

Shap Endowed CofE Primary School

Inspection report

Unique Reference Number	112328
Local Authority	Cumbria
Inspection number	337903
Inspection dates	28–29 April 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 aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Mrs Elizabeth Grose
Headteacher	Mrs Lois Whittaker
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were seen and five teachers were observed teaching. Meetings were held with groups of pupils, governors and staff. They observed the school's work and looked at policy documents, the improvement plan and evidence of the school's self review. Teachers' curriculum planning and their assessment of pupils' progress were also scrutinised. Inspectors evaluated the views of parents and carers, pupils and staff by analysing questionnaires from 73 parents and carers, 51 pupils and 10 staff.

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

- the progress pupils are currently making in reading and writing and the use they make of these skills across the curriculum
- the quality of learning for pupils with special educational needs and/or disabilities and the support they receive
- pupils' ability to take responsibility, develop independence and make a contribution to the school and the wider community.

Information about the school

This is a smaller than average size school serving the village and the surrounding rural area. The Early Years Foundation Stage caters for children of Nursery and Reception age. 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 above average as is the proportion with a statement of special educational needs. There are no pupils from minority ethnic groups or whose first language is not English. The school has achieved a number of awards including Investors in People, the Healthy Schools Award and Activemark. The school has also been awarded the Inclusion Charter.

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 at the heart of its community. An extensive range of partnerships make an outstanding contribution to pupils' learning and well-being. Pupils are proud of their achievements, eager to learn and enthusiastic in taking on responsibilities. Their behaviour is excellent. Consequently, their contribution to the school and wider community is outstanding. The school provides outstanding care, guidance and support. Pupils thrive in the inclusive ethos and individual needs are understood and met extremely well. Pupils feel entirely safe and safeguarding procedures are good. Parents agree: a typical comment was 'the school cares about every child and is a friendly, inviting and fun place to learn.'

Children make a good start to their learning in the Early Years Foundation Stage. As they move through the school, pupils continue to achieve well and make good progress in lessons. Attainment at the end of Year 6 is above average. Good attendance reflects an enjoyment of school. The most vulnerable, including those with special educational needs and/or disabilities, are well supported and make good progress. The school is adept at helping pupils to overcome barriers to learning.

Good teaching provides interesting, well-organised and challenging activities. Teachers have a positive rapport with pupils. They respond by showing high levels of motivation. Assessment is used well to match learning to individual needs and pupils know their personal targets. The good curriculum is enhanced by excellent enrichment including strong links with local businesses. This helps pupils to acquire good skills for their future economic well-being. Pupils skilfully use computers to support their learning. However, there are too few opportunities for pupils to use reading and writing skills across a range of subjects. Pupils enjoy outdoor learning. The school council has helped to improve outdoor facilities but would like to develop them further. Teachers and the governing body agree and intend to do this.

Good leadership has built a committed staff team. The headteacher provides a strong lead and sets high expectations. All teachers enthusiastically embrace leadership roles. Governors provide good challenge and support. The good capacity to sustain improvement is underpinned by robust self-evaluation and the school knows itself well. Effective development planning is sharply focused on improving learning. Weaknesses are tackled firmly and staff held to account for pupils' progress. All issues from the last inspection have been addressed: teaching has improved and all outcomes are now good or better. Attainment has risen strongly. Parents and carers express high levels of confidence in the school.

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What does the school need to do to improve further?

- Develop the curriculum by planning more opportunity for pupils to use reading and writing skills in subjects other than English.

Outcomes for individuals and groups of pupils

2

In lessons, pupils show very positive attitudes to learning. They demonstrate an excellent ability to work cooperatively. Learning proceeds at a brisk rate. Pupils concentrate well and invariably try their best. They are productive and complete good amounts of work. They frequently show tenacity when faced with a challenge. This helps them to make good progress. Attainment at the end of Key Stage 2 has risen strongly in the last three years. In 2009, it was well above average in mathematics and science and above average in English. Pupils show a good ability to solve problems in mathematics and enjoy practical activity in science. Pupils develop a good understanding of how to live healthily. They understand the benefits of eating fruit and vegetables and taking exercise. Pupils' spiritual, moral, social, and cultural development is good. They are tolerant and sensitive to the needs of others. Pupils are exceptionally eager to take responsibility. The school council is a strong voice for pupils. Members could point to many initiatives to which they have contributed. For example, they are proud of refurbishments they helped to make to the playground. Pupils' excellent contribution to the wider community was exemplified in their project on 'Reminiscences' when they learnt about the history of Shap through talking to various residents in the village. Pupils' attendance is above average and they are well prepared for the future.

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	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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2 2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching contributes significantly to pupils' good achievement. Lessons are well planned and objectives for learning are clear. Teachers make activities lively, practical and engaging. For example, in a science lesson, pupils were totally absorbed making models to show the working of the lungs. Pupils have good opportunities to work cooperatively. This is particularly evident in Years 5 and 6 where pupils were seen confidently explaining to classmates how to solve mathematical problems. The good curriculum is well planned. Learning for mixed- age classes is well thought out and pupils build systematically on previous experiences. Computers are used effectively for personal research. The school is starting to develop the curriculum to help pupils to use their reading and writing skills in subjects other than English. Pupils enjoy learning about ecology and the environment, for example, when growing things in the school garden, but they and their teachers would like more of this active and outdoor learning. Outstanding care, guidance and support are founded on a sure knowledge of pupils' individual needs. Vulnerable pupils receive excellent support from teachers and teaching assistants and there are strong links with a range of agencies. Induction arrangements for pupils new to the school and transition within the school operate very effectively. There are robust procedures to ensure good attendance.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders and governors show a strong aspiration for all pupils to achieve and develop personally. There is effective monitoring of the quality of teaching, which has improved since the last inspection because teachers know what is required and receive good training to develop their skills. Leaders promote their objectives through excellent partnerships with a range of interests in the community. These include strong links with the church, the community development centre based at the school and with local

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business. The school is effective in communicating its purpose and understands and responds well to the views of stakeholders. Good links with parents and carers ensure they feel involved and informed. The promotion of community cohesion is good. All pupils have equality of opportunity to achieve and are free of harassment or bullying. Good safeguarding procedures, including robust policies and effective monitoring to uphold them, ensure all pupils feel entirely safe. Staff morale is high and everybody works together for the benefit of pupils. The headteacher provides a clear lead and has driven significant improvement since the last inspection. She is ably supported by an effective leadership team and a well-informed governing body who understand the needs of the school and its community exceedingly well. Pupils are well prepared for the next stage of their education and the school achieves good outcomes 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

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. In most years, children enter with skills broadly in line with those expected at this age, but a significant minority have communication and language abilities below what is often seen. In some years, attainment on entry for most children is below expectations. Children make good progress in their learning and the majority enter Year 1 with attainment at or above expected levels. Children enjoy everything they do. They quickly become confident, play in harmony and learn how to be independent. They feel entirely safe and know adults will listen carefully to them. Good teaching is evident and learning is well planned. Good

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assessment enables all adults to understand and provide well for children's needs. Children learn to listen carefully and start to acquire a firm interest in sounds and letters. Good leadership ensures adults work as a team and are committed to children's well-being. Children thoroughly enjoy outdoor learning. This is managed well to provide children with interesting experiences, although access to grassed and planted areas is not immediately available outside the classroom. Induction is well managed and ensures a smooth transition into the Nursery and then on into the Reception Year and beyond. Links with parents and carers are good.

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 and carers express high levels of support for the school and are happy with their children's experience there. They feel their children enjoy school and that teaching is good. The vast majority say that children are well prepared for the future. There is strong support for the school's good leadership and management. Inspectors agree with these views. A very small minority felt that the school did not deal effectively with unacceptable behaviour. Inspectors judged behaviour to be excellent and saw none that was unacceptable. A similarly small minority felt that their children were not making enough progress; they were not kept well informed about this and were not helped to support learning at home. Inspectors judged that overall pupils' progress is good and saw that there are opportunities for learning at home. They found that regular newsletters are sent home and there are three parents' and carers' meetings each year.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shap Endowed 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	55	32	44	1	1	0	0
The school keeps my child safe	45	62	28	38	0	0	0	0
The school informs me about my child's progress	29	40	37	51	4	5	3	4
My child is making enough progress at this school	28	38	37	51	5	7	2	3
The teaching is good at this school	35	48	29	40	0	0	0	0
The school helps me to support my child's learning	22	30	43	59	5	7	0	0
The school helps my child to have a healthy lifestyle	29	40	42	58	1	1	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)	26	36	34	47	2	3	1	1
The school meets my child's particular needs	28	38	37	51	4	5	0	0
The school deals effectively with unacceptable behaviour	28	38	29	40	7	10	0	0
The school takes account of my suggestions and concerns	22	30	43	59	2	3	0	0
The school is led and managed effectively	33	45	36	49	0	0	0	0
Overall, I am happy with my child's experience at this school	33	45	36	49	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

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.



30 April 2010

Dear Pupils

Inspection of Shap Endowed CofE Primary School, Penrith, CA10 3NL

The other inspector and I enjoyed our visit to your school. Thank you for contributing to the inspection by making us welcome. You were eager to talk about your school. We found that your school is providing you with a good education. One of you said, 'We all get along so well together.' We agree and these are some of the things we think you do well:

- your behaviour is excellent and you are eager to learn
- you are very proud of your school, enjoy being there and make good progress in your learning
- you are keen to help out and take responsibility, for example, by being a member of the school council
- teaching is good and the curriculum provides interesting things for you to learn
- adults care for you exceptionally well – this is outstanding
- the school is well led and managed and has improved a lot since the last time it was inspected.

We have one recommendation to help the school to improve further and this is:

- we want to see the school develop the curriculum to give you more chances to use your reading and writing skills.

I hope that you will play your part in helping to bring about this improvement and continue to work hard to reach your targets. Best wishes for the future.

Yours sincerely

Mr David Law

Lead inspector

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