

Yealand Church of England Primary School

Inspection report

Unique Reference Number	119546
Local Authority	Lancashire
Inspection number	327066
Inspection date	11 June 2009
Reporting inspector	Michael Onyon

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	44
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	Mrs Sally-Ann Rothwell
Headteacher	Mrs Lesley Gee
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Footeran Lane Yealand Redmayne Carnforth Lancashire LA5 9SU
Telephone number	01524 781360
Fax number	01524 781360

Age group	4–11
Inspection date	11 June 2009
Inspection number	327066

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

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

- provision for the Early Years Foundation Stage
- the impact of the leadership arrangements on pupils' standards and achievement
- provision for the care of pupils and their personal development and well-being
- the quality of the curriculum and its enrichment.

Evidence was collected from the school's self-evaluation, national published assessment data, and classroom observations. Discussions were held with staff, pupils and governors, and parents' questionnaires were 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, given in its self-evaluation, were not justified.

Description of the school

The school is smaller than most and draws pupils from the village and surrounding rural area. Most pupils are of White British heritage and all speak English as their first language. The area is socially and economically advantaged and the proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is low. Children in the Early Years Foundation Stage are provided for in a shared Reception, Year 1 and Year 2 class. Pupils in Years 3 to 6 are taught together in one class. The headteacher combines the role with similar responsibilities in a partner school. The school holds a number of awards including the intermediate International Schools Award, Basic Skills Quality Mark, Activemark and Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Yealand Church of England Primary School provides education and care of outstanding quality, where pupils of all ages are respected and learn and play extremely well together. The headteacher's committed, inspirational leadership has created a very harmonious community with a strong learning ethos. Parents are overwhelmingly supportive, describing the school as 'an excellent school that we are delighted with'. They say their children love school, that it has a welcoming, family atmosphere and helps children develop a strong sense of moral and social responsibility. The school's commitment to provide an excellent curriculum, enriching pupils' learning opportunities, is a strength, particularly the innovative use of information and communication technology (ICT).

Pupils' achievement is outstanding. They make excellent progress throughout the school and standards are consistently well above average. While the very small number of pupils in each age group makes national comparisons difficult, the school's tracking data show that standards are well above average, pupils often exceed their targets and that a large proportion reaches the higher level in all subjects. Performance is particularly strong in mathematics and science; school data for 2009 show that half of the pupils are expected to reach the higher level in these subjects. Adults capture pupils' natural curiosity very successfully and develop the questioning skills pupils need for scientific investigations and solving problems in mathematics. Very good support from skilled teaching assistants and suitably adapted work ensure pupils with learning difficulties and/or disabilities make excellent progress in relation to their capabilities.

The personal and spiritual, moral, social and cultural development of pupils is excellent ensuring they become increasingly mature, thoughtful and reliable. They reflect quietly during worship and show great respect and support for each other, for example, when listening to the contributions of others during assembly and in lessons. Good attendance, exemplary behaviour and enthusiastic attitudes to learning contribute strongly to pupils' outstanding achievement. Pupils move sensibly in school and the playground, with careful regard for their own and others' safety. They say there is no bullying and that they know the staff will always listen and help. Pupils have very good knowledge of health matters and are proud of the school's Healthy School status. They are actively involved in their school community, suggesting ways to improve it; for example, through the work of the school council. Pupils are extremely well prepared for the next steps in their education and demonstrate very good awareness and understanding of issues that affect their lives now and in the future.

Teaching is of the highest quality and provides lively, well-planned lessons with plenty of challenge. Well-targeted, open questions promote pupils' thinking and reasoning skills most effectively. Teachers very effectively plan to meet the needs of a broad range of learning needs in the mixed-age classes. Excellent relationships boost pupils' confidence; pupils described their teachers as 'kind, helpful and caring', so they are very keen to do their best and reach their learning targets. Pupils have a very good understanding of what makes a good learner and are keen to display the characteristics. 'It is somebody who listens but still has a good time whilst doing it,' was a view felt by many. They refer to their teachers as, 'making learning interesting and fun, easy to understand and, they don't give up on you!'

The excellent curriculum is well balanced, suitably adapted for all learners and provides an outstanding programme for personal and social development. The wide variety of enrichment activities includes visits, visitors, expert tuition and after-school clubs. The computer club is

particularly popular and pupils say that they enjoy the activities they share with their partner school, a typical comment being, 'Considering ours is such a small school we have a huge variety of after school clubs'. Activities for ICT extend learning across the whole curriculum. For example, pupils are able to engage in video conferencing with pupils in other schools. Parents say that their children are extremely well cared for. All safeguarding arrangements meet current requirements. Strong partnerships with external agencies and local schools provide activities and further support. Academic progress is tracked and monitored very thoroughly. Pupils have individual targets that give them greater responsibility for their learning. The school is implementing new procedures to make these targets sharper so that pupils of all ages are even more informed of how to improve their work.

The school has very effectively adopted an innovative model of leadership, enabling the headteacher to share leadership duties in another school. Outstanding leadership is embedded at all levels with an unswerving focus on improving provision for every pupil; there is no complacency here. Leaders monitor performance through searching and accurate self-evaluation, resulting in well-targeted plans and professional development. Excellent, well-informed governors bring a range of supportive skills and expertise that challenges and holds the school to account. The school manages its budget extremely well and is successful in attracting additional funding. As a result, it provides excellent value for money. Exemplary arrangements to plan and actively promote community cohesion give pupils a very good understanding of different lifestyles; they spoke proudly of using their French to write to pupils in a school in France and learning about children's lives in Gambia. Issues from the previous inspection have been fully overcome. Excellent arrangements for equal opportunities ensure all pupils are fully included in every activity. The school has outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Early Years Foundation Stage with skills broadly in line with those expected for their age. As numbers are small each cohort is different. Because of the very individual attention they get children make outstanding progress, so that by the time they enter Year 1 they have virtually all achieved the goals expected for their age with some exceeding them. Resources for learning are used very creatively; for example, opportunities to make and bake bread are offered by access to the school's kitchen and dining room. Work is planned well to ensure outstanding progress for the whole group of learners. Particular attention is paid to promoting language skills, for example, offering describing words when sharing the outcome of their baking. Their personal and social skills are exemplary. Children are extremely confident in making choices of activity. Staff manage this very well by not being intrusive, but ready to help direct learning while letting the children take the lead. Assessment and recording of children's progress are exemplary. The closely observed examples of children's achievements across all the areas of learning provide evidence of outstanding progress. Parents form a close partnership with the school to promote learning and many come in to help. They also support the school's work on letters and sounds at home. Induction procedures are excellent, enabling the children to settle in gradually. Children play well together and happily. They consistently demonstrate their care for the well-being of others. Leadership and management of the Early Years Foundation Stage are outstanding and are well supported by a strong ethos of teamwork and contribution of skills across the staff.

What the school should do to improve further

- Sharpen the focus of pupils' learning targets to help all pupils understand how they can improve their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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	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

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**

12 June 2009

Dear Pupils

Inspection of Yealand Church of England Primary School, Lancashire,

LA5 9SU

Thank you for giving my team and me such a warm welcome when we inspected your school. You were all so friendly, polite and helpful. We could see that you love school and your parents agree. It was good to hear the singers and musicians during assembly and we enjoyed visiting lessons and talking with you. We hope that you enjoyed your activity day at Arkholme School. Everything about your school is outstanding:

- the commitment and support from leaders, staff and governors
- the teaching and learning
- the provision in the Early Years Foundation Stage
- your personal development and the way the school guides and cares for you
- the way the excellent curriculum is extended and enriched.

You make excellent progress all through the school and reach standards well above those usual for your age. You all work very hard and are keen to try everything the school offers. You are caring, considerate pupils who are very aware of the needs of others. Your excellent behaviour is a real credit to you, your school and your parents!

I know you take part in many activities with the church and the village. You told the inspectors how much you enjoy using your French to write to children in France and also learning about the lives of children in Gambia.

To help your school be even better, I have asked it to help sharpen your learning targets so that you all know exactly what to do to improve. I know that you will play your part by continuing to work hard and caring for each other in the way that you do.

With very best wishes to you all.

Yours sincerely

Michael Onyon

Lead inspector