remarkable progress has been made since the last inspection in improving the accommodation. This has been achieved through the drive of the headteacher and the impressive deployment of governor expertise. They play a full and active part in development and financial planning. As a result, the school has an outstanding capacity to continue to improve. Leaders are reflective and self-critical; consequently self-evaluation is accurate though modest when judging progress since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the EYFS is outstanding. Children achieve very well and make good progress in all areas of learning. The great majority reach the goals expected of them by the end of Reception and a significant proportion exceed them. Parents are very pleased with the information and support they receive, from entry into Nursery. The children in both Nursery and Reception classes grow rapidly in confidence and independence. They are proud of their work and are clear about what they are doing. Children are eager to learn and thrive on the wide range of interesting tasks and activities. Staff are well prepared for their arrival and ensure that they settle quickly and get off to a flying start. The range of visits and visitors that these young children experience is exceptional; it includes setting up camp away from the school building! Children are confident contributors in lessons and behave exceptionally well. They move about the room safely and show consideration for others. Children are willing to join in when time comes to tidy up and accept more and more responsibilities as they develop. Children and adults enjoy outstanding relationships, adding to the sense of security and happiness. Staff effectively plan together to ensure that all children succeed in all their learning and their welfare is very effectively promoted. The provision is very well led and managed. Through careful planning, the EYFS team makes certain all are included and excellent use is made of the accommodation and resources. This includes the exceptional outdoor provision which extends children's learning through opportunities to explore and investigate, in all weathers!

What the school should do to improve further

- The school does not have any issues for improvement that it is not already tackling.

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?	1
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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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

How good are 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
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

How effective are teaching and learning in meeting the full range of learners' needs?	1
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

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 Eaglesfield Paddle CofE VA Primary School, Cumbria,

CA13 0QY

Thank you for making us so very welcome in your school. We thoroughly enjoyed observing you in lessons, at play, and in your Memorial Service, talking to you and the staff about your school and looking at your work. Now we want to tell you what we thought.

Eaglesfield Paddle is an outstanding school. Here are some of the many things we really liked about your school.

- You told us that you really relish the thought of coming to school.
- You told us that you especially enjoy your lessons and value the exceptional relationships with your staff. We can see why; you have some excellent staff who make your learning inspiring and challenging, yet enjoyable.
- Your achievement is excellent and the standards you reach are exceptionally high. You should be very proud indeed.
- You behave exceptionally well in classrooms and in the outside play areas. You work very hard in lessons and show responsible, considerate attitudes when working independently or with partners or in groups.
- Your school staff take exceptional care of you. They are really keen to make sure you are happy and enjoy all aspects of school life.
- You take responsibility seriously, for example, managing school council responsibilities.
- Your headteacher, governors and staff work exceptionally hard to make certain your education is of the highest quality possible.

We are totally confident that your staff know exactly what to do to make your school even better. You go to a school with such a happy, friendly family atmosphere. Thank you for helping with the inspection and best of luck for the future.

Yours sincerely

Clive Petts

Lead inspector