

Haverigg Primary School

Inspection report

Unique Reference Number	112157
Local Authority	Cumbria
Inspection number	337853
Inspection dates	29–30 April 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Mrs June Wheatley
Headteacher	Mrs Janice Brockbank
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed, taught by five teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work and looked at the school improvement plan, a range of pupils' books and progress monitoring documentation. A variety of policies were scrutinised, including those in relation to safeguarding, minutes of meetings of the governing body and reports from the local authority. Fifty-nine questionnaires returned from parents and carers were analysed by the inspection team.

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

- attainment and achievement in writing to ascertain the strengths and areas for development in teaching, assessment and the curriculum, most particularly for the most able
- in the Early Years Foundation Stage, the extent of outdoor learning and development
- how well gifted and talented pupils and those from minority ethnic backgrounds are doing
- the extent to which pupils use and develop their basic skills in other subjects
- the precision in monitoring and evaluation procedures, particularly those used by the governing body.

Information about the school

This small primary school serves a mainly White British population and has a very small group of pupils from minority ethnic heritages. The proportion of pupils known to be entitled to free school meals is well below average. A well above average proportion of pupils has special educational needs and/or disabilities. For example, in the 2009 Year 6 class the proportion was around 60% of pupils and four pupils had a statement of special educational needs. The school has gained a range of awards, including Healthy Schools status, Activemark and the Fairtrade award.

The range of extended provision includes family learning, specialist support services and childcare in conjunction with a local organisation.

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 continues to be a good school that provides good value for money. Parents and carers are mostly very satisfied with the school and judge that it gives their children a good start to their education. A typical view is: 'My child is very happy at Haverigg School. She continually achieves more and more, which can only reflect on the school's standards and on the quality of education she receives.' Major strengths include the excellence of pupils' knowledge and understanding about maintaining a healthy lifestyle and the contribution they make to the local community. Pupils' spiritual, moral, social and cultural development is outstanding. All of these areas are superbly supported by the excellent partnerships with other schools and agencies that promote pupils' learning and well-being.

Overall, outcomes for pupils are good because the school provides effective teaching, a good curriculum and strong care, guidance and support. Most children enter the Reception class with broadly average skills in a number of areas, but not in communication, language and literacy, where their skills are clearly weak. They get a good start in Reception but the school does not make full use of outdoor provision to maximise children's learning. Attainment at the end of Key Stage 2 is average, overall. Writing is the weakest area and the school recognises the need for improvement, even though pupils are currently making satisfactory progress. There are clear signs that the school's innovative curriculum and improved monitoring of achievement are increasing pupils' motivation to write and the standards reached. However, there are shortcomings in the marking, the amount of writing done and the challenge in lessons, particularly for the more able pupils. Pupils, including those with special educational needs and/or disabilities, the gifted and talented and the very few from minority ethnic backgrounds, make good progress and achieve well in their learning. This is borne out in the national assessment data and current work in their books.

The headteacher provides a focused educational direction that is centred on raising attainment, particularly in writing. The senior leadership team has introduced a variety of initiatives to achieve this. These include amendments to the 'creative curriculum' to place greater emphasis on developing pupils' literacy and numeracy skills.

Self-evaluation is accurate and gives leaders and governors a clear picture of the school's effectiveness. Good improvement has been made since the previous inspection. All of this indicates that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in writing by:

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- ensuring that the marking of pupils' work consistently provides them with a clear picture of their achievements and what they need to do to improve further
- ensuring that all pupils are challenged effectively in all lessons
- increasing the opportunities for pupils to write, including in subjects other than English.
- Improve the use of the Early Years Foundation Stage outdoor area so that children's independent learning skills are further and better developed by:
 - increasing staff's skills in managing the area
 - increasing expectations of children so that they respond as well as they do indoors.

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

Observations of lessons carried out during the inspection show that the learning of all groups of pupils is good and that they achieve well. The high quality of relationships fostered by the staff leads to pupils developing good attitudes to learning and enjoying their work. Pupils are keen and enthusiastic because of the variety of approaches used to stimulate learning, such as engaging electronic presentations and opportunities to work independently and collaboratively at different times. A balance of practical tasks and those requiring more reflection offer good and varied opportunities for pupils to progress. Progress in writing is satisfactory and it is sometimes limited by pupils not fully understanding how to improve because the quality of the target setting and marking is inconsistent across classes. Attainment in mathematics is much better than at the time of the last inspection, as a result of focused work by the school. Currently, pupils are on track to meet challenging academic targets. Lower-attaining pupils and those with special educational needs and/or disabilities benefit well from the successful support by staff. More work in developing reading strategies and on using art, music and dance as ways to develop interest in learning are examples of the range of strategies used to motivate and interest pupils. Boys and girls make similar rates of progress.

Moral and social development are exceptionally strong and successfully promote confident, well-behaved and responsible members of this happy school community. Good cultural development includes knowledge and understanding of far-off countries, such as Nepal, pupils' awareness of different faiths and their learning of French. Attendance is above average. Parents and carers appreciate the school's caring ethos and recognise that their children are safe and secure. Pupils learn how to live healthily and older pupils explain how innovative teaching in science, for example, plays an important part in their knowledge and understanding of how the body works. Pupils are willing and highly effective contributors to the school and wider community through the work of the school council, generous charitable donations and playing a significant role in community activities. Pupils are well prepared for the next stages of their education because of their strong academic and social skills.

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These are the grades for pupils' outcomes

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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is rarely less than good. Inspection evidence matches the regular checks made by the school. In the best lessons the strong elements of teaching include; thorough planning that mostly meets the needs of all pupils, teachers' searching and challenging questioning, and good use of information and communication technology (ICT) to explain and illustrate difficult ideas. Relationships in classrooms are excellent and there is strong yet sensitive management of pupils. Assessment is used well to match work accurately to individual pupils' needs. Usually, marking is good and provides pupils with a clear picture of the progress they are making and areas to improve. However, the marking of writing is inconsistent. Pupils with special educational needs and/or disabilities benefit from good individual education plans and the effective support of adults.

The school provides a rich curriculum that effectively promotes pupils' personal and academic development. It is enriched well by an exciting range of visits, visitors and other activities. The development of skills, knowledge and understanding in English, mathematics and science are the main focus for pupils' learning. Nevertheless, specialist

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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teachers, coaches and tutors provide good opportunities for pupils to learn music, sports, art, French and ICT. Good curricular links with other schools also provide further enhancement of the curriculum for gifted and talented pupils. Skills in writing are used adequately in other subjects, but the school rightly recognises that this remains an area for further development. Mathematics and ICT skills are used well across the curriculum. The learning of pupils with special educational needs and/or disabilities is promoted by well-founded modifications to the curriculum, such as extra reading, basic writing skills and support in mathematics.

Teachers know the pupils really well because they monitor all aspects of their time in school. For instance, behaviour and attendance are monitored diligently and prompt action is taken if the need arises, direct contact with parents and carers, for example Good relationships with outside agencies mean that their expertise is used very effectively. As a result, children's self-esteem is high and their parents and carers are very impressed by the good care their children receive.

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	2

How effective are leadership and management?

The good leadership of the headteacher gives a strong sense of direction. The dedicated staff support her well and morale is high. Outstanding partnerships have been built that support pupils' good learning and well-being, such as the appointment of leading teachers in assessment and ICT. Moreover, the school has strengths that it is willing and able to share, mainly with neighbouring schools. Also, the headteacher is recognised as a local leader in education. Good levels of monitoring are in place and staff are effectively involved in these activities, such as observing teaching, analysing pupils' work and monitoring pupils' achievement data. As a result, there is good teaching in a well-managed, safe, clean and stimulating environment.

Challenging priorities for whole-school development and clear targets for pupils' achievement are set. The school promotes equality of opportunity well and has appropriate procedures and practices in place to avoid discrimination, for example through personal, social and health education lessons and assemblies. Pupils from minority ethnic backgrounds work and play harmoniously with their peers and each pupil's personal and academic progress is well monitored. Financial management is good and promotes successful provision and strong outcomes for pupils. Governance is good. Governors have a very clear idea of the school's successes and aspirations because they

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use increasingly precise monitoring and evaluation techniques to gain their information. They are well placed to support and challenge the school to further improvement. Safeguarding procedures and practices are good and meet current requirements. The school understands its religious, ethnic and socio-economic context and is developing an expanding and strong approach to promoting pupils' knowledge and understanding of national and global issues. For example, pupils raise money for local, national and international charities. Consequently, the school has provided pupils with a good understanding of how some national and global communities differ from their own.

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
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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

When children start school in Reception most are working at levels that are typical for their age in several areas. However, there are much weaker skills and abilities in communication, language and literacy and, most particularly, in early writing and their knowledge of sounds and letters. Children make good progress and their skills rise to a little above expectations by the start of Year 1.

Children do well because teaching is good, they are well cared for and there is a generally rich and varied curriculum. However, the use of the large and well-resourced outdoor area is satisfactory because the activities are not managed well enough and, consequently, opportunities are missed to develop children's learning, for instance in early writing. Moreover, the expectations placed on children to work together are not as good as they are indoors. Children are enthusiastic and keen to learn. Letters and sounds are taught well using songs and actions and this helps children to make a good start to developing early reading skills. Children's personal, social and emotional

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development is promoted well and, as a result, they learn to share and develop good independence. They are given good opportunities to try out their own ideas, such as building a wall using blocks so that they can control the 'traffic' on the outdoor path. Children are given many opportunities to choose where they are going to work. Learning at these times is most effective when adults intervene at exactly the right time to move learning on.

Good leadership and management ensure that provision is reviewed regularly and appropriate action taken to ensure improvement, such as a strong emphasis on developing talking skills as a precursor to early writing.

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

Views of parents and carers

An overwhelming majority of parents and carers are happy with their children's experience at school. Typical comments from them are, 'My child is very happy at Haverigg School' and, 'Well-run school!' They say that the school keeps their children safe and that their children enjoy school. They feel well informed about the progress their children make. A very small number of questionnaires contained disagreements with the statements but these were individual concerns and revealed no specific trends.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haverigg Primary 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	71	17	29	0	0	0	0
The school keeps my child safe	43	73	16	27	0	0	0	0
The school informs me about my child's progress	42	71	17	29	0	0	0	0
My child is making enough progress at this school	41	69	18	31	0	0	0	0
The teaching is good at this school	39	66	20	34	0	0	0	0
The school helps me to support my child's learning	34	58	25	42	0	0	0	0
The school helps my child to have a healthy lifestyle	39	66	20	34	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)	28	47	29	49	0	0	0	0
The school meets my child's particular needs	38	64	21	36	0	0	0	0
The school deals effectively with unacceptable behaviour	26	44	31	53	2	3	0	0
The school takes account of my suggestions and concerns	28	47	30	51	1	2	0	0
The school is led and managed effectively	38	64	21	36	0	0	0	0
Overall, I am happy with my child's experience at this school	43	73	15	25	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



Dear Pupils

Inspection of Haverigg Primary School, Millom, LA18 4HA

On behalf of the inspection team, can I say that we thoroughly enjoyed our time in your school recently. We are very grateful for the warm welcome you gave us and the courtesy and help you provided.

What we particularly liked about your school was:

- the good learning and achievement from Reception to Year 6
- your excellent knowledge and understanding about how to be healthy
- the exemplary contribution that you make to the school and wider community
- your good behaviour, attitudes to school and the strong relationships you develop
- the outstanding spiritual, moral, social and cultural development that ensures you contribute to the happy and caring ethos in the school
- the good teaching, curriculum and care, guidance and support that you receive
- the strong leadership and management
- the exemplary partnerships developed by the school that promote more and more opportunities for you to learn and develop.

To improve the school further, I have asked your teachers to raise attainment in writing. There needs to be more challenge in lessons; consistency in the ways that books are marked so that you know how well you are doing and what you need to do next to move on to the next level of achievement; and more opportunities for writing, especially in subjects other than English. You can help greatly by making sure that you continue to read comments and act on them as well as you can, always doing your best work and taking every opportunity to write well. I have also asked the teachers in Reception to improve the use of the outdoor area so that children acquire better skills that they can use independently.

I wish you well and good luck for the future.

Yours sincerely

Mr John Heap

Lead Inspector

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