

Ellenborough and Ewanrigg Infant School

Inspection report

Unique Reference Number	112134
Local Authority	Cumbria
Inspection number	337849
Inspection dates	10–11 March 2010
Reporting inspector	John Heap

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	Mrs S Chapman
Headteacher	Mrs W Hazzard
Date of previous school inspection	17 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, conducted scrutinies of pupils' work and checked the tracking of pupils' achievements. In all, around 50% of the inspection time was spent on pupils' learning. Meetings were held with governors, staff, groups of pupils, other agency professionals and parents. Inspectors observed the school's work and looked at documentation that included: the school development plan; minutes of governors' meetings; monitoring and evaluation papers; and pupils' records. The number of parental questionnaires returned was 41.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils at both key stages to determine whether teaching is sufficiently challenging
- the ways in which the school's links with parents impact on pupils' behaviour and their knowledge and understanding of adopting healthy lifestyles
- most particularly, the way that monitoring pupils' progress has paved the way for the lowering of barriers to learning
- how well leaders and managers promote community cohesion and how this impacts on pupils' cultural development.

Information about the school

This is a small primary school. It serves a mainly White British population and a very small number of pupils from other minority ethnic backgrounds. The proportion of pupils eligible for free school meals is around three times the national average. A well above average proportion of pupils have special educational needs and/or disabilities. The school has a range of awards, including Healthy School and Cumbria Kitemark for Early Years. Recently, there has been a large increase in the number of children entering the part-time Nursery. Extended services include support for families and before-and-after-school clubs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that is much appreciated by parents and carers. A typical view is, 'I find the school to be a happy environment for pupils and parents alike. It's a big happy family!' The school provides outstanding care, guidance and support and has formed excellent partnerships with parents. As a result, pupils and parents and carers agree that schooling is both an enjoyable and safe experience.

Pupils' achievement is good. Most of the children enter Nursery with very low social and communication skills and by the time they leave Year 2, attainment approaches average levels. This represents a big improvement in pupils' outcomes over time and has been made possible by effective teaching and the good leadership. Pupils with special educational needs and/or disabilities and the very few pupils from minority ethnic backgrounds make good progress. Consequently, pupils are well prepared for their future schooling.

Pupils' moral and social development is good. As a result, behaviour is good, pupils contribute well to the school community and attendance is satisfactory. Their knowledge and understanding of the importance of sustaining a healthy lifestyle is very impressive.

Provision is good in Nursery and Reception. However, the use of the outdoor provision is not yet extensive, or organised enough to ensure that children have full opportunities to solve problems, engage in reasoning and further develop their basic skills. The main reason for this is the significant rise in the number of children joining the school. The necessary adjustments to the organisation are taking time to embed.

Leaders and managers are successfully focused on: improving the outcomes for pupils; providing high quality care, guidance and support for individuals and families; and evaluating accurately the school's strengths and weaknesses. As a result, the school's capacity to secure sustained improvement is good. The satisfactory governing body provides support, but the level of challenge that governors provide for management is only just adequate. This is because they rely too heavily on the headteacher for the extensive information they receive, rather than developing their own methods for checking the work of the school.

What does the school need to do to improve further?

- Raise attainment further in the Early Years Foundation Stage by:
 - providing Nursery and Reception children with many more opportunities to extend their problem-solving, reasoning and basic skills
 - ensuring that there is better organisation of the outdoor area

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- making sure that children have continuous opportunities to improve on any weaknesses in their skills and abilities.
- Improve the quality of governance by:
 - becoming less reliant on management for the majority of the information gathered about the school
 - providing training in the skills of monitoring and evaluation
 - developing a more comprehensive method of independently checking on the work of the school.

Outcomes for individuals and groups of pupils**2**

Considering children arrive at Nursery with very weak skills, particularly in their ability to socialise and communicate, they achieve well. This is because they make good progress in lessons and over time. Pupils are keen to learn and do well. They enthusiastically answer questions and they work well with their 'talk partners'. Consequently, the vast majority achieve the challenging goals set for them and standards in national assessments have risen. By the end of Year 2, attainment is currently broadly average. This is a good improvement and owes much to the developing and effective assessment and tracking procedures. Basic skills in reading, writing and number are much stronger than previously and there are good examples of these skills being used well in other subjects, such as writing about Guy Fawkes and Florence Nightingale. Nevertheless, the school is right to identify the need to increase the proportion of children who achieve the higher than average Level 3, particularly in writing. Pupils with special educational needs and/or disabilities and the very few from minority ethnic backgrounds are well supported and make good progress.

Pupils are courteous and have a helpful manner. Pupils and their parents say they enjoy school and consistently show respect for one another and the adults who care for them so well. Pupils contribute well to the school and wider community, through responsibilities such as 'buddying' and the school council. Pupils know and understand that fruit and vegetables are important and healthy foods. They really enjoy the regular exercise and understand the effects on their body. Pupils say they feel safe and secure in school and this is confirmed by their obvious confidence and self-esteem. Pupils know from experience that grown-ups will listen to them and help them if they have a problem. Furthermore, improving attainment and progress, particularly in literacy and social skills, prepares them well for their future education and life in general.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Effective teaching contributes significantly to the good learning and progress made by pupils. Teachers and assistants work well together and make learning lively and challenging, often through searching questioning and guiding pupils to make choices about resources. The pace of lessons is brisk and, in the best, the level of challenge is good. In a mixed Year 1 and Year 2 literacy lesson, the class teacher made good use of information and communication technology (ICT) to improve pupils' spelling skills. Pupils have learning targets which they know and use, particularly in writing. Marking mostly relates well to these individual targets for pupils.

The curriculum promotes pupils' academic and personal progress well. The school rightly places great emphasis upon the development of basic skills. This is very important given the weaknesses that exist and persist in pupils' communication and social skills. Pupils benefit from a range of modifications to the curriculum, such as extra support for pupils with extra learning needs, in reading and mathematics. The curriculum is enriched well during the school day and afterwards. For example, visits and visitors are carefully chosen to increase pupils' experiences.

Care is the exemplary heart of this school and the experienced learning mentor plays a leading role in this. The family atmosphere superbly reflects a school where every pupil is fully valued. For example, highly effective strategies exist to monitor behaviour and attendance throughout the school. Pupils with special educational needs are identified quickly and receive good individual support from the earliest stage. Vulnerable pupils are well supported: academically, socially and emotionally. They are taught how to manage their feelings, such as worry, as part of an excellent programme which includes 'circle

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time' (class discussions). Very strong links with external agencies provide welcome advice and guidance for pupils and their parents.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school well. The vision she has set is challenging and has led to attainment continuing to rise and progress quickening. This is due to a more rigorous monitoring of pupils' academic and personal achievements. Moreover, there has been a sharpening of success criteria in planning and staff have developed a clear view of their responsibilities in raising pupils' attainment. Staff have a common and shared vision for the school and they make a good team. Staff make key contributions to improvement planning. For example, subject coordinators work effectively in auditing their subjects through a range of activities, such as checking on the consistency of staff marking and promoting the use of basic writing skills in a range of subjects. These improvements also show that the school successfully ensures that all pupils receive their entitlement and benefit equally from all that the school has to offer. Important aspects of the school's excellent care are the strong safeguarding procedures and the effective way that discrimination is discouraged. Despite having access to very few examples of diversity, the school promotes community cohesion well. The links with the local community are very strong and fruitful for all parties. The promotion of pupils' knowledge and understanding of national and global issues is developing well. For example, pupils are highly enthusiastic about the varied activities that were enjoyed during 'Indian Week'. In particular, they enjoyed the contributions about food, clothing and dance.

Governance is satisfactory. Governors are supportive, but they are too reliant on management for their information and evaluations of the school, rather than having their own systems for gathering information. Nevertheless, they share with management a clear view of the need to be consistently vigilant in lowering barriers to learning and ensuring pupils' well-being is monitored very thoroughly. To this end, finances are managed prudently and well and the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Most children enter Nursery with skills, knowledge and understanding at levels that are very low, particularly in communication skills and in their poor social and emotional development. Good provision in Nursery and Reception leads to children making good progress. As a result, by the end of Reception, children have made up much ground in their learning, although the majority are still working towards the level expected for children moving on to Key Stage 1. Opportunities are sometimes missed for children to develop their independence and learning skills through play. This is because the outside area is not used as effectively as the better-organised indoor provision. Excellent care and support for children and the development of strong relationships with parents and carers ensure that children settle well, are happy and clearly grow in confidence and self-esteem. Children's individual developmental and learning needs are carefully assessed and their progress records are good. Children with additional learning and developmental needs are identified quickly and catered for well. Children make a good start to early reading and writing. Leadership and management are good. Staff work well as a team and foster the motivation, enjoyment and interest shown by learners as they move into Key Stage 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The respondents to the questionnaire are highly supportive of the work of the school.

All say that: they are happy with their child's experience at the school; their child enjoys school, makes enough progress and is well prepared for the future; teaching is good; the school deals effectively with unacceptable behaviour; and the school helps their child to have a healthy lifestyle. Written comments are mostly praising the work of the school and the way that it supports parents and carers. However, bullying was raised as a concern on a very few returns. Inspectors checked this out verbally with groups of pupils and parents and there was no evidence to suggest that it is a problem in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ellenborough and Ewanrigg Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 41 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	81	8	19	0	0	0	0
The school keeps my child safe	34	81	8	19	0	0	0	0
The school informs me about my child's progress	28	67	13	31	1	2	0	0
My child is making enough progress at this school	29	69	13	31	0	0	0	0
The teaching is good at this school	32	76	10	24	0	0	0	0
The school helps me to support my child's learning	33	79	6	14	2	5	0	0
The school helps my child to have a healthy lifestyle	27	64	15	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	52	18	43	0	0	0	0
The school meets my child's particular needs	31	74	9	21	1	2	0	0
The school deals effectively with unacceptable behaviour	27	64	14	33	0	0	0	0
The school takes account of my suggestions and concerns	27	64	13	31	1	2	0	0
The school is led and managed effectively	33	79	8	19	1	2	0	0
Overall, I am happy with my child's experience at this school	36	86	5	12	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2010

Dear Pupils

Inspection of Ellenborough and Ewanrigg Infant School, Maryport, CA15 7NE

On behalf of the inspection team, can I say how much we really enjoyed being in your good school recently. We were very grateful for your warm welcome, courtesy and the help you provided. You go to a good school.

What is good about your school:

- the good progress that the children in the Nursery, Reception and Year 1 and 2 classes make in their learning
- the way you enjoy school and the appreciation shown by your parents
- the really good way that you know and understand the importance of being healthy, by eating properly and exercising well
- the way you behave well, try hard in lessons and work closely with your 'talk partner'
- the good contribution that buddies and the school council make to ensuring that the school is a safe and caring place for all
- the good teaching that you receive
- the good range of activities that make school so interesting, such as Indian Week
- the excellent links that the school makes with your parents and with other adults who help you and your families in so many ways
- the way that your headteacher and staff work so hard and well to provide you with a safe and challenging place to learn.

To make your school even better, I have asked that Nursery and Reception children have the chance to learn better by spending more time in the outdoor area. I know that Nursery and Reception children will want to help by always doing their best work, using the outdoor area more and following the advice from teachers. I have also asked the school to make sure the governors have lots of opportunities to visit school and see what you are doing.

The inspection team wishes you well and good luck for the future.

Yours sincerely

Mr John Heap

Lead inspector

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