

Cawthorne's Endowed School

Inspection report

Unique Reference Number	119540
Local authority	Lancashire
Inspection number	379832
Inspection dates	15–16 May 2012
Lead inspector	Naomi Taylor

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	37
Appropriate authority	The governing body
Chair	Monica Lee
Headteacher	Fiona Ip
Date of previous school inspection	22 February 2007
School address	Abbeystead Lancaster LA2 9BQ
Telephone number	01524 791565
Fax number	01524 791565
Email address	head@cawthornes.lancs.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Naomi Taylor

Additional inspector

This inspection was carried out with two days' notice. The inspector observed three teachers and visited 12 lessons. Discussions were held with school staff, groups of pupils, parents and carers, a representative of the local authority and members of the governing body. The inspector observed the school's work and looked at a wide range of documentation, including safeguarding documents, the school's self-evaluation and development plans, local authority evaluations, records of pupils' attainment and progress, and pupils' work. The inspector took account of the responses to the online Parent View in planning the inspection. The responses in questionnaires from 29 parents and carers and those completed by pupils and staff were also analysed.

Information about the school

This is a much smaller than average-size primary school. Most pupils are White British and a small number are of mixed race heritage. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. Since the previous inspection there has been an increase in the number of pupils joining the school during Key Stages 1 and 2. The headteacher has a substantial teaching commitment in addition to senior management responsibilities. For part of the week, pupils are taught in two mixed-age classes. One class comprises Nursery, Reception and pupils in Years 1 and 2. The other class comprises Years 3, 4, 5, and 6. However, for English and mathematics, pupils are taught by ability groups. The school exceeds the government's current floor standard, which sets the minimum expectations for attainment and progress in English and mathematics.

The school has Healthy School status. Since the previous inspection the school has received the Lancashire Physical Education Gold Mark Award and Lancashire County Council Learning Excellence Award for innovative curriculum practice.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils thrive in all aspects of their academic achievement and personal development. The significant majority of parents and carers who gave their views were extremely positive about the school.
- Achievement is outstanding. On entry to the Early Years Foundation Stage, children's knowledge and experience is in line and for some, below those expected for their age. Pupils make outstanding progress so that by the time they leave at the end of Year 6, their attainment in English and mathematics is well above average overall, although fewer pupils reach Level 5 in writing.
- Outstanding teaching over time results in outstanding progress for all groups of pupils. For example, those who join the school during Key Stage 2 make equally outstanding progress. Occasionally, there are missed opportunities to further improve and enhance writing by extending pupils' vocabulary and ensuring that they diligently and consistently use accurate punctuation and grammar.
- Behaviour and safety are outstanding. Pupils have extremely positive attitudes to learning from an early age. They talk enthusiastically about how much they enjoy school and this is reflected in well-above average levels of attendance. Teachers have very high expectations and consistently apply the highly effective behaviour management system which, particularly for those new to the school, helps pupils to reflect on and consider the consequences of their behaviour on others. Pupils are adamant they feel safe and this is reflected in parents' and carers' views.
- The headteacher provides visionary and inspirational leadership. Her drive, example and relentless focus on the leadership of teaching and the management of performance have ensured that all staff are committed to the pursuit of excellence. Staff show determination in providing an innovative curriculum which captures pupils' imaginations and promotes outstanding spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Raise further the proportion of pupils achieving Level 5 in writing by the end of Year 6 by:
 - ensuring pupils use correct grammar when they are speaking and ensure they diligently apply this to their written work
 - broadening pupils' range of vocabulary to enhance their writing.

Main Report

Achievement of pupils

Children start school with skills and knowledge that vary from year to year but are generally in line with those expected for their age other than in number and communication which is sometimes weaker. Through the Early Years Foundation Stage, children achieve well. They develop an eagerness for learning which ensures pupils make outstanding progress overall through Key Stages 1 and 2. This includes disabled pupils and those who have special educational needs. Some pupils join the school during Key Stage 2 with levels of ability lower than those expected for their age and they, too, make outstanding progress. The school's assessment data, work in pupils' books and lesson observations indicate that the rate of progress as pupils move through the school has rapidly improved since the previous inspection and this is being sustained. Overall attainment by the end of Year 6 is well above average in English and mathematics, although fewer pupils than that seen nationally attain the higher Level 5 in writing. An innovative and personalised curriculum, together with an improvement in the quality of teaching, has led to an improvement in writing since the previous inspection. Almost all parents and carers believe that their children are making good progress. As a parent typically commented, 'I feel totally assured my child receives excellent education and is so happy to attend this lovely school.' Evidence from lesson observations undertaken by the inspector demonstrates that all pupils are engaged fully in learning and are making outstanding progress. In lessons, pupils show excitement and interest in their work. Their exceptionally positive attitudes and excellent behaviour make a significant contribution to accelerating their progress.

Key Stage 1 pupils who read to the inspector were able to confidently use their reading skills to break down and sound out difficult or unfamiliar words. They were then able to demonstrate a clear understanding of what they had read. Attainment in reading is well above average by the end of Key Stage 1. In Key Stage 2, pupils continue to make outstanding progress in reading due to the impact of whole-school teaching of the links between letters and sounds. All pupils show enthusiasm for reading and they are encouraged to explore a wide range of books. Through a computer programme, pupils are then tested on their understanding of the book they have read and teachers use this to measure progress and to help pupils to select new books at a level which builds upon their learning. They have an excellent understanding of the importance of reading both for their schoolwork and for their futures. Attainment in reading is well above average by the time pupils leave school at the end of Year 6, with many pupils reading at Level 6.

Quality of teaching

The quality of teaching is outstanding, reflecting parents' and carers' positive views. Staff are highly skilled in quickly identifying appropriate teaching for disabled pupils and those who have special educational needs, which leads to these pupils making outstanding progress. Most lessons were outstanding: exceptionally well planned, with rapid pace and using a variety of activities drawn from the planned curriculum which fully engaged and enthused pupils. For example, in a small group English lesson with pupils from Years 1, 2 and 3, pupils were highly motivated in extending their ability to write poetry. The inspirational teacher used highly skilled storytelling to enthral every pupil and fire their imagination. Pupils were excited and immersed in rehearsing tongue twister poems with their partners. They clearly enjoyed performing to the whole class which the teacher recorded for the pupils to assess. All ability ranges were then given well-matched challenges to create their own tongue twister poems which the pupils found to be a great deal of fun and this accelerated their progress.

In the Early Years Foundation Stage there is an excellent balance of adult-led learning alongside opportunities for children to choose to learn and play on their own or with friends. Nursery children settle quickly and demonstrated how much they were enjoying exploring the characteristics of fruits that were grown in different parts of the world and learning about how people live in environments beyond their own community. The teaching assistant skilfully questioned the children about what they could see, feel, smell and taste to promote their speaking and listening skills and develop their vocabulary. This demonstrates the importance that the school places on academic development alongside spiritual, moral, social and cultural growth from an early age.

In a Key Stage 2 science lesson, the teacher skilfully integrated numeracy and literacy skills into pupils' learning by introducing proportions when measuring liquids which were being used to mix with various particles. The pupils were highly engaged in conducting the experiments and were keen to record the changes to the solids. However, there was a missed opportunity to expand and enhance the range of vocabulary to describe and record what they had observed.

Marking regularly provides pupils with clear information about the next steps to improve their work and has impacted on the improvement in writing since the previous inspection. Information from the rigorous tracking of pupils' progress enables all teachers to set realistic and challenging targets which pupils know and understand. Older pupils are given the opportunity to reflect on their own work and that of others and this was demonstrated in lessons and in their work books.

Behaviour and safety of pupils

Behaviour and safety are outstanding. Pupils overwhelmingly say they feel extremely safe in school and they are confident that they can turn to any adults if they have concerns. They have an outstanding understanding of the risks to which they may be exposed. This was evident during the inspection from the risk assessments seen and also from the way that pupils discussed their many and varied opportunities beyond the school and village environment, including residential trips to London and the Isle

of Man and visits to places of worship in cities. Attendance is well above the national average and pupils arrive punctually to school.

Pupils behave exceptionally well in and around school. They have extremely positive attitudes to learning and cooperate willingly. They move around the school in an orderly manner holding doors open for others and standing aside for adults. They are cheerful and greet visitors with politeness and interest. Pupils are extremely well supported because of the school's exceptionally consistent, explicit and highly effective approach to behaviour management. Some of the older pupils who are new to the school are given additional support in learning how to choose behaviour which is respectful to others at all times. This is monitored closely by all staff. Responses to the Ofsted questionnaire indicated that a small minority of parents and carers are concerned about incidents of bullying. The overwhelming majority believe that the school keeps their children safe and that behaviour is good. Following an extensive range of interviews and informal discussions with pupils, the inspector was convinced that there is no evidence of bullying in school. The highly effective curriculum raises pupils' awareness of different types of bullying and they are encouraged to discuss their views and opinions on a range of topics.

Leadership and management

The headteacher has developed a whole-school team which is outstanding in promoting a shared ambition and determination that all pupils have maximum benefit from their education. Accurate and honest self-evaluation has enabled the school to address successfully a wide range of improvements since the previous inspection. The impact of these actions results in the establishment of a comprehensive and accurate assessment and tracking system to measure pupils' progress and the improvement in the pace of learning for the great majority of pupils and the rise in pupils' attainment. This demonstrates excellent capacity to sustain high standards and continue on their journey of continual improvement.

Rigorous performance management systems and procedures for the monitoring of teaching and learning inform whole-school professional development programmes and support for individual members of staff. These factors underpin the significant improvements in teaching, the impact of which is evident in pupils' outstanding achievement. Promotion of equality of opportunity is at the heart of the school's work for every individual pupil and their families. The school's engagement with a school in Sri Lanka, and the broad range of visits and visitors impacts extremely well on pupils' spiritual, moral, social and cultural development.

The curriculum is exceedingly innovative and exciting. It takes pupils' individual needs and interests into account and builds on their previous learning, preparing them exceptionally well for the next stage in their education. It provides exciting opportunities both in school and beyond to transfer and master their reading, mathematical and information and communication technology skills to real life situations. There are occasions when more opportunities for pupils to practise improving grammar when speaking and developing a wider vocabulary could be explored. This results in some pupils not reaching the higher levels in writing. The annual economic awareness week, which is planned by the school council, is an

example of how pupils learn about how these skills can be applied in a range of careers beyond their village environment.

The governing body champions the school. It provides good strategic direction and has been determinedly involved in the school's improvement. Members of the governing body have a strong record of challenging school leaders and monitoring the introduction of new interventions to ensure value for money. Arrangements for safeguarding and child protection procedures are exemplary. The school works extremely well with parents.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



17 May 2012

Dear Pupils

Inspection of Cawthorne's Endowed School, Lancaster, LA2 9BQ

Thank you for the friendly welcome you gave to me and for being so polite and kind when I inspected your school. I enjoyed meeting you and seeing you at work and play. I particularly enjoyed talking to you about what it is like to be a pupil in your school, hearing you read, coming to see your lessons and watching you enjoy the many interesting things you do. I was fascinated to hear about all the opportunities you have to experience life beyond your village community.

Your school is outstanding and your teachers, parents and carers are right to be extremely proud of it. These are the things that particularly impressed me.

- You told me how well you are taught and that lessons are fun. Teaching in your school is outstanding and you make outstanding progress in English and mathematics.
- Your behaviour is outstanding. You are thoughtful and polite and work well in class.
- Both you and your parents and carers say you feel very safe in school. I agree. All adults in school look after you very well and keep you safe.
- Your headteacher leads the school exceptionally well and all the staff ensure that you are given lots of exciting opportunities to learn new skills.

To help your school to improve further I have asked your teachers to help you make even better progress in writing by encouraging you to use correct grammar when you are speaking and broaden the range of your vocabulary. I feel sure you will help to maintain your high standards by continuing to work hard and by helping your teachers in every way.

Yours sincerely

Naomi Taylor
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.