

Flookburgh CofE Primary School

Inspection report

Unique Reference Number	112410
Local Authority	Cumbria
Inspection number	337927
Inspection dates	8–9 July 2010
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Mrs Julie Atkinson
Headteacher	Mr Chris Brooksbank
Date of previous school inspection	14 March 2007
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Introduction

This inspection was carried out by two additional inspectors. Five lessons were observed, taught by five teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 58 questionnaire returns from parents and carers.

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

- the consistency of the quality of teaching between different key stages
- how effectively the school uses assessment to set targets, track progress and raise attainment
- how effectively leaders and managers embed ambition and have driven the school forward since the last inspection.

Information about the school

This is a much smaller than average school serving a rural community of four small villages on the southern edge of the Lake District. The proportion of pupils known to be eligible for free school meals is below average. Nearly all pupils are White British. A few pupils speak English as an additional language; they come mostly from European countries. The proportion of pupils with special educational needs and/or disabilities is below average. However, the proportion of pupils with statements of special educational needs is above the national average. In the last 12 months the school has experienced a significant number of staffing changes. A new deputy headteacher has been in post since October 2009. The construction of a children's centre annexe to the school is nearing completion. The school has gained the Healthy Schools award and Sportsmark.

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 fully lives up to its mission statement to be an, 'inclusive, forward and outward looking' school. Good leadership is managing effectively the turbulence caused by recent staffing changes to minimise its impact on pupils' good progress and achievement both academically and personally. Since the last inspection the school has maintained the outstanding standards in pupils' adoption of healthy lifestyles. Several other aspects of the school's work have improved significantly and are now also outstanding. These are: the care, guidance and support the school provides; the overall effectiveness of the Early Years Foundation Stage; pupils' contribution to the school and wider community; attendance; and the effectiveness of partnerships in promoting learning and well-being. These, and the school's continuing sharp focus on improvement, demonstrate the school's good capacity for sustained improvement.

Pupils enjoy school. Their attendance is well above average. They feel safe in its exceptionally caring and supporting environment. They are very proud of their school and work very hard to make it a harmonious community in which to work and play. They are very active in helping the school be at the heart of the tight-knit community it serves. Most pupils behave sensibly, although the behaviour of a few older pupils is immature at times. By the time they leave, nearly all pupils are well positioned to take advantage of the next stages in their education.

Pupils make good progress and achieve well because teaching and the curriculum are good. Using their good subject knowledge, the majority of teachers respond skilfully to the challenges of mixed-age, mixed-ability classes by providing activities that are appropriate to pupils' needs and abilities. Occasionally, however, tasks are set which are either too hard or too easy for some pupils and this slows their progress. Although most lessons are conducted at a good pace and contain a variety of activities, teaching does not routinely exploit the creative potential of information and communication technology to add extra levels of stimulation to teaching and learning. Pupils with special educational needs and/or disabilities achieve well because of the very effective care and support they receive.

Leaders and managers evaluate the school's work accurately. They use the outcomes to plan effectively for the future and give the school a sharp focus on improvement. Good teamwork ensures that teachers and teaching assistants pull together effectively across key stages. Governors provide good levels of support and challenge.

What does the school need to do to improve further?

- Make teaching consistently effective by:

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

- ensuring that all teaching provides appropriately challenging tasks and activities for pupils in line with their needs and abilities
- encouraging teaching to make more creative use of information and communication technology to stimulate learning.

Outcomes for individuals and groups of pupils
2

Pupils enjoy learning. In lessons they are keen to answer questions. They contribute effectively in groups and pairs to share ideas. Pupils take pride in presenting their work neatly. They settle to work quickly and enthusiastically. Most are keen to give of their best. Only occasionally does pupils' attention wander when they find tasks either too easy or too demanding. On entry to the Early Years Foundation Stage, attainment is generally below age-related expectations. By the end of Key Stage 2 attainment is average and improving. This represents good overall achievement. Pupils with special educational needs and/or disabilities and the few who speak English as an additional language also achieve well because of the excellent support they receive.

Pupils have an excellent knowledge and understanding of how important healthy lifestyles are. They enjoy participating in the very wide range of sporting enrichment activities. Even the youngest children can articulate what foods are good and bad for them and why. Pupils enjoy being ambassadors during Health Days that the school runs for the local community. Pupils enjoy the opportunities they have to take on responsibilities in school. They are very active in the local community. Pupils value the active school council, which has been instrumental in bringing about improvements to play ground facilities, for example. Pupils' spiritual, moral, social and cultural development is good. They are respectful of those who are different, show good understanding of right and wrong and are keen to find about the world beyond their immediate surroundings.

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	3
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

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

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

How effective is the provision?

Most teaching is good and some is outstanding. Teachers have good subject knowledge and most of them use it well to challenge pupils by using questioning skilfully to make pupils think hard and justify their answers. Teaching makes effective use of pair and group work to promote pupils' skills as independent learners. Lessons have clear learning objectives at the start and in most lessons pupils are clear about what is expected of them. Assessment information is used effectively to tailor tasks to the needs and abilities of different groups of pupils. Occasionally, however, tasks are given to pupils that are too easy or too difficult. Teaching is generally conducted at a good pace. Teachers mark pupils' work regularly. Comments are helpful in showing pupils what they need to do to improve. Skilled teaching assistants make very significant contributions to supporting pupils with special educational needs and/or disabilities and those who speak English as an additional language, so that their progress is good.

The good curriculum uses themed topics effectively to capture pupils' imagination and spur their interest. For such a small school there is a surprisingly wide range of enrichment activities including sports, arts, visits and visitors; these are, understandably, popular with the pupils and add significantly to their enjoyment of school, and promote health awareness. Outstanding care, guidance and support ensure that pupils feel safe in school and valued as individuals. Highly effective transition arrangements into the Early Years Foundation Stage ensure children settle quickly. Similarly, strong transition arrangements ensure that pupils are very well prepared for the move to secondary school. Excellent support for pupils with special educational needs and/or disabilities helps them overcome barriers to learning.

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	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

Good leadership and management are driving the school strongly forward. They provide a sharp focus on improvement. Expectations to raise attainment are high. Development planning is good and concentrates on priorities that will make the school even more effective. The school sets and meets challenging targets. The monitoring of teaching and learning is good. It results in most teachers being aware of what they need to do to make their teaching better and more effective. Relationships with parents and carers are good. Leaders and managers, together with the children's centre, have forged exceptionally strong links with other local primary schools. This has led to several cost effective initiatives such as a recent, shared visit to a mosque.

Good attention to providing equal opportunities and tackling discrimination ensure that pupils with special educational needs and/or disabilities are integrated seamlessly into the everyday life of the school. The fact that all pupils, regardless of background or ability, make good progress demonstrates the school's strong commitment to and success in promoting equality of opportunity.

Safeguarding procedures are good. The school adopts recommended good practice for its procedures and policies relating to safeguarding. Meticulous attention is paid to risk assessment. Staff training in safeguarding and child protection is regular and of good quality. Good links have been established with outside agencies to provide specialist support when need is identified.

The school's promotion of community cohesion is good. Pupils work hard in school to create a harmonious community. They are very active in the local community. They have first-hand experience of different religions and cultures through visits, visitors and the school's partnership work with other schools. Pupils' show good knowledge and understanding of world cultures and religions.

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

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 with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children make very rapid progress and achieve very well from their overall low starting points. This is the result of teaching that is knowledgeable, dedicated and exciting. Children play well together in a very harmonious atmosphere where every child, regardless of ability or background, is valued equally. Very solid foundations are being laid for children's future learning and progress. Children work and play in a welcoming and stimulating environment both inside and outdoors. Children's progress is checked on effectively and the outcomes are used to plan activities according to individual children's needs. Children are exceptionally happy. They are confident and very welcoming to visitors. They obviously enjoy their learning very much in the exceptionally safe and nurturing environment. Parents and carers are informed on a regular basis of their child's progress. Very effective arrangements ensure that children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are outstanding. They provide a crystal clear vision for its work and development. There is a strong sense of purpose and an exemplary balance between teacher-led and child-initiated activities to stimulate and engage children in work and play.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage

1

Taking into account:

Outcomes for children in the Early Years Foundation Stage

1

The quality of provision in the Early Years Foundation Stage

1

The effectiveness of leadership and management of the Early Years Foundation Stage

1

Views of parents and carers

Most parents and carers who returned questionnaires are very supportive of the school and very happy with the education it provides for their children. A few parents and carers thought that the school does not deal effectively with unacceptable behaviour. Inspectors looked carefully at this and found that the vast majority of pupils behave well. The behaviour of a very few older pupils was found to be challenging because of their generally immature attitude to school. Inspectors were satisfied, however, that the school deals with this effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flookburgh 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	59	21	33	4	6	0	0
The school keeps my child safe	43	68	20	32	0	0	0	0
The school informs me about my child's progress	33	52	25	40	5	8	0	0
My child is making enough progress at this school	34	54	25	40	4	6	0	0
The teaching is good at this school	37	59	24	38	2	3	0	0
The school helps me to support my child's learning	32	51	30	48	0	0	0	0
The school helps my child to have a healthy lifestyle	35	56	27	43	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	59	24	38	1	2	0	0
The school meets my child's particular needs	33	52	26	41	4	6	0	0
The school deals effectively with unacceptable behaviour	28	44	27	43	7	11	0	0
The school takes account of my suggestions and concerns	34	54	26	41	3	5	0	0
The school is led and managed effectively	35	56	25	40	3	5	0	0
Overall, I am happy with my child's experience at this school	43	68	18	29	2	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



12 July 2010

Dear Pupils

Inspection of Flookburgh CofE Primary School, Grange-Over-Sands LA11 7LE

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and see you at work and play.

You will be pleased to hear that you go to a good school. The care, guidance and support your school provides for you are outstanding. Your school also has an outstanding Early Years Foundation Stage which helps the youngest children get off to a flying start in school. Your school supports your good learning and makes sure you feel safe and valued. You get on very well with each other and with the adults working with you. Your teachers provide you with good teaching and interesting things to do so that you all make good progress and achieve well. Most of you behave well and are keen to do your best. Attendance levels are very high – well done!

Your school is always looking for ways to make things better, so to help it do this, there are a few things I am asking it to do:

Make teaching consistently effective by:

- ensuring that all teaching provides appropriately challenging tasks and activities for you in line with your needs and abilities
- encouraging teaching to make more creative use of information and communication technology to help you learn.

I am confident that you will continue to work hard and help your school go from strength to strength in the coming years.

I wish you all every success for the future.

Yours sincerely

Stephen Wall

Lead inspector

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