

Hayton CofE Primary School

Inspection report

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| Unique Reference Number | 112402 |
| Local Authority | Cumbria |
| Inspection number | 337920 |
| Inspection dates | 2–3 March 2010 |
| Reporting inspector | Brian Dower |

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

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| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 162 |
| Appropriate authority | The governing body |
| Chair | Mr Chris Roberts |
| Headteacher | Mrs Sue Lingard |
| Date of previous school inspection | 25 January 2007 |
| School address | Hayton Brampton Cumbria CA8 9HR |
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Introduction

This inspection was carried out by three additional inspectors, one of whom focused on safeguarding. The inspectors visited six lessons, observed six teachers and spent approximately 65% of inspection time looking at learning. They held meetings with staff and groups of pupils and had telephone conversations with the Chair of the Governing Body and a representative of the local authority. They observed the school's work, and looked at a range of documentation, including pupils' books and files, monitoring and assessment records, minutes of governors' meetings, forward planning and curriculum and lesson plans. Forty questionnaires from parents and carers were analysed, together with those from staff.

- pupils' current progress and the level of their basic skills
- the use of assessments and improvement targets to support pupils in their learning
- the quality of care, guidance and support pupils receive
- the quality of development planning and the school's capacity to improve further.

Information about the school

This is a smaller-than-average sized primary school. The proportion of pupils with special educational needs and/or disabilities is below average and that of pupils eligible for free school meals is well below average. Pupils are all White British. A few pupils join or leave the school part way through their primary education. The school has several awards, including Healthy Schools, Sports Activemark, Early Years Kitemark and a silver level environmental award. Attached to the school is a child care unit, Little Acorns, which is managed by the governing body.

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. Attainment is above average and pupils' enjoyment, progress and achievement are all good. The issues from the previous inspection have been addressed successfully, with standards rising significantly in English and teachers' marking improving in quality. Self-evaluation is accurate and development planning is excellent. The school's capacity to improve further is therefore good.

Pupils say they feel safe in school. They eat healthily and take plenty of exercise. The older pupils help to support the younger ones, acting as mentors and playground friends. They represent the school in local community activities. The school council is active in putting forward ideas for improvements, such as playground organisation, and has compiled the school's mission statement. These opportunities develop pupils' confidence and self-worth. Behaviour is good. Pupils say, and the school's records show, that bullying is rare. When it does occur, it is dealt with quickly and effectively. Attendance rates are above average and punctuality to school and to lessons is excellent. Pupils are well prepared for the next stage in their education because they have good basic skills and impressive personal qualities. However, insufficient attention is being given to inculcating speaking and listening disciplines at an early stage. Pupils' spiritual, moral, social and cultural development is good.

Christian values guide the school's work and are evident in the level of care and support afforded to all pupils and the children in Little Acorns, where progress is good. Teaching and the use of assessments to support learning are good. Teachers are ambitious for the school and have high expectations of pupils. They make good use of challenging targets to raise aspirations and guide pupils well on how to improve. There are occasions when the pace of learning slackens and when insufficient attention is paid to the way pupils present their work. The curriculum is good because it is structured to meet the needs of all. The school goes to great lengths to broaden pupils' education through extensive extra-curricular activities, visits and visiting speakers.

Leadership and management at all levels are good, including that of the childcare unit. There is an accurate understanding of how well pupils and children are doing and what has to be done to get better. The monitoring and tracking of pupils' progress has improved significantly over the last two years and the school now has accurate and detailed records of pupils' attainment and achievement.

What does the school need to do to improve further?

- Raise attainment and achievement further by:
- - developing the younger pupils' speaking and listening skills

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- - quickening the pace of learning through a more efficient use of lesson time
- - improving the quality of pupils' written presentation.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their work. They are confident and self-reliant and can find out things for themselves. Pupils understand right from wrong and are aware of the consequences of their actions. They have a good understanding of society's cultural and religious diversity and what it is like to be a Dutch, Irish or African pupil, because of links with those places. Spiritual development is good, with pupils reflecting on their relationships with others and the world around them, including the intangible.

Oral presentations are given in assemblies, for example, on independent research on the formation of crystals. Older pupils have good social and speaking and listening skills but a small minority of younger pupils find it difficult to wait their turn to speak and do not always listen patiently to what others say.

Achievement is good for all groups, including those with special educational needs and/or disabilities and those few who join the school part way through a year. After a period of declining standards, attainment rose to above average last year and performance targets were met. The school's accurate assessment information and inspection evidence show that pupils are well placed to match, and in some cases exceed, the 2009 performance levels. Pupils have good literacy, numeracy and information and communication technology skills and they are used well across the curriculum. Although good standards of written presentation were seen in pupils' books, there are times when insufficient attention is given to setting work out logically and clearly. This was evident in some of the older pupils' mathematics books.

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 | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

| | |
|--|----------|
| 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 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 Taking into account: Pupils' attendance ¹ | 2 |
| | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Improvements to teaching and the curriculum have promoted better progress and achievement and raised attainment in 2009. Good use is made of assessments to support pupils in their learning, showing them how well they are doing and what they have to do to improve. Teachers and teaching assistants are skilled at monitoring progress in lessons and intervening effectively when problems arise. They are enthusiastic about their work and this is reflected in the pupils' eagerness to learn. This was seen in a Year 5 physical education lesson where pupils' confidence in their teacher and their absorption in the demands made of them resulted in all mastering points of balance. There are occasions when the pace of learning slackens because time is not used well. When this occurs, pupils become distracted because of a lack of urgency. There are instances when insufficient account is taken of the limited attention span of some pupils.

The curriculum has been reviewed to enable pupils to take more responsibility for their own learning through each term's 'learning journey'. They therefore have greater opportunities to be independent and creative and to make connections across subject areas. Enrichment activities broaden pupils' understanding of their work and add to their enjoyment of school. The take up for these is high.

The quality of the care, guidance and support pupils receive is good. Pupils with special educational needs and/or disabilities, those who are potentially vulnerable and those who join the school part way through a year make the same good progress as others because of early identification of need and effective strategies to support them. The children in Little Acorns are well cared for, feel safe and secure and also make good progress emotionally and socially.

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 | 2 |

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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How effective are leadership and management?

Leaders, managers and governors have high expectations of pupils. There are outstanding features to the headteacher's good leadership. Forward planning is exemplary and she has secured the enthusiastic commitment of staff to drive up standards further. They understand what that means in terms of the use of challenging performance targets to get the best from pupils. Governance is good. Statutory responsibilities are met. Governors have exemplary formal procedures and frequent informal contacts for monitoring the school's performance, giving them an excellent understanding of where the school is and what is needed to raise the bar. They rightly have a more rigorous system for policy review as a priority for improving their effectiveness further. Governors and staff have a good understanding of the religious, ethnic and social characteristics of the community they serve. They are successful in giving every boy and girl an equal chance and have created a calm and harmonious place in which to work. Their contribution to community cohesion is good. There are good links with parents and carers to support their children's learning and development in the main school and in the Little Acorns unit. There is close and effective use of outside agencies to support specific groups and individuals in their academic work and personal development. Safeguarding procedures are effective. Safe working is evident in daily routines and risk assessments are carried out when appropriate. Health and safety audits are undertaken on a regular basis. The school gives 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 | 2 |
| 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

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

Children's development when they start at the school is typical for their age. They settle quickly and feel safe and happy because of the excellent transition arrangements with Little Acorns. The children in that unit are happy and learning to share and play together. Those in charge of the unit and the Early Years Foundation Stage have an accurate understanding of children's needs and have put in place the teaching and support strategies to meet them. There is an appropriate balance between teacher directed and free choice learning activities and good provision for children to gain independence and learn creatively indoors and outside. As a result they share and participate enthusiastically with others in their play and learning. They enjoy being at school and most children move on well from their starting points and achieve well. They keep themselves and others safe through their good behaviour and growing awareness of the needs and feelings of others. Adults have a good understanding of the children's needs, identifying and addressing problems at an early stage. Partnerships with parents and carers and outside agencies contribute significantly to the good progress children make.

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 supportive of the school. They recognise the good progress their children make academically and in their personal development and this is supported by the inspection findings. The few concerns raised in the returns related to individual problems and did not reveal any pattern of dissatisfaction.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hayton 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 67 | 16 | 31 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 37 | 71 | 15 | 29 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 19 | 37 | 27 | 52 | 3 | 6 | 2 | 4 |
| My child is making enough progress at this school | 21 | 40 | 26 | 50 | 4 | 8 | 1 | 2 |
| The teaching is good at this school | 27 | 52 | 20 | 38 | 4 | 8 | 1 | 2 |
| The school helps me to support my child's learning | 21 | 40 | 23 | 44 | 6 | 12 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 22 | 42 | 27 | 52 | 3 | 6 | 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) | 23 | 44 | 24 | 46 | 3 | 6 | 0 | 0 |
| The school meets my child's particular needs | 20 | 38 | 26 | 50 | 5 | 10 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 13 | 25 | 32 | 62 | 4 | 8 | 2 | 4 |
| The school takes account of my suggestions and concerns | 18 | 35 | 28 | 54 | 4 | 8 | 0 | 0 |
| The school is led and managed effectively | 23 | 44 | 23 | 44 | 6 | 12 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 27 | 52 | 20 | 38 | 3 | 6 | 1 | 2 |

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.



4 March 2010

Dear Pupils

Inspection of Hayton Church of England Primary School, Brampton, CA8 9HR

Thank you for the warm welcome we received during our recent visit to your school. We enjoyed the two days we spent with you and only wish we had had more time to see all the interesting things you do.

We found that yours is a good school. It builds successfully on all that your families do for you. You make good progress in your work and you have the personal qualities to be successful at school and in later life. For example, you can work independently and find things out for yourself and then give a presentation on what you have learnt.

You behave well. You told us how much you enjoy the trips away and listening to the many speakers who visit your school. You like your teachers and the teaching assistants because they are always there for you and they give you the help and guidance you need. We agree that they work almost as hard as you.

There are always things to do to make a school better. We have asked that:

- the younger pupils are taught how to listen patiently to others and to wait their turn before speaking themselves
- the pace of learning is speeded up by making better use of lesson time
- you are guided on how to present all your written work logically and clearly.

We have asked that your teachers talk to you about how these recommendations can be achieved.

Thank you again for the help you gave us. You made a valuable contribution to the inspection.

Our best wishes to you for the future.

Yours sincerely

Mr Brian Dower

Lead inspector

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