

Church Walk CofE Primary School

Church Walk, Ulverston, Cumbria LA12 7EN

Inspection dates

10–11 January 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, teachers and governors have worked tirelessly to ensure a smooth transition from an infant school to a primary school. They have a shared ambition for pupils and staff to excel.
- The curriculum is broad and well planned. In a wide range of subjects pupils make good progress as a result of appropriate challenges matched to their age and ability.
- Consistently good teaching enables all pupils to achieve well. Clear explanations and well-structured lessons are the norm. Teachers and teaching assistants work extremely well as a team to cater fully for pupils' needs.
- Disadvantaged pupils, including the most able, make good progress due to the effective use of the pupil premium funding.
- Governors have the pupils' interests at the heart of all they do. Governors are ambitious for the school and are committed to continued improvement. However, they are overly reliant on information presented to them by the headteacher and do not challenge this sufficiently.
- The early years provision is good and children make good progress from often low starting points.
- Safeguarding arrangements are effective. Staff are vigilant and pupils feel and are safe.
- The schools' work to promote personal development and welfare is outstanding. The school is a welcoming and harmonious place.
- Pupils' behaviour in lessons and around school is outstanding. They enjoy coming to school and are eager to do well. They are kind to each other and show great respect towards each other and adults.
- Governors have not ensured that all of their statutory responsibilities are met, particularly with regards to information published on the website.
- Pupils, particularly the most able, have not acquired sufficient reasoning skills to confidently solve problems in mathematics.
- Pupils have limited opportunities to practise and develop their writing skills through extended pieces of writing.

Full report

What does the school need to do to improve further?

- Improve the achievement of the most able pupils by:
 - developing pupils' reasoning skills in mathematics
 - providing more frequent opportunities for all pupils to write in detail and apply their writing skills in subjects other than English
 - ensuring that pupils develop flair and fluency that brings a greater depth to their writing.
- Continue to improve the quality of leadership and management by:
 - ensuring that governors offer sufficient levels of challenge in order to check on how effectively pupil premium funding helps disadvantaged pupils to improve their achievement
 - ensuring that all of the required statutory information is published on the school's website.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors, in particular the headteacher, have managed the change from an infant school to a primary school gradually and effectively. As a result, pupils have continued to benefit from the close care and attention of the staff. One parent said that, 'My daughter was amongst the first group of children who stayed on at the school when it changed from an infant to a primary school. I have been delighted at the way in which this transition has been handled.'
- The strong, quiet and unassuming leadership of the headteacher has ensured that the good standard of education that younger pupils have received in the past continues into key stage 2. There is a strong sense of teamwork across the school and the morale of all staff is high.
- The headteacher has a good understanding of the strengths of the school and is determined to build further on these. She also has a strong understanding of the areas for development and a clear vision for how these will be tackled. The headteacher leads the school with a great deal of determination. The staff and governors speak highly of her leadership and the way in which she has led the school through its development to a full primary school. She has shouldered a great deal of the responsibility for this successful transition.
- The vast majority of parents are very supportive of the school. They feel that their children are happy and are making good progress. They speak highly of the 'dedicated' and 'hardworking' staff. They feel that the school is 'like a family where individual needs are addressed'. One parent praised the efforts of school staff to encourage her son to read. She stated that staff have 'magic skills' in instilling a love of reading.
- The subject leaders for English and mathematics have a clear understanding of pupils' individual needs in their subjects. As a consequence, subject leaders have clearly identified areas for improvement which will improve outcomes for different groups of pupils. They have utilised the additional opportunities for professional development which the headteacher has provided to develop their skills in working with other teachers to improve the teaching in their subjects.
- Leaders of subjects other than English and mathematics have a good understanding of pupils' achievement across the school in their subject. This is as a result of careful monitoring and tracking. Consequently, the development plans for individual subjects are having a positive impact on teaching and on pupils' outcomes in a wide range of subjects.
- Pupils who have special educational needs and/or disabilities are supported well. The special educational needs coordinator (SENCo) provides strong leadership for both teachers and teaching assistants. She closely monitors the quality of the additional support pupils receive. The SENCo's tenacity and close liaison with outside agencies has ensured that individual pupils' needs are met. Pupils have access to a rich and broad curriculum. The curriculum is particularly effective in promoting fundamental British values and in contributing to pupils' outstanding behaviour, and their spiritual, moral, social and cultural development.

- Pupils have a clear understanding of British values and are prepared well for life in modern Britain. This work is further enhanced by the distinctive church ethos of the school, which encompasses 'kindness, love, forgiveness and patience'.
- The pupil premium funding is used very effectively. Disadvantaged pupils, including the most able disadvantaged pupils, make good progress due to the incisive focus by leaders on pupils' abilities and needs. Carefully tailored support is provided when it is needed.
- The primary school sports funding is used well. As a result of this, pupils take part in a wide range of sporting activities delivered by confident staff. Pupils say that they enjoy the sports on offer and are getting better at a wide range of sports.
- The local authority has confidence in the leadership of the headteacher and of the capacity for further improvement.

Governance of the school

- The governors have the needs of the pupils at the heart of what they do. They are aware of the current academic standards and the priorities for school development. They have undertaken additional training to develop their roles further.
- Governors have a clear understanding of their roles and responsibilities in relation to overall safeguarding. However, they are not aware of the requirements for filtering and monitoring of the school's internet services. Governors have not checked that the website meets requirements, including information on governance.
- Governors receive high-quality information from the headteacher about pupils' outcomes, including outcomes for disadvantaged pupils. As a result, they know how well pupils are doing and they know about the range of additional support pupils receive. However, they do not question leaders about pupils' attainment and progress.
- Governors do not offer enough challenge to the headteacher, for example about the most able pupils' relative underachievement in writing in Year 2. Governors are fully aware of this and have been working to develop the necessary skills to do so.

Safeguarding

- The arrangements for safeguarding are effective.
- The governing body ensures that the school meets all its statutory requirements for safeguarding. This includes the robust checking of the suitability of adults to work with children.
- All staff are vigilant and well trained and leaders ensure that staff keep their knowledge up to date, including how to prevent pupils from the risks of radicalisation and extremism.
- The procedures around safeguarding are having a positive impact. Staff know to report, and act on, any concern without fear or favour. Leaders record and manage any concerns which are tracked through to a satisfactory conclusion. Where necessary, external support is sought and there is close liaison with other agencies.

- The headteacher demonstrates a high level of professionalism and a passion to ensure the safety and welfare of all pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching is good in all key stages and most teachers have high expectations of pupils in all lessons. However, in key stage 1, the most able pupils in Year 2 are not sufficiently challenged in writing and mathematics.
- High-quality professional development ensures teachers have good subject knowledge across a wide range of subjects. Most staff use this knowledge to ask skilful questions, which enable pupils to develop their own thinking.
- The staff work together as a team for the benefit of the pupils. One parent said that, 'Teachers work hard to get the very best for and from every child'.
- Reading and writing are taught systematically across the school using strategies that quickly develop pupils' skills and confidence. Where pupils are given opportunities to write at length, they are beginning to write with flair. For example, one Year 5 pupil wrote: 'Flung over his shoulder was his tattered, dirty rucksack containing his flask, flying goggles and his precious telegram from his beloved wife, Poppy'. However, there are too few opportunities in some classes for pupils to write at length to develop this same quality.
- Current pupils, including lower-ability pupils, are given the skills needed to read effectively. They talk confidently about their favourite authors and types of books and they can use the text to talk about characters and events. They enjoy reading. Pupils are encouraged to read widely both in school and at home. Pupils use previously taught skills, including early phonics work, to good effect when reading. There is a systematic and consistent approach to the teaching of reading and, as a result, pupils, including the most able disadvantaged pupils, make good progress.
- Teachers use homework effectively to ensure that pupils practise and embed the skills and knowledge taught in lessons. Pupils read at home frequently and regularly complete tasks in writing, mathematics and other subjects, such as history and science.
- The teaching of mathematical calculation is a strength of the school. However, the teaching of reasoning, through which pupils can deepen their understanding of mathematical ideas, is variable. As a result, the most able pupils do not consistently reach the higher standards of which they are capable. The most successful learning occurs when pupils have opportunities to explain their strategies to solve calculations and problems. This is most effective in the Years 5 and 6 classes. Leaders are aware of this, and are taking steps to ensure that this is more consistent across school.
- The quality of teaching in subjects other than English and mathematics is effective. Well-chosen topic themes engage pupils in learning. However, pupils' opportunities to consolidate their knowledge and deepen their understanding of scientific enquiry are limited in some year groups.
- The additional support given to pupils with special educational needs and/or disabilities enables these pupils to make good progress. For example, in the Years 5 and 6 class, teaching assistants were used skilfully to work with specific pupils, enabling them to

join in fully with the lesson.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- This aspect is underpinned by the school's motto: 'Teach children how they should live and they will remember it all their lives'.
- Pupils are extremely well supported as a result of the individual care and attention they receive. Consequently, any concerns about individual pupils' safety and well-being are quickly identified and follow-up responses are swift.
- Pupils place great trust in their teachers to help them if they are worried or having difficulties. They say that there is always someone to go to and 'teachers are there to talk to'. One pupil told inspectors that he struggles with reading. He said that, 'Teachers help me a lot. Without this school, I don't know what I'd do.'
- Pupils show high levels of care and respect for one another and for adults. Pupils willingly help adults, open doors and move aside to let people pass. They respond very quickly to instructions from staff and they are polite and well mannered.
- Pupils are unanimous in their views that they feel very safe in school. They can recall lessons where they have learned about various aspects of keeping safe, including when using the internet.
- Pupils across all age ranges have the opportunity to take on additional responsibilities. For example, in Year 4, pupils act as buddies for the Reception children. There is an active school council and pupils raise money for local and national charities.
- As the school has increased its age range, pupils have taken on more responsibility. The pupils in Year 6 value greatly the opportunities they have been given to take on responsibilities, such as the head boy and head girl team. As a result, pupils say that they feel well prepared for high school.
- The work undertaken about children's rights is valued by the pupils. They feel their voices are heard and staff listen to and respect them. One parent told the inspector that, 'She [her daughter] trusts the school to listen to her.'
- As a result of the high-quality work in this area, pupils are accepting of difference and diversity. When asked what would happen if a new pupil joined the school, pupils said that they would make them feel welcome, look after them and play with them. As a result of the strong inclusive atmosphere in the school, pupils were quite indignant when asked if it would matter if this new pupil was different from them.
- The curriculum promotes spiritual, moral, social and cultural education extremely well. As a result of the carefully planned curriculum and the work as a Rights Respecting School, pupils' understanding of different cultures or faiths beyond their immediate experience is very well developed.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are proud of their school. They are eager to share their work and to talk about the additional opportunities they are given.
- Relationships are excellent, at all times, both between pupils and between pupils and staff. Pupils are highly appreciative of the interesting lessons that their teachers plan for them. The atmosphere in lessons is calm and productive. Around the school and at play and lunchtimes, pupils' conduct is exemplary.
- Pupils take great pride in their learning and are eager to talk about this. Most present their work neatly. Where pride and care in work dips, teachers work swiftly with pupils to get them back on track.
- Pupils know how to behave. Pupils say that generally children get along together but sometimes friends fall out. They think that bullying has happened in the past but say that it does not happen now. They could not recall any incidents of racist or homophobic name-calling.
- Overall attendance is in line with national averages and improving. Levels of persistent absence are low and are due to specific individual circumstances. The school has in place robust strategies for tracking attendance and for ensuring that any poor attendance improves. As a result, where individual pupil's attendance dips, rapid improvement is seen.
- Parents say their children are happy at school and pupils say they enjoy coming to school. In fact, one of the older pupils told the inspector that she did not feel well but loved school so much that she wanted to come. She was very proud of the fact that she had only ever missed three days away from school.

Outcomes for pupils

Good

- There has been an increasing trend in the proportion of pupils meeting the expected standard at the end of Year 1 in phonics for the past three years. By the end of Year 2, the vast majority of pupils meet the expected standard in phonics.
- In 2016, the published data was for key stage 1 only because there were no pupils in Year 6. In 2016, key stage 1 attainment was in line with the national average standards for all groups of pupils, including disadvantaged pupils. However, there were no pupils working at the higher standards in writing or mathematics.
- Current pupils, including disadvantaged pupils, are making good progress across a range of subjects from their different starting points.
- In-school data shows that a high proportion of pupils in Year 2 are on track to reach expected standards by the end of the year. Almost half of the pupils are on track to reach the higher standards in writing and mathematics, with a third on track to reach the higher standards in reading. This assessment matches the quality of work seen by the inspector in pupils' books and in lessons.
- In key stage 1, pupils are making good progress from their starting points in reading, writing and mathematics. However, the most able year 2 pupils are not given work

which will enable them to reach the higher standards.

- The majority of pupils currently in Year 6 are on target to reach the expected standard in reading, writing and mathematics. However, the proportion of pupils on track to reach the higher standards in writing is low.
- In key stage 2, most pupils are making good progress from their starting points in reading, writing and mathematics. However, there are too few pupils making accelerated progress towards the higher standards in writing and mathematics.
- As a result of targeted spending of the pupil premium funding, disadvantaged pupils make good progress from their starting points, with a third making more than expected progress. Pupils who have special educational needs and/or disabilities are making good progress from their starting points.
- As a result of their achievements in key stage 2, pupils are prepared well for the next stage in their education.
- The internal assessments teachers make undergo robust moderation, both in school and externally. Teachers say that this has been particularly useful as the school has grown. They value the opportunity to work with other schools which have more experience of pupils in key stage 2. This additional experience has ensured that judgements of attainment and progress across the school are secure.

Early years provision

Good

- Children in the early years get a good start to their education. Particular emphasis is placed on developing children's early mathematics and literacy skills, including phonics.
- Children enter the reception class with standards slightly below those typical for their age.
- Leaders have an accurate picture of strengths and areas for development within the provision. They know the children well and plan to meet their needs. They are working to develop the use of the outdoor space.
- Children make good progress from their starting points in all areas. The progress of current pupils in writing is particularly strong because children are given lots of opportunities to write. Progress in phonics is also strong because of the emphasis placed on this. As a result, children are prepared well for the demands of Year 1.
- There is an improving trend in the proportion of children reaching a good level of development at the end of the Reception Year. This proportion is now in line with national expectations, demonstrating good progress from starting points. However, the proportion of children reaching expected standards in communication, language and literacy was below the national average.
- Evidence from the school's tracking procedures, from analysing children's work and from talking with children suggests that outcomes in communication, language and literacy will improve in 2017. This is as a result of carefully planned activities matched to the needs of the children. For example, children were investigating glittery white playdough. Through this, they were developing language such as 'smooth', 'shiny' and 'spiky', as they added different materials.

- Children settle quickly due to carefully-planned activities which build on prior experiences and create a link with home. Parents are encouraged to contribute to their child's learning through dialogue about Bert the Bear's travels to their home and through contributions to children's assessments.
- There are a wide variety of stimulating activities which are planned around children's developing needs and interests. As a result, the children eagerly engage with their learning and make good progress from their starting points. The inspector was invited into 'Percy's hut' where the children proudly showed how they had planned what Percy would need in the hut. The children then independently acted out the story, taking on the role of different characters.
- The outdoor provision does not provide as good an environment for children to learn in as the indoor provision.
- As a result of careful monitoring, adults know individual children well and leaders have an accurate picture of strengths and areas for development within the provision.
- Statutory welfare requirements are met, children are safe and they behave very well.

School details

Unique reference number	112361
Local authority	Cumbria
Inspection number	10022470

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair	Kay Wilson
Headteacher	Susan Davies
Telephone number	01229 587 258
Website	www.churchwalk.cumbria.sch.uk
Email address	head@churchwalk.cumbria.sch.uk
Date of previous inspection	12–13 September 2011

Information about this school

- The school does not meet requirements on the publication of information about pupil premium spending, PE and sports funding or information about governors on its website.
- Since the previous inspection, the school has increased its age range and now admits pupils in key stage 2. This is the first year in which there have been pupils in all year groups from Reception Year to Year 6. As a result, there is no published data for key stage 2.
- This is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for free school meals is lower than the national average.
- Most pupils are from White British backgrounds.

- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school is a level 1 UNICEF Rights Respecting School and holds a Young Leaders Award.

Information about this inspection

- The inspector observed a range of lessons or parts of lessons. Some of these observations were carried out jointly with the headteacher. The inspector looked at pupils' work, listened to pupils reading and talked with pupils about their lessons and school life.
- Meetings were held with the headteacher, middle leaders, representatives of the governing body and representatives from the local authority.
- The inspector observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure that pupils are kept safe.
- The inspector spoke with parents and staff and took account of the 19 responses to the online parent questionnaire, Parent View.
- There were no responses to the pupil or staff online questionnaires.

Inspection team

Tanya Hughes, lead inspector

Her Majesty's Inspector

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