

Yanwath Primary School

Address: Yanwath, Penrith, Cumbria, CA10 2LA

Unique reference number (URN): 145138

Inspection report: 24 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders, with the support of the trust, make attendance and punctuality a priority. They have developed highly effective, robust systems for identifying any barriers to pupils' attendance. Leaders take swift, successful action to reduce these barriers. As a result, pupils' attendance is consistently above national averages. This includes disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders have created a calm, focused learning environment. This supports pupils to concentrate well in lessons and to learn without distraction. Pupils enjoy their learning and take pride in their work. Leaders ensure that their high expectations of pupils' behaviour are consistently realised across the school. Pupils understand the rules and rarely need reminders from staff to follow these. They behave very well in lessons, at social times and when moving around the school. Leaders ensure that staff have the expertise to provide highly effective support when pupils struggle to manage their emotions. Pupils show high levels of respect towards staff and to each other. Bullying is very rare, and pupils are confident that adults would act quickly if they raised concerns about bullying or discrimination.

Inclusion

Strong standard ●

This is a highly inclusive school. Leaders are rigorous in their approach to understanding the needs of pupils. They are tenacious in engaging other professionals to make certain that pupils receive prompt help. Leaders work closely with parents and carers and specialists to consider the best ways of helping pupils who struggle at school. This includes those who face emotional challenges as well as those who find learning difficult. Leaders and staff go to great lengths to ensure that pupils' own views are considered when making decisions about actions to take. They ensure that support for pupils, including resources or adaptations to lessons, is individual to what each pupil needs at the time.

Leaders have developed highly effective plans that set out ambitious but precise targets for each pupil who faces barriers to their learning or wellbeing. They ensure that staff have the knowledge, skills and support to implement these plans consistently well. Leaders robustly check pupils' progress towards targets and carefully adapt them as needed. This leads to pupils making rapid gains in their learning. Leaders ensure that additional funding is used effectively in the best interests of pupils. Those responsible for governance hold leaders robustly to account for the impact of this funding on disadvantaged pupils' learning and wellbeing.

Leadership and governance

Strong standard ●

Leaders within the school and in the trust have a shared aspirational vision for pupils at Yanwath. Their decisions are made with that vision at the centre. There have been changes to senior leadership since the last inspection, including a recent change in headteacher. Through these changes, leaders have remained highly focused on ensuring that the school's vision and drive to continually improve has not faltered.

Leaders and trustees have robust systems and highly analytical processes that enable them to know, with certainty, the school's strengths and priorities. Leaders use their acute knowledge of the school to make timely, precise actions to sharpen and embed practices. Trustees and the school's local advisory board rigorously hold leaders to account for the impact of these actions. Consequently, priority areas improve rapidly. For example, leaders' actions to strengthen inclusion practices have resulted in highly effective provision for pupils with special educational needs and/or disabilities. Leaders are taking effective action to ensure that improvements to the curriculum and teaching result in a consistently high quality of education across all subjects.

Professional development for staff is extensive and tailored to their needs, including for those early in their career. This includes targeted coaching, modelling and training. Staff rapidly develop their knowledge and expertise. Leaders are proactive in engaging with external specialists and other schools within and beyond the trust. This includes the sharing of practice and accessing advice. Staff value these wide-ranging opportunities and articulate the positive impact this has had in a short time frame. They appreciate leaders' consideration of their workload and wellbeing.

Expected standard

Achievement

Expected standard 

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve extremely well in reading, writing and mathematics. Their achievement in national tests at the end of key stage 2 is consistently above the national average. Pupils also achieve above average results in the Year 1 phonics and Year 4 multiplication checks. Leaders identify where pupils may be struggling with their fluency in reading and mathematics. They take early, effective action to help pupils to secure this knowledge.

Across the curriculum, pupils develop a broad understanding of what has been taught. This helps them to be prepared for the next steps in their learning. Pupils typically produce high-quality work, particularly in English and mathematics. However, in some other subjects beyond English and mathematics, pupils' knowledge does not develop as deeply. Leaders are working effectively to ensure that pupils develop a consistently detailed knowledge across all curriculum subjects.

Curriculum and teaching

Expected standard 

Leaders, including the trust, ensure that pupils learn a broad and ambitious curriculum that prepares them well for their next steps. This includes a focus on extending pupils' vocabulary and language skills. Leaders have ensured the curriculum in mixed-age classes is suitably progressive in each year.

Leaders and teachers are determined that all pupils secure the important knowledge they need in phonics, reading, writing and mathematics. They check what pupils know and use this to inform what they teach. Teachers provide highly effective support to pupils who have gaps in their knowledge. These pupils rapidly catch up with their peers. Leaders have a

keen understanding of the aspects of the curriculum that would benefit from being strengthened. For example, leaders identified that a sharper focus was needed on improving some pupils' fluency and skill in handwriting. Leaders have also rightly identified that teaching in some subjects beyond English and mathematics is not of the same consistently high quality. Leaders are addressing these areas swiftly and effectively.

Teachers access extensive, targeted, high-quality training that develops their subject knowledge and teaching expertise. For example, through partnership working with specialist schools, teachers have strengthened the quality of adaptations for pupils with special educational needs and/or disabilities.

Early years

Expected standard 

Staff work in partnership with parents and carers and with other professionals to ensure that children's needs are quickly understood when they join the school. They build positive relationships with children and ensure that their personal needs are met. For example, children in the nursery learn to wash their hands thoroughly before lunch and to put on their coats to go outside.

Children in the early years learn a broad and engaging curriculum. Staff plan activities that support children to build on their knowledge. For example, nursery-aged children use their understanding of mathematics to confidently compare the size of items. Children in the Reception year rapidly learn letters and sounds. They use this knowledge to read and write words. This prepares them well for Year 1. Staff focus on developing children's language. They skilfully model new words to children and engage them in two-way conversations.

The indoor and outdoor environments have a broad range of play equipment and activities that support children to learn the intended curriculum. Staff generally use their interactions with children to promote learning. However, leaders recognise that these interactions, while linked to the curriculum, do not consistently focus on what individual children need to learn next. Leaders are providing effective support to swiftly build staff expertise in this aspect of their role.

Personal development and wellbeing

Expected standard 

Leaders have developed a broad, progressive and ambitious personal development programme. Pupils develop their understanding of positive relationships, maintaining mental and physical health and personal safety. Pupils demonstrate a particularly secure knowledge of recognising artificial intelligence, misinformation and propaganda online. They understand the risks associated with these when viewing information online. Staff have a wealth of expertise, which ensures that the personal development programme is delivered effectively.

Pupils broaden their experiences beyond the classroom. Leaders explicitly choose to enrich the curriculum with opportunities that pupils may not otherwise encounter. This includes for pupils who face challenges in their lives. Pupils visit history and science museums, participate in orienteering and go on trips including to London, Manchester and York. This makes a positive difference to pupils' confidence, social skills and understanding of cultural diversity.

Pupils have a developing understanding of the values that permeate through their school and the country. Pupils value each other's unique qualities. They recognise and celebrate that people hold different beliefs. Pupils are clear that everyone is welcome in their school. They maturely articulate how their peers may need specific support to enable them to have equal access to opportunities.

Pupils have opportunities to consider their aspirations and future careers. Visitors to the school talk about their own jobs. Leaders tailor this to the interest of pupils and the local context. For example, pupils meet people with important connections to the local area, such as mountain climbers. Leaders prepare pupils well for their move to secondary school. They have developed detailed transition programmes and work in collaboration with secondary schools to support continuity of learning. For example, Year 6 pupils access some of their learning through the same computer technology that local secondary schools use.

What it's like to be a pupil at this school

Pupils are proud to attend this school. They are highly motivated to learn, which is reflected in pupils' consistently high rates of attendance. Pupils develop caring and respectful relationships with their peers and with staff. Through their roles as 'ethos councillors', older pupils spot when other pupils' actions have shown the school's values. This is celebrated as a whole school. Bullying is rare, and leaders deal with any potential bullying swiftly. Pupils are impeccably behaved in lessons and during social times. They consistently live up to the school's high expectations of their conduct. This results in the school being a positive place, where pupils feel emotionally secure and are enabled to thrive.

Pupils develop high levels of confidence, resilience and independence. This is promoted right from the early years, where staff encourage children to try things out and to not give up. For example, nursery-aged children show determination as they tie pipe cleaners round sticks to create bubbles using soap and water. The school's wide-ranging extra-curricular offer broadens pupils' experiences and enables them to develop their talents. For example, pupils enjoy participating in a range of clubs, including cooking, drama, sports and crafts. Leaders ensure that they remove any barriers that pupils may face in accessing these activities. Pupils are well prepared for life beyond school.

Leaders in the trust and the school are passionate about ensuring that pupils access high-quality education. They, along with staff at all levels, are determined that all pupils will achieve well in all year groups. Staff make sure that all pupils can successfully access the curriculum. This includes pupils with special educational needs and/or disabilities and pupils who face other barriers to their learning. Pupils at Yanwath progress through the curriculum well and develop a broad knowledge base. This prepares them well for secondary school.

Next steps

- Leaders should ensure that, across all foundation subjects, curriculum delivery is of a consistently high quality so that pupils consistently deepen their knowledge across all

subjects.

- In the early years, leaders should strengthen the quality of staff's interactions with children to ensure that this consistently builds on children's learning.
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About this inspection

This school is part of Cumbria Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lorryne Hughes, and overseen by a board of trustees, chaired by George Beveridge.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders, including trust directors. The lead inspector also spoke with the CEO, members of the trust board and members of the local advisory board.

The inspectors confirmed the following information about the school:

The current headteacher was appointed in September 2025.

The school does not use alternative provision.

Headteacher: Allison Kenyon

Lead inspector:

Liz Dayton, His Majesty's Inspector

Team inspectors:

Amanda Whittingham, Ofsted Inspector

Sharon Cliff, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context

Total pupils

172

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

185

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.66%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.16%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.63%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	61%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	100%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	74%	Above
2024/25 (revised)	100%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	86%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	72%	Above
2024/25 (revised)	100%	72%	Above
2023/24 (final)	88%	72%	Above
2022/23 (final)	90%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	73%	Above
2024/25 (revised)	100%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	62%	Above
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-3 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.4%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	2.6%	13.3%	Below
2023/24 (3 term)	4.6%	14.6%	Below
2022/23 (3 term)	12.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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