

Langwathby CofE Primary School

Inspection report

Unique Reference Number	112255
Local Authority	Cumbria
Inspection number	337882
Inspection dates	9–10 February 2010
Reporting inspector	David Law

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Mr Andrew Dyer
Headteacher	Mrs Lesley Birtwell
Date of previous school inspection	3 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They spent 71% of their time looking at learning. Eleven lessons were seen and nine teachers were observed teaching. Inspectors held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at the improvement plan, school policies and evidence from self-evaluation. Account was taken of teachers' curricular planning and their assessments of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and pupils by analysing questionnaires from 57 parents and 97 pupils. Twelve staff questionnaires were also evaluated.

- the effectiveness of the school's self-evaluation and its capacity for sustaining improvement
- how well groups of pupils and individuals learn and the progress they make
- the effectiveness of teaching in helping pupils to achieve as they move through the school.

Information about the school

The school serves an extensive rural area including numerous villages, hamlets and isolated homes. The proportion of pupils known to be eligible for a free school meal is below average. The number of pupils with special educational needs and/or disabilities is average. There are few pupils from minority ethnic groups or whose first language is not English. Pupil mobility is above average, for example, over half of the pupils in Year 6 in 2009, entered Langwathby at Key Stage 2. Each year, pupils from a nearby first school join Year 4 at Langwathby. The number varies, but can be up to ten pupils. The Early Years Foundation Stage unit includes Nursery and Reception age children. The Nursery admits up to 32 children each year and all attend part-time. Many come from outside the normal catchment area. Although the majority stay on to enter the Reception Year a significant minority leave to attend schools nearer to their homes. The school has achieved the Activemark and the Healthy Schools Award. It has also received the Leading Aspect Award for art and for Early Years provision.

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

Langwathby C of E Primary is a good school. Pupils' contribution to the school and wider community and partnerships to promote their learning and well-being are outstanding. Pupils take an immense pride in their achievements and eagerly engage in the many activities provided. They take responsibility enthusiastically and grow in confidence. Links with local artists are extensive and pupils' achievement in art is excellent. It was a privilege for inspectors to experience pupils' presentation of Twelfth Night in the village hall. Pupils worked exceptionally well together to provide a captivating performance of drama, music and dance.

All groups of pupils make good progress in their learning. A good curriculum enables them to achieve well and contributes significantly to their personal development. It is rich in practical experiences and pupils thoroughly enjoy learning. The school council eagerly told inspectors about many interesting visits and how much they enjoyed African drumming. This is typical of pupils' very positive attitudes and their eagerness to be at school is reflected in their above average attendance. They enthusiastically practise new things, for example, when using the computer for historical research. This helps them to develop skills for their future economic well-being. Pupils work and play well together and behaviour is good. Spiritual, moral, social and cultural development is good and pupils respect each other. Good teaching ensures learning is well matched to pupils' personal needs. Lessons are interesting, often using technology to help pupils to understand. Teaching assistants are adept at supporting those with special educational needs and/or disabilities and, as a result, they make good progress. Assessment is used well to plan lessons, particularly to ensure the most-able are challenged. However, the marking of pupils' work does not consistently tell them what they could improve. Care, guidance and support are good. Clearly targeted support enables potentially vulnerable pupils to make good progress. Pupils say they feel entirely safe in school and safeguarding procedures are good.

Good leadership at all levels is founded on a strong desire for all pupils to achieve well and to become confident learners. Strong teamwork and an energetic commitment to pupils' well-being and progress are evident from all staff. The headteacher's clear vision, based on high expectations, infuses the school with a sense of purpose and direction. Governors are proud of the school and have a secure grasp of what could improve. Excellent partnerships, for example, with the churches and the community development centre at the school, effectively enhance pupils' learning and well-being. This makes a strong contribution to promoting community cohesion where the school and its pupils are a focal point of local activity. However, pupils have too little opportunity to learn about others from more diverse backgrounds. The school has a good capacity to sustain

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improvement because monitoring and evaluation are accurate and rigorous and planned improvements are relevant, important and realistic. Leaders at all levels, together with governors, contribute effectively to this process. As a result, the school knows itself well. All the issues from the previous inspection have been addressed and the school sustains good outcomes for all groups of pupils. Parents are highly supportive and value the rich experiences offered through the curriculum. One summed it up by saying 'I am really pleased with the opportunities and there is always something happening to keep my child interested and motivated. He is keen to go to school and enjoys his time there.'

What does the school need to do to improve further?

- Improve the consistency of marking by regularly including developmental points that will help pupils to take the next step in their learning.
- Improve pupils' understanding of the global dimension by promoting links with other schools and communities where there are contrasting cultural traditions.

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

In lessons, pupils make good progress in their learning. They apply themselves well and diligently sustain concentration. High levels of enjoyment and interest are frequently evident. Pupils are persistent when learning new skills and solving problems, for example, in mathematics, Year 6 pupils gained a good understanding of probability. Such positive attitudes make a significant contribution to pupils' good achievement. Furthermore, this is across a broad range of activities, including the arts, sport and science. Many pupils are avid readers and reach above average standards. Younger pupils have a good knowledge of phonics and older pupils read with good comprehension. Progress in writing is good and key skills of spelling and punctuation are learnt well. Pupils enjoy mathematics and reach above average standards. All groups of pupils, whatever their starting points, make good progress throughout the school to reach above average attainment. They are challenged by interesting topics and learn how to apply skills well. For example, Key Stage 1 pupils learning about forces in science completed graphics work using computers. Pupils with special educational needs and/or disabilities make good progress particularly in their reading. Those entering the school in Year 4 also make good progress. Pupils develop a good understanding of how to live healthily and participate enthusiastically in sport. An eagerness to take responsibility is seen in pupils' participation in the school and class councils and their commitment to fund-raising through mini enterprise activity. Pupils' well developed social skills and their good achievement prepare them well for the next stage of their education.

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	2
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	2
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	2

How effective is the provision?

Good teaching helps pupils to make good progress and lessons move along at a brisk pace. Teachers set high expectations which pupils do their best to fulfil. Assessment is used well to tailor work to the needs of all pupils. Teaching assistants are well deployed to support groups and individuals. Pupils find lessons really interesting because teachers plan them well. For example, Key Stage 1 pupils walked round the village and were engrossed in sketching buildings and observant in noting date stones. The good curriculum is full of lively and practical activities and is organised well to ensure there is progression in learning. It is enhanced by an excellent range of visits to relevant places. Pupils are eager to talk about their experiences because their interest has been captured. This contributes to the good outcomes for pupils and in particular their enthusiasm for learning. The good care, guidance and support are underpinned by effective transition for pupils entering the school and between different key stages in the school. Transition from Reception to Year 1 is smooth because learning is well planned to give pupils continuity of experience. Individuals who may be at risk or vulnerable are given the support they need to learn and links with external agencies are strong. The school is effective in encouraging good attendance.

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

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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?

Schools leaders and governors share high aspirations for pupils to achieve and develop well personally. They have secured the support of parents and the school is at the heart of the community. For example, one parent said 'the school has worked with me to develop my child into a well-rounded, confident and caring youngster.'

The range of partnerships and their positive impact on pupils' learning and well-being is exemplary. Ambitious targets are agreed and information from robust and regular self-review is used well to set relevant priorities. Good governance, that provides challenge as well as support, ensures a clear and sustainable strategy for continuous improvement. The headteacher provides a strong lead with a sharp focus on learning strategies to promote good achievement. She communicates this well so that leaders at all levels know what is required. They are able to monitor and evaluate improvement and support the development of the curriculum. The curriculum is organised so that pupils have a clear understanding of how to keep safe and safeguarding procedures are good. The school knows its pupils well and effectively tackles discrimination so everybody has equal opportunity to achieve. The school promotes community cohesion well, but recognises there is scope to develop pupils' experience of global issues. The school achieves good outcomes, has effective financial management and 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
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

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Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage unit is good and there are a number of outstanding features. Children enter the unit with skills broadly in line with those expected at this age. They make good progress in their learning and enter Year 1 with attainment above expected levels. Children develop as confident, independent learners who can make choices and express their thoughts. They know that adults listen carefully to them and they flourish in the warm, welcoming and stimulating environment. The use of assessment to plan learning is outstanding and the balance between child-initiated and adult-led activities is excellent. Adults have a thorough knowledge of child development and resources are exceptionally well organised so that children have ready access to what they need to help them learn. Good teaching is evident and is particularly effective in developing the key skills of speaking and listening. Children show immense enjoyment in all that they do and their personal development proceeds at a brisk pace. The unit is well managed and all the adults work well as a team showing an exemplary commitment to children's well-being and learning. Good induction procedures help children to settle quickly. Links with parents are strong and they value highly the provision that is made. One said 'the Reception class is wonderful and welcoming with helpful and enthusiastic staff.'

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

Parents are very supportive of the school. They feel their children enjoy being at school and are well prepared for the future. A number commented on how the school enabled their children to become confident individuals. A good proportion commented on the many opportunities available through the curriculum, such as school trips. Inspectors agree with these views. A few felt that behaviour was not as good as it should be. Inspectors saw that behaviour during the inspection was good in classrooms and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Langwathby CofE 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 inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	46	29	51	2	4	0	0
The school keeps my child safe	28	49	28	49	1	2	0	0
The school informs me about my child's progress	18	32	36	63	2	4	0	0
My child is making enough progress at this school	24	42	27	47	4	7	0	0
The teaching is good at this school	30	53	26	46	0	0	0	0
The school helps me to support my child's learning	21	37	33	58	2	4	0	0
The school helps my child to have a healthy lifestyle	25	44	29	51	1	2	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)	20	35	30	53	0	0	0	0
The school meets my child's particular needs	23	40	28	49	3	5	0	0
The school deals effectively with unacceptable behaviour	16	28	31	54	6	11	0	0
The school takes account of my suggestions and concerns	21	37	32	56	0	0	0	0
The school is led and managed effectively	22	39	31	54	1	2	0	0
Overall, I am happy with my child's experience at this school	26	46	29	51	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.



Dear Pupils

The other inspectors and I enjoyed our visit and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us. We found that your school is providing you with a good education.

You told us that you enjoy school and feel safe when you are there. We saw that you are eager to learn. Your behaviour is good. The way you take responsibility, for example, in the school council, is excellent. Many of you said how much you enjoy and value your school trips. You told us the school gives you lots of chances to take part in sport, music and drama. We saw the play 'Twelfth Night' that you performed in the village hall. This was impressive. We saw outstanding effort and lots of talent from budding stars of the future. Your art work is outstanding – the large bird hanging in the hall is superb! You are right to be proud of your achievements. The teachers and other adults take good care of you and want you to do well. The leadership and management of your school are keen to keep on improving things.

We have asked the school to improve two things. First, when your work is marked we want your teachers to include more comments about how you can improve what you do. The second thing is we want greater opportunity for you to learn even more about different communities around the world.

I hope you will continue to play your part in helping to bring about these improvements by continuing to work hard and being so enthusiastic about your learning. Best wishes for the future.

Yours sincerely,

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