

# Ennerdale and Kinniside CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	112293
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337896
<b>Inspection dates</b>	28–29 January 2010
<b>Reporting inspector</b>	Janette Corlett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Chris Ayling
<b>Headteacher</b>	Mrs Vivien Young
<b>Date of previous school inspection</b>	0 May 2007
<b>School address</b>	Ennerdale Bridge Cleator Cumbria CA23 3AR
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited seven lessons, saw three teachers and spent 35% of the time observing learning. They held meetings with the chair of governors, the governor responsible for safeguarding, staff and groups of pupils. The inspectors observed the school's work, and looked at pupils' written work, the school improvement plan, safeguarding policies and practices, the school's records of pupils' progress and 38 completed parental questionnaires.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the effectiveness of school leaders in improving the quality of provision and outcomes for pupils in the school
- pupils' progress in Key Stage 2
- the effectiveness of marking and assessment in setting pupils clear targets for improvement and ensuring that pupils are aware of the next steps in their learning
- the effectiveness of the school's systems to ensure that pupils are safe.

## Information about the school

This small rural school takes pupils from the local village and surrounding areas. A very small minority of pupils come from nearby towns. Most pupils are from White British backgrounds. Pupils are taught in two mixed-age classes. Children in the Early Years Foundation Stage learn alongside pupils in Key Stage 1. The proportion of pupils with special educational needs and/or disabilities is below average and there are no pupils with a statement of special educational needs.

The headteacher has a 0.9 full time equivalent teaching commitment in the Early Years Foundation Stage and Key Stage 1. The school holds the Healthy School Award, Activemark, and the Artsmark Gold Award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Ennerdale and Kinniside Church of England Primary School provides a satisfactory standard of education for its pupils in a warm, welcoming and calm environment. The school works hard to broaden and enrich the curriculum by providing a range of interesting visits and visitors to the school, and by organising a number of after-school clubs, which are well attended and much appreciated by pupils. There is a real family atmosphere in the school. As a result pupils behave well and show respect and kindness towards one another, with older pupils looking after their younger friends in a mature and responsible manner. Pupils have an excellent understanding of the importance of leading a healthy lifestyle through taking part in physical activities and eating a well-balanced diet. Parents report that the school provides a safe, caring and supportive environment for their children.

Due to the very small number of pupils in each year group, comparison with national statistical data does not always give an accurate reflection of attainment, but overall pupils' attainment is broadly average and they achieve satisfactorily. Children make good progress in the Early Years Foundation Stage. In Key Stages 1 and 2 progress is less rapid because the activities and tasks set in lessons are sometimes not challenging enough, neither for the older pupils in each class nor for the more-able pupils. Teachers regularly assess pupils' work, but do not always use this information as effectively as they could to move pupils forward quickly in their work. Teachers' marking of pupils' written work has improved since the last inspection and gives pupils more guidance on the next steps in their learning. However, the targets set for improvement are too broad and do not always help pupils to focus on specific, individual areas for development.

The school provides good care, guidance and support for its pupils. Pupils know that the adults in the school care for them well, and are unafraid to ask adults for their help and support. As a result pupils are confident and increasingly independent learners.

Attendance is above average because pupils enjoy coming to school, learning and playing together. Those pupils with special educational needs and/or disabilities receive good support and make good progress in their learning and personal development.

The school has some strategies in place to evaluate its performance, but these are not sufficiently robust or rigorous enough to give an accurate account of pupils' progress or of the quality of teaching and learning. This means that some of the school's judgements on attainment and pupils' learning and progress are overly generous.

Governors are very supportive, visit regularly and contribute to the school giving satisfactory value for money. Overall, the school has satisfactory capacity to sustain the improvements it has already made and to improve further.

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## What does the school need to do to improve further?

- Raise standards by Year 6 so that they are consistently above average, and in Key Stages 1 and 2, improve pupils' progress, particularly that of the older pupils in each class and the more-able, by:
  - ensuring that teachers set appropriately challenging tasks and activities for all groups of pupils.
- Improve the effectiveness of leadership and management in driving improvement and swiftly intervening to support Key Stage 1 and Key Stage 2 pupils, who may not be making as much progress as they should, by:
  - systematically and rigorously checking pupils' progress and the quality of teaching and learning
  - ensuring that assessments are consistently accurate and used to set appropriate targets for individuals and groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

From their broadly expected skills on entry to Reception, pupils' achievement is satisfactory overall and sometimes good in English and science. Standards in English, mathematics and science were above average in the 2009 Year 6 national tests. However, the trend over time is for standards to be average by the time pupils leave Year 6. Learning and progress in lessons is not always as rapid as it could be because pupils are occasionally given tasks which do not focus sufficiently on meeting all pupils' needs. For example, whilst pupils often make good use of information and communication technology (ICT) to support their learning, the programs and internet websites they access are not always selected with their individual needs and abilities in mind and pupils' progress is not as good as it might be. In contrast, pupils with special educational needs and/or disabilities make good progress because their work matches their needs well and they are given well targeted support.

Focused activities help pupils gain an excellent understanding of how to keep safe from harm and healthy. Pupils really enjoy taking part in physical exercise every day and love to take part in adventurous activities, both locally and further afield. Pupils say that there is no bullying in school – very occasionally they fall out, but they soon make friends again and play and learn together very happily. Pupils understand the difference between right and wrong, treat each other fairly and have a developing understanding of other cultures. The school day provides opportunities for quiet spiritual reflection. Pupils help raise money for charities and take part in a range of local events. This, together with their regular attendance, supports them in developing good skills for future adult life.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching is satisfactory and sometimes good. Teachers have good subject knowledge and use their individual skills and experience to enrich pupils' learning. In some lessons, the pace of learning is too slow; pupils are not always fully engaged in purposeful learning and do not make as much progress as they could. Tasks and activities are sometimes set for whole key stages, with the expectation that the older pupils in the mixed-age classes and the more-able pupils will produce a greater volume of work of a higher quality. This means that these pupils repeat work unnecessarily and do not move forward quickly enough. Pupils' work is conscientiously marked. Teachers give praise for achievement and provide guidance on how pupils' work might improve further. They frequently make effective links between different subject areas, giving learning a real purpose and relevance to pupils. This helps pupils to develop further their skills in reading, writing, mathematics and ICT.

The school cares for its pupils well and ensures their safety in school. Pupils respond with good attitudes to learning, developing confidence and independence. The school uses effective links with other local schools to broaden pupils' experiences, joining them

<sup>1</sup> 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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for educational visits, sporting events and residential trips, which pupils anticipate with great enthusiasm. This is particularly important in a small rural school and supports pupils in their move to the next phase in education.

The curriculum is rich in opportunities for pupils to take advantage of the school's beautiful location within the Lake District National Park. Frequent outdoor activities help pupils to fully appreciate the importance of caring for the environment and to understand the importance of working together as a team. Pupils learn French and take part in a wide range of creative arts, including music, dance and craft activities. During the inspection, pupils demonstrated their rhythmic skills with African drums and this also reinforced their developing cultural awareness.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides sound leadership and educational direction for the school and works effectively with a range of other agencies and partners, including parents. Teamwork is strong and a 'hands on' approach to the day-to-day management of the school supports the headteacher in the difficult task of fulfilling her leadership role, whilst maintaining a nearly full-time teaching commitment. There are systems in place for self-evaluation, but these are not sufficiently focused on raising attainment and achievement. Procedures to monitor the quality of teaching and to link teachers' professional development needs to school improvement priorities, are in the early stages of development. Parents are appreciative of the school's work, and the majority of them say that their views are listened to and any concerns are addressed. School leaders track progress based on regular assessments and individual targets for improvement are set. However, this does not consistently result in effective planning for appropriately challenging activities.

The school's effectiveness in promoting community cohesion is satisfactory. Whilst staff and pupils have a good understanding of the local community and are developing links with other countries, less is done to promote pupils' understanding of the range of cultures, faiths and socio-economic circumstances in Britain.

Governors successfully carry out their statutory duties in relation to safeguarding pupils and staff. They are very much involved in the sound financial management of the school, but not quite as effective in tackling school leaders about pupils' performance.

The school is inclusive and racist incidents are extremely rare. However, the lack of

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suitable challenge in lessons for some of the older pupils in mixed-age classes and the more-able means that the effectiveness of the school's promotion of equal opportunities is satisfactory overall.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Reception class achieve well and are well prepared for moving into Key Stage 1. The family atmosphere in the school ensures that they happily settle into school life, joining in confidently with the older learners - who love to look after them - and develop independence. Some good teaching ensures that they develop above expected skills in linking sounds and letters, and in reading, writing and mathematical problem solving. However, the school does not routinely use observation and assessment to gain a secure enough view of individual children's progress, and this means that planning for future learning activities is not always as keenly focused as it should be. Effective leadership and management leads to good outcomes for children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents are very supportive of the school and typically comment on the wide range of experiences on offer for their children both within the curriculum and after school. They say that their children love coming to school where they develop confidence and self-esteem in a warm, family environment. Most parents feel welcome in the school and say staff are always willing to listen to any concerns they may have. A few parents feel that they do not have enough information on their children's progress and inspection evidence supports this view.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ennerdale and Kinniside 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	92	4	8	0	0	0	0
The school keeps my child safe	45	90	5	10	0	0	0	0
The school informs me about my child's progress	27	54	16	32	5	10	2	4
My child is making enough progress at this school	26	52	18	36	5	10	0	0
The teaching is good at this school	31	62	17	34	2	4	0	0
The school helps me to support my child's learning	29	58	16	32	3	6	1	2
The school helps my child to have a healthy lifestyle	43	86	7	14	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)	25	50	19	38	3	6	0	0
The school meets my child's particular needs	34	68	13	26	1	2	0	0
The school deals effectively with unacceptable behaviour	37	74	13	26	0	0	0	0
The school takes account of my suggestions and concerns	29	58	16	32	4	8	0	0
The school is led and managed effectively	41	82	6	12	3	6	0	0
Overall, I am happy with my child's experience at this school	39	78	9	18	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 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



30 January 2010

Dear Pupils

Inspection of Ennerdale and Kinniside CofE Primary School, Cleator, CA23 3AR

Thank you all for giving us such a warm welcome when we inspected your school to see how you are all doing in your lessons. It was especially good to be able to talk to you and hear how much you enjoy coming to school to learn and play together. Lunchtime was a real highlight. We all shared a healthy meal and I was very impressed by your good manners and courtesy with one another. Year 6 pupils gave up their lunchtime play to tell me that you feel safe in school and know how to keep yourselves fit and healthy. They also told me about the fantastic opportunities you have to go on residential visits.

Inspectors have to make some judgements about what they find in school and try to suggest some things which might make it even better for you. I found that your school is satisfactory. This means that there are good things happening, but also some improvements needed to make sure you learn as much as you possibly can. I have asked your teachers to:

- make sure that the work you are set in lessons challenges you all to learn as much as you can and that you do not repeat work which you can already do
- check up regularly on how well you are doing with your work so that any of you who may not be making as much progress as you should are given some extra help to reach the highest possible standards.

You can help too. Please continue to look after each other as well as you do now.

Good luck and thank you again for your welcome.

Yours sincerely,

Mrs Janette Corlett

Lead inspector

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