

Shankhill CofE Primary School

Inspection report

Unique Reference Number	112259
Local Authority	Cumbria
Inspection number	337885
Inspection dates	9–10 February 2010
Reporting inspector	David Byrne

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Professor D Vaughan
Headteacher	Mrs E Brocklebank
Date of previous school inspection	1 September 2006
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Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed, taught by three different teachers and teaching assistants in their classrooms. Meetings were held with governors, staff and a group of pupils; approximately one third of inspection time was spent looking at learning, including time spent analysing pupils' work. The school's work was observed and documents relating to safeguarding, pupils' progress and attainment, the curriculum, school development and planning for the children in the Early Years Foundation Stage were examined. The views of parents and carers, through 18 returned inspection questionnaires, and the views of staff and pupils, were evaluated and reviewed.

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

- whether achievement and progress are high enough
- the impact of teaching and the curriculum on developing pupils' academic potential and ability to become independent learners
- the effectiveness of the school's actions in promoting links with parents and the community
- the procedures for school self-evaluation, the use of assessment and school development planning to drive forward improvement.

Information about the school

This is a very small primary school situated in a relatively isolated rural location. The number of pupils eligible for a free school meal is low. The proportion of pupils identified with special educational needs and/or disabilities is average with an above average percentage having a statement of special educational need. All pupils are of White British heritage. The Early Years Foundation Stage consists of a Reception class coupled with a Nursery group that is funded by the community and inspected separately. Since the last inspection, there have been significant staff changes. The headteacher took up post in January 2010 and there have been recent and unavoidable changes to the staffing structure throughout the school.

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. It does particularly well in supporting pupils with special educational needs and/or disabilities. Strong leadership by the new headteacher has added a fresh impetus to the school and refocused aspects of its development.

Achievement is good. Attainment is generally above average, but varies significantly each year due to the very small size of the cohorts. Children make a satisfactory start in the Early Years Foundation Stage, although the curriculum has weaknesses. Pupils' progress improves at Key Stage 1 and is good overall. In Key Stage 2, progress accelerates and is very good due to strong teaching. Across the school, the quality of pupils' spelling, handwriting and presentation of work does not do pupils justice and at times, and the more-able are not challenged enough.

Pupils are well cared for within a safe, secure and welcoming atmosphere. As one pupil put it, 'this school is just like one happy family'. As a result, pupils' behaviour is excellent and they form very good relationships with others. Attendance is high. Pupils enjoy learning and like the lessons on offer to them. This is testament to the mostly good teaching and very good contribution of teaching assistants. Pupils understand the importance of staying fit and well and most take plenty of exercise. School lunches are very popular and make a vital contribution to the pupils' views that healthy eating can be enjoyable.

There is a strong staff team. It shares a very clear vision for the school's development and is willing to adapt to changes, for example, by taking on new approaches to the curriculum and assessment. The governing body has established good procedures for monitoring the school's effectiveness. The school knows itself well, but the judgements about its effectiveness are not systematically recorded to fully inform school development planning. A relative weakness exists in the quality of partnerships with other schools to enhance staff development and expertise. Whilst parents support the school, opportunities for engaging them fully in school life are relatively limited. Given the maintenance of the good features noted at the last inspection and the effective leadership of the headteacher and governors, the school has a good capacity to improve in future.

What does the school need to do to improve further?

- Raise achievement and progress, by:
 - improving the Early Years Foundation Stage curriculum to fully extend learning and capitalise on the children's ability to be independent

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- ensuring that the more-able pupils are consistently challenged
- improving the quality of pupils' spelling, handwriting and presentation of work.
- Improve the effectiveness of school development by:
 - ensuring that the school's self-evaluation is recorded in a succinct and pertinent way
 - forging closer links with local schools to benefit staff development and pupils' learning
 - creating more opportunities for involving parents in school life.

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

Pupils have a thirst for learning and thrive best when being challenged to find out for themselves. They willingly share with a partner and in Key Stage 2 in particular are developing the confidence to manage aspects of their own learning, for example by using computers to graphically represent data related to their daily eating and exercise patterns. Pupils' positive approach to learning enables the large majority to achieve well, although occasionally the more-able, mostly in Key Stage 1, are not as productive as they could be. Those with special educational needs and/or disabilities benefit from very good support and make great strides towards meeting their individual targets.

Attainment in English, mathematics and science at the end of Year 6 is generally average or above. The school's data indicates that this represents good progress for each individual. The school is successfully reducing the attainment gap between reading and writing. Pupils are adept at using computers in a variety of ways to support their learning. Pupils' spelling, handwriting and presentation in books do not do justice to the good learning that occurs.

A pupils' comment, 'This is a special place because everyone is really good friends' typifies the happy and safe atmosphere that pervades the school. Pupils treat each other with care and respect and at all times. Responsibility is taken willingly by pupils and opportunities for them to take on leadership roles are steadily increasing. Cultural development is successfully promoted through links with a school near Newcastle and one further afield in Tanzania. Most pupils live active lifestyles and are adamant that it is important to eat sensibly. The good attitudes to learning, the advanced social skills developed and the pupils' good academic achievement prepare them well for future life.

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

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	1
The extent to which pupils adopt healthy lifestyles	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of provision is good overall. There are some outstanding elements to teaching in Key Stage 2. Pupils say that they like the way they are taught and commented on the good sense of humour and fun they have with staff. Typical strengths in teaching are the warm and respectful working relationships between staff and pupils, the clarity of explanations given to pupils and the thoughtful use of resources, in particular information and communication technology (ICT), to promote learning. In good lessons, teachers use assessment skilfully to provide a high level of challenge for each pupil, based upon a good knowledge of each pupil's ability. They select exciting topics that blend subjects together to make lessons fun to arouse pupils' interest. A very good example of this was seen in Key Stage 2, when pupils learnt not only about the sinking of the Mary Rose in Tudor times, but also explored the scientific reasons why the submerged part of the ship did not rot. Where learning is satisfactory rather than good, expectations are not high enough for pupils to be responsible for their own learning and assessment and pupils rely too much on adult direction.

Within the curriculum, there is a satisfactory focus given to literacy and numeracy and ICT. Recent improvements to teaching are increasing the pupils' understanding of reading, including the recognition of sounds and letters. Good developments are taking place to link the learning in different subjects to add further enjoyment. There are relatively few partnerships with other schools and the community, limiting pupils' opportunities for learning beyond the school.

Pupils and parents are appreciative of the care shown by the staff. Staff take a keen interest in the emotional and physical well-being of all pupils; this ensures that all pupils

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are fully included in school life. Pupils with special educational needs and/or disabilities are provided with support matched accurately to their particular needs. The more-able pupils are identified and supported, but the quality of guidance they receive is not consistent across the school. Good systems are established to ensure pupils' safety.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has made a good start in leading and managing the school. A swift and accurate analysis of the school has established a clear picture of its strengths and set the next stages of development although the recording of the school's self- evaluation is only partially complete. This effective leadership has given staff the desire to take on new challenges and morale is good. The governing body has evaluated its role and established a good overview of the school's work. Its ability to be a critical friend has developed well as a result of increased contact with staff, pupils and parents and hence a clearer insight into how the school operates. The governing body ensures that all statutory requirements are met. This includes those regarding safeguarding pupils where the arrangements reflect recommended good practice.

The school works hard to eradicate all forms of discrimination and is successful in ensuring very good levels of inclusion for all pupils. Partnerships with other schools are underdeveloped. This reduces possibilities for staff development by sharing expertise, for example by checking that their assessments are accurate, and by accessing a variety of resources. The school is moving to strengthen home-school links, but parents are not yet fully involved in school life. The promotion of community cohesion is good overall because pupils develop a good understanding of their own culture and that of others in different localities, at home and abroad. Resources are well managed and pupils benefit from an excellent array of outdoor play and learning facilities.

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

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 school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
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

The school is in the process of reviewing the provision for the Early Years Foundation Stage. A clear vision for its development by the new leader is lifting its profile in the school. Children start Reception with skills that vary but are usually typical for their age. Planning is adequate but lacks the flair and imagination to capitalise fully on the children's natural curiosity and willingness to learn. Currently, children make satisfactory progress. When they move into Year 1, children are working at the levels expected for their age. Whilst children are kept busy, too much of their activity is directed by adults. Too little time is given to enabling children to learn through play, by investigating, exploring and discovering for themselves. Outdoor learning areas are used, but there are missed opportunities to fully develop children's learning in all areas of learning. Recent developments are already making learning much better, for example, by using topics such as 'dinosaurs' to capture the children's attention. Procedures for assessing and evaluating children's progress are in place and their welfare is carefully monitored. Whilst parental involvement is encouraged, the engagement of parents is not as advanced as it could be.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are happy with the school and consider that it gives their children a good education. Most comments in the questionnaires were positive and praised the ethos of the school and the quality of care. Inspection findings agree with these views.

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A few parents had individual concerns, most commonly that communication with them could be better. Inspectors understand parents' concerns and found that the school recognises that more needs to be done to engage parents in their children's education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shankhill 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 inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	61	7	39	0	0	0	0
The school keeps my child safe	13	72	5	28	0	0	0	0
The school informs me about my child's progress	11	61	7	39	0	0	0	0
My child is making enough progress at this school	11	61	6	33	1	6	0	0
The teaching is good at this school	10	56	7	39	0	0	0	0
The school helps me to support my child's learning	10	56	7	39	0	0	0	0
The school helps my child to have a healthy lifestyle	11	61	7	39	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)	10	56	7	39	0	0	0	0
The school meets my child's particular needs	10	56	7	39	0	0	0	0
The school deals effectively with unacceptable behaviour	7	39	10	56	0	0	0	0
The school takes account of my suggestions and concerns	6	33	11	61	0	0	0	0
The school is led and managed effectively	10	56	7	39	0	0	0	0
Overall, I am happy with my child's experience at this school	11	61	6	33	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 pupils' 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.



11 February 2010

Dear Pupils

Inspection of Shankhill CofE Primary School, Carlisle, CA6 6JA

Thank you for the part you played in the inspection of your school. I enjoyed my time with you and am grateful for all that you, the staff and your parents told me.

Yours is a good school. You are polite and seem to really enjoy lessons. As a result, your progress is good. Your behaviour is excellent and you all care for each other. You lead active lives, enjoy sport and your school meals are so good that you have no excuse not to eat healthily! Your love of school shows in the way that hardly anyone is ever absent.

You do well in your learning because mostly you are taught well. Lessons are generally interesting and teachers expect good things from you. Not all lessons, though, are good and at times some of you could be given more challenging work. I have asked the school to do this and to see that children in the Early Years Foundation Stage have more chances to develop the confidence to do things on their own and make their own choices. Sometimes, you do not take enough care with your work, so I have asked that teachers help you to work more neatly in your books and try harder with your handwriting and spelling. The school does a really good job helping those of you who find learning difficult so that you feel able to join in with all that is on offer.

Your new headteacher already knows your school very well and you are lucky that your teachers and adults are a good team working to do the best for you. I have asked the school to record clearly what it does well and what can be even better, to help when making plans for improvements.

I wish you every success for the future.

Yours sincerely

Mr David Byrne

Lead Inspector

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