

# **INSPECTION REPORT**

## **CARTMEL CofE PRIMARY SCHOOL**

Cartmel, Grange-over-Sands

LEA area: Cumbria

Unique reference number: 112283

Headteacher: Mr A. Mason

Reporting inspector: Ms B. Pollard  
OFSTED Inspector Number: 1838

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> June 2001

Inspection number: 194256

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	infant and junior
School category:	voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Aynsome Road Cartmel Grange-over -Sands CUMBRIA
Postcode:	LA11 6PR
Telephone number:	01539 536262
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Appropriate authority:	governing body
Name of chair of governors:	Fr. R. Bailey
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1838	Ms. B. Pollard	Registered inspector	mathematics; art and design; design and technology; geography; history; religious education; the foundation stage curriculum.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9306	Mrs B. Moore	Lay inspector	none	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18344	Mr D. Earley	Team inspector	English; science; information and communication technology; music; physical education; equal opportunities; special educational needs; English as an additional language.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cartmel Church of England Primary School is a small rural school on a split site two miles from Grange over Sands in Cumbria. The main building is old and cramped but there are plans to extend into the attached school house. There are 70 pupils on roll. Children enter the reception class at age four years and nearly all transfer to the nearby secondary school at age eleven. The school is popular and half of the pupils come from outside the immediate catchment area. There are no children from ethnic minority groups and none who speaks English as an additional language. There are 14 children on the register of special educational needs, which represents 20 per cent of the school's population - this is higher than at the time of the previous inspection; none of them has a statement of special educational needs and this is below the national average. Only six per cent of children are entitled to free meals, which is well below the national average.

Children enter school with a wide range of ability but their attainment is average overall. They come from a variety of homes ranging from detached housing, association housing and farms. Socio-economic data show that the children come from a broad mix of circumstances. The parental survey undertaken prior to the inspection shows that the school enjoys very good relationships with parents, who support its work and ethos.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with some excellent features. By the time they leave at age eleven, children are achieving very good standards in English, mathematics, science and history. In most other subjects of the National Curriculum, standards are good. The very good management and teaching, along with very supportive parents, help children to reach the high expectations demanded of them. The school is excellent at promoting its aims and values. Strong Christian values underpin its work and children at age eleven are mature, sensitive, hardworking and have the confidence to move to their next stage of education with excellent attitudes to learning. The school provides very good value for money.

#### **What the school does well**

- Standards in English, mathematics, science and history are very good by the time children leave the school.
- The very good teaching in all classes ensures that children learn in a structured way and make good progress.
- The very good leadership and management ensure that expectations are high and standards of attainment are maintained or improved.
- The very good quality and range of the rich and varied curriculum keep children motivated; the provision of extra-curricular activities is excellent for a small school.
- The very good promotion of spiritual, moral, social and cultural development makes a significant contribution to the excellent attitudes shown by children and their very good behaviour.

#### **What could be improved**

- More opportunities should be provided in information and communication technology for children to develop their skills in the use of simulation and database work and increase their ability to register physical data such as temperature, light and movement
- Handwriting needs improving.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in acting upon the key issues raised in the last inspection in May 1997. Attainment in information technology is now at levels appropriate for the ages of children although there are still some aspects needing further development. The provision for children with special educational needs is now very good, as reflected in the good progress made by them. Assessment and recording of children's work are very good and the information about pupils is used very effectively to set targets for improving standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A*	A*	A*	well above average    A above average        B average                C below average        D well below average    E
mathematics	A	A*	A*	A	
science	A*	A*	B	C	

The school's performance coded A\* means that standards are in the top 5 per cent nationally. The findings from this inspection show that at the end of the Foundation Stage (when children transfer from the reception year to Year 1) children reach the national early learning goals set for the age group and they begin the National Curriculum. Their standards in personal, social and emotional development are good. At age seven, standards are above average in reading, writing and science. This is an improvement on last year's results which were below the national average in writing and mathematics and well below them in reading. Care must be taken when comparing small year groups in small schools as the effect of one or two pupils on percentages can be considerable and last year's result was because few children reached the higher Level 3. At age eleven, children's attainment is well above average in English, mathematics and science and these findings are in line with the Year 6 results last year. Comparison with similar schools is based on the percentage of children entitled to free meals and this school compares very favourably with them. Trends over time show variations because of the small numbers involved but the school consistently achieves results above the national average. Children make good progress. It was not possible to see all the subjects of the National Curriculum being taught during the inspection but of those seen, attainment is never less than satisfactory and in several of the foundation subjects such as art, design and technology, and geography it is good by age eleven. Attainment in history is very good by Year 6 and in religious education it is above the expectations set out in the Locally Agreed Syllabus. There is room for improvement in some aspects of information and communication technology and in handwriting. Children have particular strengths in speaking and listening in English, problem-solving in mathematics and investigative work in science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent; children are positive about learning and eager to do well
Behaviour, in and out of classrooms	Very good; the school is an orderly and polite community
Personal development and relationships	Children leave the school as articulate, confident, sensitive and mature individuals



Attendance	Very good; it is well above average
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## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

In all the lessons seen, teaching was at least good or better. It is a great strength of the school and contributes positively to the very good achievement at the end of Year 6. In 36 per cent of lessons seen, teaching was good, in 58 per cent of lessons it was very good and in 6 per cent of cases it was excellent. It is of a consistently high standard in all three classes and there are no significant weaknesses. Teachers are especially good at questioning children to develop their thinking, check their understanding and extend their vocabulary. The enthusiasm for learning generated by staff encourages children to work hard. Expectations are high and, because relationships are so good, children strive to do their best. Support staff and part-time teachers make a valuable contribution to the quality of teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; The rich curriculum is broad and balanced and is enhanced by a wide range of educational visits; extra-curricular activities are excellent.
Provision for pupils with special educational needs	Very good provision enables children to make good progress
Provision for pupils with English as an additional language	There are no children needing help in this area.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; a strong Christian ethos underpins every aspect of the school's life; acts of worship make a valuable contribution.
How well the school cares for its pupils	Very good; very effective procedures are in place to ensure that issues concerning pupils' welfare are dealt with to a high standard.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; strong leadership and very effective management provide clear direction for the work of the school as outlined in the useful development plan
How well the governors fulfil their responsibilities	Governors make a very helpful contribution to the management of the school and are actively supportive.
The school's evaluation of its performance	There are many strategies for monitoring and evaluating the school's performance and action taken as a result leads to better educational provision.
The strategic use of resources	These are used effectively and efficiently to improve standards; long-term financial planning has enabled the school to plan for an improvement in facilities.

Leadership and management are great strengths. Although the school achieves very good results, teachers are not complacent. A noteworthy feature is the way in which staff deal positively with the difficulties imposed by an old, cramped building and a split site to ensure that the quality of education is not affected. Best value principles are applied to all decisions.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Teaching is good</li> <li>• Children like school</li> <li>• Children make good progress</li> <li>• Children are expected to behave well and work hard</li> <li>• The school helps children to become mature and responsible</li> <li>• Parents are kept well informed and are comfortable about approaching the school</li> <li>• The school provides an interesting range of activities outside lessons</li> </ul>	<p>The vast majority of parents are satisfied with all aspects of the school's life</p>

The school receives a high level of support from the overwhelming majority of parents and carers and inspectors endorse the positive comments made in the survey. There were no statistically significant adverse comments.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The previous inspection in 1997 judged attainment to be satisfactory by the time children reached five years of age. By the ages of seven and eleven, it was average in English and was above average in mathematics and science. The findings from this inspection show that standards have been maintained among the five year olds and have risen in Years 2 and 6. Attainment in English, mathematics and science is above average at seven years and well above average at eleven years. In none of the National Curriculum subjects observed was attainment found to be unsatisfactory although more development is needed in information and communication technology. It was not possible to judge attainment in music or all aspects of physical education as too few lessons were seen.
2. Children enter the reception class following their fourth birthday and assessments, undertaken soon after they start, show that while there is a wide range of ability, overall, attainment is broadly average. By the end of the reception year the children reach the national targets expected of the age group in at least five of the six areas of learning in the Foundation Stage Curriculum. A judgement could not be made on physical development as it was not possible to see a lesson. In personal, social and emotional development, attainment is good, as it exceeds the national targets.
3. The Year 2000 National Curriculum test results show achievement by age seven to be well below the national average in reading and below average in writing and mathematics, and well below average in all three subjects when compared with similar schools (based on entitlement to free meals). This is because in a small school where numbers in each age-group are low, the performance of one or two children can have a major impact on overall figures and, in this instance, it was affected by the proportion attaining the higher Level 3. This year the performance of seven year olds is better and in English, mathematics and science, attainment is above average.
4. Attainment by age eleven in the Year 2000 National Curriculum tests was very high in English and mathematics and above the national average in science. When compared with similar schools, attainment was well above average overall. This year's eleven year olds are performing at similar levels and attainment is well above average in English, mathematics and science.
5. Trends over time vary because of small numbers of children but the school consistently achieves results above the national average by the time the children leave. The targets it has set for attainment at age eleven are demanding but are being achieved. There are no significant differences between the attainment of girls and boys. Both achieve as well as they can.

6. Children at the end of the reception year achieve the early learning goals set in the national targets for the age group and begin Level 1 of the National Curriculum. They start to read and write and can add and subtract numbers at least to ten in practical ways. They explore their surroundings and gain more knowledge and understanding of the world. They learn techniques for painting, drawing and making models and use simple tools and implements safely. Their social skills develop particularly well as they become more independent in organising themselves and their work and more confident speakers. They are very mature for their age.
7. Attainment in English is above average by age seven and well above average by age eleven. Children learn the appropriate skills to help them read and write fluently, carry out research and they speak coherently and with confidence. They are able to write for a range of audiences and purposes and can adapt their language to suit the occasion. Speaking and listening skills are particularly strong and drama is a strength in Years 5 and 6. There is weakness in handwriting. Although children are capable of writing correctly formed letters in formal handwriting lessons, when they are working independently their letters are often inconsistent in shape, and size and spacing are inappropriate.
8. Attainment in mathematics is above average by age seven and well above average by age eleven. By the time they leave the school children have a very good knowledge of the patterns and relationships in numbers. They are particularly skilled in solving problems and finding various ways to approach a calculation. This ability to reason and think logically begins to develop in Year 1 where children sort and classify objects in the form of a decision tree where they have to ask questions requiring only *yes* or *no* answers. In Years 3 - 6 they learn to work quickly and accurately and are able to apply what they have learned to a range of activities because they understand the processes.
9. Attainment in science is above average by age seven and well above average by age eleven. A particular strength is the children's understanding of what constitutes a *fair test* as part of their scientific investigations. In Year 2 they measure accurately and make sensible predictions about what might happen in experiments. In Year 6 they are able to identify elements that change or stay the same and can explain their findings about investigations into electricity through charts and diagrams. They have a comprehensive knowledge and understanding of the different aspects of science.
10. Information and communication technology was a weakness in the previous inspection but has improved considerably. Attainment is now average at the end of both Year 2 and Year 6. Seven year olds understand that computers are used to gather and store information and they have sound keyboard and mouse skills. By age eleven, children can use the Internet and CD-ROMs to carry out research on topics and can use digital cameras. They use spreadsheets for recording data and produce graphics for artwork. There is still a weakness in the use of systems to sense physical data such as

temperature, light or movement and a need to extend work on simulations and databases.

11. Attainment in religious education is above the expectations outlined in the Locally Agreed Syllabus by ages seven and eleven. As the children have such good speaking and listening skills they are able to engage in debates at a high level and their responses show careful thought and sensitivity. In Years 1 and 2, children learn to draw parallels between Christianity and Buddhism and they are developing an understanding of what beliefs mean to people. In Years 3 - 6, children have an extensive knowledge of the Bible and their understanding of what it means to have a faith deepens.
12. Attainment in art and design and technology is average by age seven and above average by age eleven. Children are familiar with a wide range of media in art: they mix paint colours to achieve different tones; they use shading effectively in pencil drawings; they use glazing techniques for pottery and use computer-generated graphics. In design and technology, they know how to design a model by drawing a plan, making the object using a range of tools safely and they then judge the finished product according to its form and function.
13. Attainment in geography is above average at ages seven and eleven and in history it is above average at the end of Year 2 and well above average by the end of Year 6. In Year 2 geography, children can talk about the village of Cartmel and compare it with a town like Kendal. In Year 6, children can discuss in more sophisticated terms issues such as tourism, pollution and the environment. In history, children in Years 1 and 2 are introduced to timelines and compare the past with the present. In Years 5 and 6 they show very good insight into why people in the past behaved as they did and they appreciate that accounts of historical events are often biased.
14. It was not possible to see the full range of activities in physical education so an overall judgement on attainment cannot be made. However, in the aspect seen in Year 6, which was javelin throwing in athletics, standards were above average. It was not possible to make a judgement on attainment in music, for lack of evidence.
15. The school makes good use of the National Literacy and Numeracy Strategies to raise attainment. Literacy and numeracy skills are also developed in subjects such as history, geography, information and communication technology, science, art and religious education where children debate issues, use computers to gather information in preparation for writing, make graphs of their findings and make geometrical patterns. Those with special educational needs also benefit from these cross-curricular links as such links reinforce learning by giving more opportunities to practise basic skills in a wider perspective. The children with special educational needs make better than expected progress and some reach the average levels of the National Curriculum for their age.

## **Pupils' attitudes, values and personal development**

16. At the time of the last inspection, pupils were said to have positive attitudes to school. This has improved, as pupils' attitudes are now excellent and are a strength of the school. Children's enthusiasm for their work is excellent, and they are keen to learn. They are well able to join in meaningful dialogue with their teachers, showing a clear interest in what they are being taught.
17. The behaviour of children throughout the school is very good. They can be trusted to work co-operatively and are helpful without being reminded. They show respect for the adults in the school and for one other. A notable feature is the polite, yet confident, way they address adults and put forward their ideas and opinions. Children are taught to consider their actions from the reception class and they become increasingly sensitive to those around them. They leave school as mature, sensible individuals. No instances of bullying were seen and parents, at their meeting, expressed their confidence that the school would deal with this effectively if it arose.
18. The personal development of pupils is excellent. Pupils take responsibility for some of the daily routines of the school and they undertake their tasks with quiet efficiency. They are able to use their initiative and make decisions. In a design and technology lesson, children were able to discuss one another's work in a positive manner, making suggestions without upsetting classmates. Throughout the school they listen to one another and respect the views of others. The school supports various charities and pupils have an excellent awareness of the needs of others and show sensitivity to their situations.
19. Children's eagerness to participate in the various activities provided by the school is reflected in the very good attendance, which is well above the national levels.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

20. The quality of teaching was considered to be a major strength in the last inspection and this is still the case despite a change in staffing. It is consistently very good in all classes. In 36 per cent of lessons seen, teaching was good, in 58 per cent it was very good and in 6 per cent it was excellent. There are no significant weaknesses.
21. In the reception and Years 1 and 2 class, the very good planning, which is based on assessments of what children can do and what they need to do next, is used to target work very effectively to the capabilities of individuals. The teacher generates an enthusiasm for learning in the children because of her very secure subject knowledge and her ability to make activities relevant and interesting for young children. As a result, children enjoy their learning and want to do their best to achieve the high expectations that teacher has of them. Lessons are conducted at a brisk pace in a warm and supportive atmosphere that encourages children to become independent and show initiative.

Particular skills are shown in the quality of questioning to check out children's understanding, enlarge their vocabulary, reinforce learning and help children to reason and organise their thoughts. The very good organisation in the classroom encourages children to become self sufficient and resourceful so that, when working unaided they only need to use the adults as a last resort.

22. Lessons are also very carefully planned in the Years 3 and 4 and Years 5 and 6 classes and teachers know the capabilities of children very well. This enables them to set realistic yet demanding targets for learning and as children are involved in this process they are clear about what they need to do and what is expected of them. Questioning techniques are again very good and these help children to hypothesise, express their opinions and put forward their ideas. Relationships are very good. Children are expected to work hard, try their best and behave responsibly. They rise to the demands made of them because the views they express are treated as valid and worth listening to. Teachers help children to feel confident and consequently they are willing to try new experiences. Very effective links across subjects are made, which children understand and which broaden their knowledge and understanding: for example, work on Ancient Egypt involved the use of computers and included art activities, religious education, geography, mathematics and English as well as history.
23. Teachers make very effective use of support staff: the nursery assistant helps to provide a suitable curriculum for the reception children; the slower learners benefit from a visiting teacher in their literacy and numeracy and the part-time teacher makes a valuable contribution to the quality of teaching in the Year 5 and 6 class.
24. Literacy and numeracy are taught very well, as shown by the very good attainment at the end of Years 2 and 6. Teachers successfully adapt the guidance for the literacy and numeracy hours to meet the needs of mixed age classes through careful lesson planning and grouping by ability. Teaching in all subjects is equally strong as staff support one another and the headteacher provides an effective role model.
25. Children make good progress as a result of the very competent teaching and high expectations. Planning for special educational needs children is very good. Work is suitable and builds on what has gone before. Teachers have a very good understanding of how to teach the basic skills.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

26. The school provides a very broad and balanced range of rich and stimulating learning opportunities both within and beyond the school. These meet the needs and aptitudes of all children, including those with special educational needs. The school has rectified a weakness noted in the previous inspection report and now ensures that it meets the statutory requirements for teaching all

the subjects of the National Curriculum, including information communication technology, and the Locally Agreed Syllabus for religious education. The school makes good use of the guidance provided by the Qualifications and Curriculum Authority in its planning. It works very hard to ensure that all children are included in all areas of the curriculum and equal opportunity to succeed in them. The school is successfully implementing the personal, social and health education and citizenship framework.

27. The school has very effective strategies for teaching literacy and numeracy. The National Strategies for teaching literacy and numeracy have been thoroughly implemented and are helping to raise standards. The school makes good provision for children to use their literacy and numeracy skills in other subjects of the curriculum. For example, Year 4 children write accurate descriptions of the stages of Buddha's enlightenment in religious education; Year 6 children show an understanding of purpose and audience in their writing about the general election as part of work linked to citizenship. Year 3 children use accurate measurements in their investigations into the relationship between light and shadows in science and children in Year 1 use time lines in their work in history.
28. Provision for children with special educational needs is very good. The school has successfully met a criticism from the previous inspection and, where necessary, now provides detailed programmes of work for each child. The special educational needs co-ordinator ensures that children with special educational needs are identified at an early stage. The school makes very good use of the special needs support teacher and all staff work very closely together to support these children. Staff take part in training in order to increase their knowledge and skills in helping children with special educational needs and the school makes very good use of assessments in order to guide children on the next steps to take. The special educational needs co-ordinator works very hard to ensure that the area is well organised, that parents are appropriately involved and that careful records of children's progress are kept.
29. The school provides an excellent range of extra-curricular activities in order to enrich the curriculum. Staff and parents work very hard to provide such activities as a gardening club, netball, off-the-road cycling, cookery, art and craft, collectors' club, French, athletics, football, orienteering, cycling proficiency, cricket and pottery. In order to extend children's work in the curriculum they make many visits out of school. These include visits to such places as site of Roman remains, museums, a wildlife park and Bradford. In a similar way visitors come into the school in order to support children's work - for example, arts groups, the emergency services and the school nurse.
30. The school makes very good provision for personal, social and health education. It has a clear policy for teaching sex education and education about the uses and misuses of drugs. Sex education is taught specifically to older children and generally to others as part of the science curriculum. Education about drugs is taught as part of the school's approach to healthy life styles, which is linked with the science and physical education curriculum, and



as part of personal, social and health education. The school is successful in promoting opportunities for children to accept responsibility and take the initiative. Older children help to look after younger children on a day-to-day basis and there are opportunities for older children to write stories for younger children. Children take on the duties of monitors. They help with lunchtime systems, are responsible for assisting with gate duty and take the initiative in helping with the day-to-day smooth running of the school.

31. The school has very good links with the local community in order to enhance children's learning. In their work in history, religious education and art, for example, they visit local churches. They use the local church on special occasions such as Harvest and for the leavers' service. Local clergy come into school to conduct worship and talk to children. The school choir performs for senior citizens and senior citizens come into school to talk to children about local history. Children visit nearby farms as part of their work in geography and science and farmers bring animals into school. The fun run and school spring fair are integral parts of the community calendar. Children visit Kendal Art Gallery and take part in the *Monk for a Day* activities at the local priory. The village is used for work in religious education, science, and history and as a stimulus for work in literacy and numeracy. The children visit local fells in order to study habitats and materials and took part in a cross-bay walk across Morecambe Bay.
32. The school has very good links with partner institutions. It works closely with pre-school providers so that children and parents feel welcome when they arrive. The nearby secondary school and local primaries take part in shared outdoor activities. There are close links with other primary schools in work on computers and in competitive sport. The school uses physical education facilities at the local secondary school and makes use of staff expertise in science. The very well organised transfer arrangements ensure that children are well prepared for their move to a new school.
33. Overall provision for spiritual, social, moral and cultural education is very good. This is an improvement on the findings of the previous inspection.
34. Provision for spiritual education is also very good. Children have regular opportunities for prayer and reflection during the school day and in worship. They visit the local church for services and understand that it is a special place. As part of the ethos of the school, and in religious education lessons, children learn to respect the values and beliefs of others. In this the adults in school provide very good role models. Relationships in school are very good and children are confident that their own ideas and achievements are valued and celebrated by adults and children. During their religious education lessons and in literature, history and geography children develop a growing understanding of different beliefs and points of view. They appreciate beauty in literature, art and music and in science watch the growth of seeds with fascination.

35. Provision for moral education is very good. Children have a very good understanding of the differences between right and wrong. This is enhanced by the very clear behaviour policy that was formulated in consultation with children and parents. There is a very high expectation of good behaviour to which children generally respond positively. Parents indicate that they are proud of children's behaviour when they accompany them on outside visits. Very good use is made of assemblies and the daily life of the school in order to deepen children's understanding. For example, in assemblies they learn about responsibility for the environment and about fairness and sharing.
36. Provision for social education is very good. The school has developed a very warm and caring community where all children and adults are clearly valued. Social skills are very well developed and relationships are very good. For example, adults provide very good role models in showing respect and courtesy and in sharing humour with children. Children respond positively. In their sporting activities children are encouraged to compete fairly and in lessons and playtimes they co-operate and collaborate well. As part of its extra-curricular activities the school enhances opportunities for children from wide-spread homes to socialise. Children are confident to speak in public. For example, they deliver talks on such issues as hunting and in the priory participate in a high level of discussion about the life of monks. The school provides children with many opportunities to care for those less fortunate than themselves and supports a wide range of charities both at home and abroad.
37. Provision for cultural education too is very good. Children have many opportunities to appreciate their own culture. They have very strong links with the local church and take part in celebrations such as Harvest Festival, Easter and Christmas. Children perform maypole dancing as part of local festivities and participate in the local agricultural show. They took part in the Morecambe Bay millennium walk and in such subjects as literature, music, art and religious education, children learn about different aspects of their own culture and the richness and diversity of other cultures. For example, in the school's participation in a local music association production children learn music and stories from local and more distant traditions. In many subjects of the curriculum - for example, in history and geography - children are provided with opportunities to learn about other cultures in different times and places. In assemblies and religious education they learn about cultures associated with different faiths such as Buddhism and Judaism. For example, during assemblies they discuss the traditions and the dress worn by members of the Sikh and Muslim communities. The school provides opportunities for pupils to visit a mosque and multi-cultural centre in Bradford and has links with children in a school in Japan.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. This aspect is a strength of the school. Teachers know and understand their pupils very well. Procedures for child protection and for ensuring children's

welfare are very good. Effective strategies ensure that all the related matters of health, safety, security and first aid are dealt with to a high standard.

39. Assessment practices to identify how well children are making progress have improved considerably since the last inspection and they are now very good. Teachers make an assessment of children's skills when they enter school and plan for their individual needs. Practices identify how well pupils are achieving and a wide range of information, including children's social and personal development, is kept so that teachers can monitor progress. This is used very successfully to set new targets for learning. Parents pronounced their satisfaction with the information they are given on how well their children are doing. Procedures for monitoring personal development and attendance are very good. The successful implementation of the behaviour policy, which clearly emphasises teachers' high expectations, results in very good behaviour throughout the school.
40. The very effective support provided by staff makes a positive contribution to children's well being, and enables them to take full advantage of the educational opportunities offered.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. At the time of the last inspection this aspect was judged to be a major strength of the school. This high standard has continued and is still very good, remaining one of the strengths of the school. The parental responses to the pre-inspection questionnaires give a positive picture of the school, with a very high percentage of parents expressing appreciation of the good teaching and the fact that their children enjoy school and the school expects their children to achieve their best. Parents also express strong appreciation of the high standards of behaviour. The impact of parents' involvement on learning in homework activities is very good. The support given by a parent helper in a design and technology lesson was of a very high standard.
42. The quality of information provided for parents is very good. Parents appreciate the opportunity to come into school and share in its life. Home-school agreements are in place. Reports about children's progress are very good and parents find them very informative. Parents are fully involved and informed if their child has special educational needs. Newsletters provide a valuable link between school and home; they are written clearly and keep parents informed about the work of the school. A thriving and active group of parents, the Friends of Cartmel Primary School, organise social events that involve the whole community. Through these events they are able to raise valuable funds to support their children's education with the funding of resources which included the purchase of a pottery kiln.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. In the previous inspection the school was judged to be well managed. Improvements have taken place since, in assessing what pupils can do and in providing for children with special educational needs. Leadership and management of the school are now very good. The headteacher is a strong leader who has the ability to move forward developments in school while retaining the commitment and good will of all concerned. He is supported by enthusiastic and co-operative teachers who understand their roles and responsibilities and who make every effort to provide a stimulating and challenging curriculum. They carry out the co-ordination of National Curriculum subjects very effectively. As the headteacher has an almost full-time teaching role he is able to lead by example and this is one of the reasons for the high standards of achievement.
44. The governing body fulfils its statutory requirements and supports the work of the school very effectively by monitoring the core subjects of the curriculum, seeking information on attainment and contributing ideas for improving the quality of education for children. An example of this is the long-term commitment to improving the fabric and facilities of the old building: careful budgeting over a number of years has resulted in a considerable amount of money being earmarked for extending the school into the attached old school house. It is expected that this will take place over the coming year and will improve the administrative facilities and increase storage. This is badly needed, as conditions are cramped, and it is a measure of the very good team spirit among staff that enables the head and clerical assistant to share a desk in a room which is also the staffroom, sick room, storage area and interview room for discussions with parents.
45. The school is extremely effective in collecting data on children's performances, analysing the results and taking action to deal with any issues. There is evidence of: high attaining children being moved to a higher class for literacy and numeracy lessons; very good provision for those with special educational needs which helps them to make good progress; the examination of the performance of boys and girls to address any gender differences. These actions have a positive impact on standards.
46. The budget is used carefully to support the current work in school and spending is linked to the priorities set out in the very succinct and achievable school development plan which focuses on improving the quality of educational provision. Grants are used for the purposes for which they were intended, such as the successful implementation of the literacy and numeracy hours, and a grant for improving buildings has been added to the amount already saved for the extension. The principles of *best value* are applied to decisions - for example, local tradespeople are used for projects wherever possible but only if costs are reasonable and the workmanship is good.
47. There are sufficient teachers to teach the curriculum and their work is enhanced by the provision of a nursery assistant for the reception children and a visiting teacher to help those with special educational needs, especially in

literacy and numeracy; they make a significant contribution to the good progress made by children. An effective part-time teacher releases the head from teaching for part of the week and this enables him to focus on management issues and strategic planning. Resources are sufficient for teaching the National Curriculum, although storage is a problem.

48. The building is difficult to manage. It is old, cramped, requires high maintenance and is on a split site. Teachers deal with the situation cheerfully and work hard to ensure that children have the same opportunities that other schools can provide. Very good relations with the local secondary school mean that children can use their facilities for activities such as games and athletics and children regularly use the building on the other site for art and design lessons, as there is easy access to water (which is not available in classrooms) despite the inconvenience of crossing the road. However, staff overcome such difficulties as having to go through one classroom to reach another and the lack of space for bulky equipment such as computers and the standards achieved by the children are testimony to their efforts and the very good behaviour of pupils.
49. The Christian values promoted by the school are apparent in all aspects of its work. The mutual respect displayed by pupils and staff allows children to make contributions in an atmosphere that is supportive and generates a feeling of self-worth. Parents expressed their appreciation of the aims of the school, which are based on a desire to succeed in basic skills but not at the expense of a wide range of rich and varied experiences. The school has an excellent ethos.
50. Given the overall effectiveness of the educational provision and the achievements of its pupils balanced against the drawbacks of the building, the school gives very good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

51. The school should:
  - i.* Improve the standards in information and communication technology by:
    - a. developing the use of simulation and database work;
    - b. increasing opportunities for sensing physical data such as outside temperature, movement and light.
  - ii.* Improve children's letter formation, size and position of letters in handwriting.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	58	36	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	70
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	14

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	12	14
Percentage of pupils at NC Level 2 or above	School	79 (82)	86 (64)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	14	14
Percentage of pupils at NC Level 2 or above	School	86 (82)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	12
Percentage of pupils at NC Level 4 or above	School	92 (100)	92 (100)	100(100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 4 or above	School	N/A (100)	N/A (100)	N/A (100)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

\* The figures relating to boys and girls have been omitted as there were less than 10 of each gender

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	22
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	16

### ***Financial information***

Financial year	2000/01
	£
Total income	141771
Total expenditure	132706
Expenditure per pupil	1870
Balance brought forward from previous year	14398
Balance carried forward to next year	23463

*FTE means full-time equivalent.*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	70
Number of questionnaires returned	61

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	0
My child is making good progress in school.	61	38	2	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	43	51	7	0	0
The teaching is good.	75	21	3	0	0
I am kept well informed about how my child is getting on.	61	36	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	13	3	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	67	30	3	0	0
The school is well led and managed.	72	25	2	0	2
The school is helping my child become mature and responsible.	67	30	3	0	0
The school provides an interesting range of activities outside lessons.	64	33	3	0	0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

52. Children enter the reception class following their fourth birthday and assessments undertaken soon after they start show that while there is a wide range of ability, overall, attainment is broadly average. Children have appropriate social skills and settle to the class routines quickly but some have speech difficulties, mainly in the area of pronunciation.
53. The previous inspection in 1997 found standards matching the national requirements and progress was steady. The findings from this inspection confirm that standards have been maintained as, by the end of the reception year, all children reach the national targets for the age-group in at least five of the six areas of learning for children under the age of five and their progress in learning is good, particularly with regard to personal and social education. A judgement could not be made on physical development because no lessons were seen. By the time of this inspection, which took place towards the end of the school year, all the reception children had begun the National Curriculum.

#### **Personal, social and emotional development**

54. Personal, social and emotional development is a strength. Children learn to mix amicably with others, to share equipment and to follow instructions. They show good self-discipline, as seen in a whole-class activity when they listen carefully and behave very well. They establish positive attitudes to learning and grow in maturity. Personal, social and emotional development is given a high priority by staff, who provide a wide variety of worthwhile opportunities to help children work co-operatively together as a whole class and in small groups in role play situations such as a *travel agent* and when acting stories in religious education lessons. Children are confident with adults and they understand the need for routines and systems for example, they can exchange their own reading books because they are familiar with the coding classification. They can explain the consequences of actions on others during discussions in assemblies and *circle time*, which is set aside specifically to address issues of personal development. They are eager to participate in new experiences because they feel secure with staff. Attainment in this area of learning is above expectations.

#### **Communication, language and literacy**

55. Children have begun the early stages of reading and writing. They show enjoyment of stories when these are read to them by the teacher or nursery assistant because of the effective use of expression and the involvement of the children, who are encouraged to respond by making comments, predicting what might happen next and answering questions about the text. All of them show interest in the process of reading as they realise that written words have meaning and they start to recognise familiar words. They use illustrations in

books to provide clues to the text. Children are learning the sounds of the letters, they can recognise their names and are beginning to print words and sentences, although some are still unsure about the correct way to print all the letters. They are learning that writing takes different forms such as labels and lists. Staff work hard to help children develop good listening and speaking skills. They make sure that children understand instructions and use plenary sessions at the end of lessons to check what they have learned and give them opportunities to speak and comment on what they have done. Staff accept children's contributions to discussions positively to build confidence and this results in a good self-image so that children readily ask for help when needed and are happy to talk to adults and one another.

### **Mathematical development**

56. Children experience a good range of counting games and practical activities such as sorting and matching objects according to colour and number to develop their numeracy skills. They count to ten and beyond accurately because they have been taught to do this slowly and carefully. They begin to combine objects together as they explore the early stages of addition using aids such as a pictorial number line. Mathematics is presented in an interesting and fun way that appeals to young children as they begin to learn about the relationships between numbers. Skills of logical thinking are developed through games using objects which are sorted according to questions to which the answer must be *yes* or *no*. Effective use is made of information and communication technology: reception children were observed entering information about farm animals into a computer, resulting in a simple graph which a child printed out independently. The learning is good because teachers use a variety of methods to reinforce understanding.

### **Knowledge and understanding of the world**

57. Children begin to develop knowledge and understanding of the world around them through science activities in which they study the habits and habitats of mini-beasts and plants. They use all their senses on activities in the school's grounds such as gardening. They begin to learn geographical skills through drawing simple plans and looking at maps and they develop a sense of place - for example, one child identified England in a travel brochure from a picture of the changing of the guard. The travels of *Barnaby Bear* to holiday destinations captured their imagination as they plot the journeys the bear has taken around the world. They learn to use a computer to play literacy and numeracy games and produce simple pictorial graphs. They examine the past by comparing lifestyles then with now. They make models of creatures they are studying, such as butterflies, and they enact the roles of people such as travel agents.

### **Physical development**

58. It was not possible to see a physical education lesson during the inspection so no judgement can be made on attainment. Timetables show that such lessons feature regularly in the curriculum although the only suitable space for them is in a separate school building, the playground or grassed areas, all of which

entail crossing a road. They are learning to use tools such as scissors, brushes and pencils with increasing skill to present their work in a suitable range of media as they paint, glue, cut and draw.

### **Creative development**

59. Reception children are developing the appropriate techniques in their creative development using a wide range of media such as paint, pencil drawing, clay and glue. They illustrate their experiences in various ways. They develop techniques for cutting safely and accurately because of good adult supervision. They learn patience as they come to realise that art does not always produce instant results and that to reach a satisfactory result sometimes takes time - for example, making ladybirds from papier-mâché. The teaching of specific techniques, such as how to apply paste or handle paintbrushes, develops children's control and lays secure foundations for the National Curriculum.
60. The quality of teaching in the reception year is good overall and the nursery assistant makes a positive contribution to this. In all the lessons seen, teaching was never less than good and in a quarter of cases it was very good. No unsatisfactory teaching was observed. The strength of the teaching is reflected in the good progress made by children. Lesson planning is very detailed and makes separate provision for the reception children where relevant, an important factor in a small school where the four year olds are taught alongside Years 1 and 2. The curriculum is planned with great care and particular attention is paid to using the very good assessments of what children can do in order to move them onto the next level of learning. The work is structured very well so that children make progress in small, manageable steps in suitable activities that make learning enjoyable. Relationships are very good and this helps children feel secure and willing to try new experiences. The classteacher and nursery assistant work very closely as a team and this leads to consistency in approach. The teacher is very knowledgeable about the needs of young children and balances this with high expectations. The Foundation Stage Curriculum is fully implemented and children move smoothly onto the early levels of the National Curriculum by the end of the reception year.

### **ENGLISH**

61. By the end of Year 2, attainment overall in speaking and listening, reading and writing is above national expectations. In speaking, reading and writing this is an improvement on the findings of the previous inspection and is in line with the previous inspection in listening. Current Year 2 attainment is an improvement on the results of the Year 2000 National Curriculum tests, where low attainment at the higher Level 3 adversely affected overall results. By the end of Year 6 attainment overall in speaking and listening, reading and writing is well above national expectations. This is an overall improvement on the findings of the previous inspection. It is slightly below the results of the Year 2000 National Curriculum tests, when attainment was very high compared with

the national average. This is a consequence of differences in achievement between the small year groups of children. The school places a high priority on the teaching of literacy and has worked hard and successfully to raise attainment, particularly in writing.

62. In Years 1 and 2, children are very attentive and make appropriate responses in discussions with peers or in whole-class lessons. For example, in science lessons in Year 1 most children listen carefully to the teacher and are eager to volunteer explanations of their work on seeds and plants. Higher attainers in Year 2 confidently discuss their reading with teachers and visitors and use clear and well thought out descriptions of characters and plots. As they move through the school most pupils increase their confidence and skills in speaking and listening. For example, by the end of Year 6, children take part confidently in debates about the monastic life. They listen very carefully and discuss current events such as the general election. Most lower achieving children begin to speak clearly and to organise their ideas logically. Most children learn to talk with assurance in a range of situations because they are confident that what they have to say will be respected and valued by teachers and peers. An observation of a rehearsal for an outdoor production of Alice in Wonderland by Years 5/6 showed that drama is a strength.
63. By age seven, most children read with understanding. They have a good knowledge of letter sounds and use a range of strategies such as the use of picture clues and the meaning of the text when meeting new or unfamiliar words. Better readers use expression and show insightful understanding of plot and characters. Lower achieving children read more hesitantly but begin to develop a secure grasp of letter sounds. Most children use contents and index confidently in locating information. By age eleven most pupils read fluently, accurately and enjoy reading. Higher achieving children confidently compare the work of different authors and use inference and deduction skilfully when referring to main ideas in the plot. The good progress made by children with special educational needs is closely related to the useful targets included in their individual educational plans, which give them and their teachers a clear understanding of how they might improve.
64. As they move through the infant stage most children develop their ideas into soundly structured sentences. They begin to use full stops and capital letters, and simple words are usually spelt correctly. They write for a variety of purposes and audiences, producing stories, letters and poems. They write postcards and write instructions on how to bake biscuits. Most children begin to use appropriately shaped handwriting, although letters are often inconsistently sized and placed. By the time they reach the end of the junior stage most pupils extend the range of purposes and audiences for their writing. For example, pupils in Year 5 and 6 write discriminatingly when they describe the advantages and disadvantages of the local environment. They write concise instructions on how to decorate an egg and retell traditional stories imaginatively. They write letters of complaint, making effective use of bullet points. Faster learners can evaluate their writing and write interesting accounts of interviews with adults. However, although the handwriting of most

children is often well presented in their handwriting practice books, in their independent writing it is inconsistently shaped, sized and placed. Children throughout the school make good use of computers to enhance their work in English. For example, children in Year 2 write simple stories, and by Year 6 they use the computer to record interviews with adults. As they move through the school, most children make very good progress in their use of punctuation, showing an increasing accuracy and confidence in their use of commas, question marks, and apostrophes. Children in the junior stage write interesting stories and accounts and the spelling of increasingly more difficult words is usually accurate.

65. The quality of teaching is consistently very good. This is significant in the high standards achieved by children and in the correspondingly overall very good quality of their learning. Teachers are very skilled at teaching the basics. The teacher in Years 1 and 2 ensures that children have a good knowledge of letter sounds and use a range of strategies such as phonics, picture clues and meaning when meeting new or unfamiliar words in their reading. In Year 5 and 6 the teacher's knowledge of different genres of writing is used effectively to enable children to develop their understanding of persuasive forms of writing. Teachers regularly assess children's work so that they can plan tasks which are firmly built on previous understanding. They mark children's work regularly and make comments which are supportive and help to guide children to make progress. Teachers ensure that homework supports and extends the work in class.
66. Teachers have high expectations. For example, in Years 3 and 4 the teacher challenges children to use considerable creative and intellectual effort in developing a story together. He does not accept ideas and suggestions which are not well thought out. This helps children to extend their skills in the development of story structure and content. A strength of the teaching is the quality of relationships. This enables teachers and children to engage in a dialogue which helps to extend children's skills. For example, in Year 5 and 6, teacher and children discuss local issues in the context of persuasive writing. This gives them the confidence to ask questions and offer suggestions and to model their vocabulary on the one used by the teacher. Children also relate well to one other. They collaborate well in evaluating and amending the shared story writing. Teachers take great care to prepare work which is suited to the different abilities of children. For example, in Years 1 and 2, the teacher supports a group of lower achieving children in setting out and writing letters and uses computers to extend the letter writing skills of higher achieving children through the use of e-mail. Throughout the school provision for children with special educational needs is very good. Class teachers, the special educational needs co-ordinator and the special needs support teacher work very closely to ensure that, where necessary, individual educational programmes help these children to make good progress.
67. The school makes very good use of the National Literacy Strategy in order to raise attainment. Teachers ensure that children's skills in English are enhanced by work in other subjects. For example, children in Year 2 write

well-informed descriptions of Queen Elizabeth I in their work in history. In science, in Years 3 and 4, children work together to write accurate accounts of investigations into the growth of plants. The co-ordinator works very hard to organise the subject and makes a significant contribution to the raising of attainment. She regularly monitors planning and learning. She evaluates children's work and provides valuable support to other members of staff.

## **MATHEMATICS**

68. The previous inspection judged attainment in mathematics to be above the national average at the end of both key stages. This inspection's findings are that attainment is above average at age seven and well above average at age eleven. This is an improvement on the previous inspection. The improvements are a result of effective teaching, targeting high attaining children, making very good provision for those with special educational needs and the improvement in assessment which has led to a better use of the analysis of data information.
69. The National Curriculum test results for the Year 2000 show that attainment at age seven was below the national average and well below the average reached by similar schools. This was because, although all children reached the expected Level 2, fewer children reached the higher Level 3 than the national average. In small schools with small numbers in each year group, the impact of one or two lower attaining children can have a marked impact on overall standards and this accounts for the unfavourable comparison. This year's Year 2 are performing well, with all children, including those with special educational needs, reaching at least Level 2 and 11 per cent (one child) reaching Level 3. In the National Curriculum test results for the Year 2000, attainment by age eleven was very high when compared with all schools and well above average when compared with similar schools. These standards have been maintained in this year's Year 6.
70. By the age of seven, children can add and subtract mentally. They count in 5, 10, 50 and 100 up to 1000 and can go backwards as well as forwards. They can explain odd and even numbers and are learning to use correctly the vocabulary associated with the subject. They are becoming familiar with place value and can answer correctly a question such as *when we add ten do the units stay the same?* They know that after units and tens the next column will be hundreds. In practical ways they can rearrange numbers and respond appropriately to questions such as *what do you put with 40 to make 100 or what is 10 less than 100?* They are learning to multiply and divide and can use a variety of standard measures to weigh, measure time and length and the passage of time. They are especially good at making predictions before checking their answers and their accuracy shows their level of understanding of patterns and relationships. Their work on decision trees, leading to the categorisation of objects, develops logic skills.

71. By eleven years, children have a very good knowledge of mathematics. They are particularly skilled at problem solving and reasoning and are able to find various ways of calculating solutions. Observations in lessons show that the children are very confident with mathematics and that they can visualise the patterns of numbers in their heads. They are very secure in their knowledge of tables and they can do calculations speedily and accurately. They can hypothesise, predict and make deductions, as seen in an exercise where they were given a game and had to work out the rules for themselves. They are at ease with all aspects of mathematics, including probability where they can predict the potential for bicycle accidents and whether toast will fall on the side with jam on it.
72. Children's learning is very good because of the quality of teaching in all year groups. It is never less than good and is often very good or excellent, especially in the class containing Year 5 and 6 children. Teachers have a good knowledge of the subject and high expectations of what children can achieve. Timed tasks and the brisk pace of lessons ensure that children work hard and fast. The very good relationships between children and teachers and among classmates mean that children are confident to ask questions and seek advice when necessary without fear of ridicule as all contributions are welcomed. Humour features prominently in lessons and children enjoy a positive rapport with teachers, which makes learning fun. Teachers are especially skilled at asking questions which encourage children to think, reason and explain their ideas and answers. This helps to reinforce learning for those who are slower to grasp concepts, as seen in an instance where the opportunity to hear the explanations of others, and to see demonstrations of how they arrived at answers, supported the less confident members of the class. Every effort is made to make the subject meaningful and projects such as a mathematics trail in the school's grounds help to promote mathematics in the environment.
73. The school has implemented the National Numeracy Strategy and the numeracy hour has been adapted to meet the needs of mixed age classes. The highest attaining children in the classes work with the next year group in order to extend their ability and increase their chances of reaching the higher levels of the National Curriculum. Those with special educational needs are supported by staff and provided with appropriate work based on their individual education plans. The success of this provision is shown by the fact that by the age of seven these children are reaching the average level for their age. Other subjects make a significant contribution to mathematics and vice-versa, as seen in examples of work in history, information and communication technology, art and geography where children use timelines, create graphs on computers, make rotational patterns and use grids for mapwork.
74. The co-ordinator is very competent and well aware of the standards in school and how to improve them.

## **SCIENCE**



75. By age seven, attainment is above the national average. This judgement is in line with the findings of the previous inspection. It is also in line with the overall results of the Year 2000 National Curriculum results, based on teacher assessments, where the attainment of children at seven years was very high when compared with national averages, although below average at the higher Level 3. By age eleven, attainment is well above the national average. This is an improvement on the findings of the previous inspection and slightly below the results of the Year 2000 National Curriculum tests where children attained very highly when compared with national expectations and above what would be expected for children aged eleven at the higher Level 5. The slight differences relate to differences in the small cohorts of children.
76. By the end of Year 2, most children make careful observations. They produce accurately labelled diagrams of plants and know how these are used. They use predictions and accurate measurements and know how to find things out using simple equipment. For example, in Year 2 they investigate forces using ramps and toy cars. Most children distinguish between electrical equipment using mains or battery power. Faster learners accurately describe the physical features necessary for objects to move efficiently. Most children accurately classify different materials according to their properties.
77. By the end of Year 6 most pupils understand the need for fair tests and show this in their investigations. For example, in Year 6 investigations into gravity and upthrust, children know which elements to change and which to leave the same. However, provision for children to select equipment and determine and evaluate their own investigations is limited. By the time they leave most pupils have a comprehensive knowledge and understanding of the different aspects of science studied in the attainment targets. Most children understand the relationship between light sources and shadows and accurately describe the position of the sun at different times of the day. Faster learners produce accurate charts to record findings such as the properties of rock samples and write their own very detailed and accurate accounts of investigations. Most children in Year 6 understand how to set up circuits in series and parallel and produce well-presented diagrams showing the effects of different numbers of lamps, batteries and wire resistance on the quality of light produced.
78. The quality of teaching in all classes is consistently very good. This is a significant feature in the high standards achieved by most children. Most teachers have very good subject knowledge. They explain points very carefully so that, for example, in Year 4 children deepen their understanding of the conditions necessary for plant growth and of how to conduct a fair test. Teachers take care to ensure that work is suited to children's different abilities so that their understanding at their own level is increased. For example, in work on flowers and seeds in Years 1 and 2 the teacher takes care to pose questions at the appropriate level for children's ages and abilities. Children are challenged to increase their skills and understanding because teachers have very high expectations. This was seen in the Years 5 and 6 class where

the teacher used a wide range of musical instruments in order to illustrate changing sound and pitch. He ensured that children sustained a high degree of concentration in learning about different examples of vibration and then challenged them to make notes and write their own explanations. Relationships are very good. Children are confident to make suggestions and give answers because they know that these will be respected and valued. This is very helpful in extending their knowledge and understanding. For example, in Years 3 and 4 the teacher and children engage in an on-going dialogue which helps to increase their understanding of variables in fair testing. In a similar way children are encouraged to collaborate in setting up their investigations into seed growth. Because relationships and teachers' control are very good and because teachers present their work in lively and interesting ways children generally behave very well and work hard and enthusiastically. For example, children in Years 1 and 2 organised their own work on seeds and plants and resisted the temptation to blow the dandelion seeds until the appropriate moment. During lessons teachers use ongoing assessment effectively through questioning or observation, in order to guide children on the next steps to take. For example in Years 5 and 6 the teacher questioned the children carefully to ensure that they applied general principles about sound, pitch and vibration to the wide range of instruments demonstrated. Children are regularly assessed on completion of units of work so that teachers can plan work which builds securely on their previous understanding and knowledge.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

79. The previous inspection judged attainment in art to be in line with national expectations at the end of Year 2 and above them by the end of Year 6. No art lessons were seen during this inspection but evidence from displays in classrooms, teachers' planning and pupils' records indicates that these standards have been maintained. In design and technology, attainment was previously judged to be broadly in line with national expectations at the end of both key stages. In this inspection, no lessons were observed in the infant class but work seen shows that standards have been maintained by the age of seven. By age eleven, standards have improved and attainment is now above average.
80. In art, the Year 2 children experience a wide range of media. They can paint self-portraits and imitate Australian aboriginal art, using hands and dots. They make mini-beasts from a variety of materials and fire claywork in the school's kiln. They draw and paint from life and have produced attractive artwork of daffodils and artefacts such as toys. They know how to mix colours to make darker or lighter shades. They have used a computer program (Colour Magic) to produce pictures.
81. The Year 6 children know the names of several famous artists because they have studied their work and made their own pictures in the style of both contemporary and traditional artists. They use sketchbooks to capture realistic

images from still life objects such as a vase, shoe or fruit. They are familiar with glazing techniques in the making of pottery and can describe the changes that take place during the process of firing. Standards of artwork are good, as seen in patterns, made to link mathematics and art, where images were rotated. Pencil drawings show sensitive toning and shading. Computers are used for graphic designs and one of the children designed a label for commercial use on a locally produced Christmas pudding.

82. In design and technology in Years 1 and 2, children have made appropriate bridges in connection with the traditional tale of the *Three Billy Goats Gruff*. They first drew a plan and then made the bridge. They similarly made a boat based on the one in the story of *Mr Gumpy's Outing* and they are learning about the processes of designing and building and the stages through which projects go. Year 2 children are aware that end products need to appeal to the eye as well as being functional, as shown by their comments on making trucks and sewing Christmas cards. They can comment on useful materials, such as glue, that aid the process of making.
83. In the design and technology lessons seen in both the Years 3 and 4 and Years 5 and 6 classes, children were developing good skills in making models and masks. Years 3 and 4 had started a model of the village square and were measuring accurately according to their design plan. They had used aerial maps to first plan their project and knew how to strengthen the model to make it stand up well. They use tools safely. Years 5 and 6 were making masks for a production of *Alice in Wonderland* in the style of the original illustrator Tenniel. Their work was rigorous and of a good standard, helped by the necessity of making the masks robust enough to be used for a genuine purpose. They use a range of materials and are able to choose suitable ones. They make thoughtful observations in their selection of ideas and materials. They are skilled at using tools.
84. The teaching in the design and technology lessons seen in Years 3 and 4 was good and it was very good in Years 5 and 6. Planning of what needs to be learned and the thorough preparation of resources helps to ensure good organisation. Interventions from teachers giving advice and support improve the work of children and raise standards. Teachers have high expectations of what children can do and guide them to successful conclusions so that children are pleased and proud of their efforts. The relaxed working atmosphere in classes means that children are willing to ask questions when they are unsure and they are confident enough to try out techniques and ideas even if they are not initially successful.

## **GEOGRAPHY and HISTORY**

85. The previous report stated that standards were above national expectations by the end of Year 2 and in line with them by the end of Year 6 in both geography and history. In this inspection only one lesson was seen in geography (in Year 2) and two lessons were seen in history (in Years 3 and 6). However, there

was sufficient additional evidence from an analysis of children's work, displays in classrooms, pupils' records and in discussions with Year 2 and 6 children to judge attainment in geography to be above average at ages seven and eleven and history standards to be above average at age seven and well above average at age eleven.

86. In geography, children in Year 2 can talk about Cartmel village and what it is famous for (its priory and sticky toffee pudding). They can compare a large town such as Kendal with the village and can discuss the advantages and disadvantages of living in each place. They know what buildings are used for in a community and contrast their knowledge of local places with an overseas locality in Mexico. They know what maps are for and can describe places they have visited, either with school or on holiday. They are especially good at talking about their experiences and express their opinions with great confidence. Their knowledge of geographical terms and positional words is good.
87. Year 6 children, in geography, can compare Ancient Egypt with modern Egypt. They can discuss with more understanding the quality of life in Cartmel village and Barrow-in-Furness. They are able to explain the benefits of tourism to Cartmel and are aware of the impact of the recent foot and mouth outbreak on local trade. They were involved in the development of the local recreation ground. They improve their map skills, using coordinates to find places. They are particularly good at discussing issues such as pollution and the environment because their speaking and listening skills are so advanced.
88. In history, Year 2 children have made a timeline from Queen Elizabeth I to Queen Elizabeth II and they can explain the sequence of events within it. They have a remarkably good recall of the facts and dates around the reign of the first Elizabeth and can describe her lineage and the circumstances around her ascension to the throne. They know that there are various sources for the study of history, such the Internet, museums and books, and they understand the difference between the distant and the recent past.
89. The Year 6 children have a very good knowledge of invaders and settlers in history and the visits they make to local sites of interest enrich their understanding. They study other cultures such as the Ancient Egyptians and can discuss significant features of life in the past through comparisons of similarities and differences. Children in the Years 3 and 4 class especially enjoyed learning about embalming. Years 5 and 6 show very good insight into why people acted as they did in the past, as seen in a lesson on Boudicca. Their very good communication skills enable them to interpret actions from the standpoint of those involved and they appreciate that the version of an historical event passed down to us can be biased as it usually represents the views of the victors. They can read for meaning beyond the literal and select and organise information in structured ways, identifying criteria for the truthfulness of descriptions of past events.

90. In the lesson seen in the infant class in geography, the teaching was excellent. Role-play was used very effectively to help young children appreciate the notion of a journey to a faraway place (a town in Mexico). They were encouraged to describe what they could 'see' on their flight. The use of *Barnaby Bear*, who regularly goes on visits with children and returns with records of things seen, makes learning fun and captures children's interest. The displays of his journeys show a wide range of places visited both in Britain and abroad. In the history lessons in the junior classes, teaching was good or very good. Resources were prepared well and helped the children to focus on what they needed to learn. In all lessons observed, strengths in the teaching were: skilful questioning to judge children's understanding; an extension of vocabulary; the development of reasoning skills and the ability to articulate thoughts and opinions. Teachers allow children to explore their own ideas in a supportive, relaxed atmosphere.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

91. Attainment in both Years 2 and 6 in the aspects of information communication technology seen during the inspection is in line with what would be expected for children at age seven and eleven. This is a significant improvement on the findings of the previous inspection, although there are still some weaknesses in some aspects. The school has worked very hard to improve its provision and is aware of the need, now, to increase opportunities for children to use systems to sense physical data, such as temperature, light or movement, and to extend their work on simulations and databases.
92. In Year 2, children know how to feed instructions into a roamer and control its movements. They know about the uses of computers in the home and in such places as offices and medical centres. Children in Years 1 and 2 understand that computers are used to gather and store information. They make simple pictograms about favourite pets and farm animals and write stories using word-processing. Most children have sound keyboard and mouse skills. They make simple, attractive pictures and patterns. Lower achieving children use computers to assist in their letter writing. More able children confidently access e-mail.
93. As they move through the school, most children make good progress in their use of computers. They keep their work on disks and present information in a variety of forms. For example, in Years 3 and 4 children know how to locate, retrieve and combine graphics and text. They produce well-finished artwork, using graphics and use programs to extend their work on nouns and pronouns. Year 5 and 6 children use spreadsheets to record football results and rounders scores. They produce computer-generated pie charts to record the results of a friction experiment in science. As part of work in history children work on a simulation program on life in ancient Rome. The Internet is used to download information on how sounds are produced in musical instruments. This is combined with text and pictures and is closely linked with work in music and science. CD-ROMs are used for research in history and geography. Year 5

and 6 children use digital cameras to record their work and use programs to support work in numeracy and literacy.

94. In the one lesson seen in each of the junior and infant departments the quality of teaching was good. Teachers have good expertise which they carefully explain so that children's understanding is increased. For example, in Years 3 and 4 children understand a complicated series of instructions necessary to download from the Internet and combine graphics with text because the teacher's instructions are clear and well thought out. Teachers usually plan their work very thoroughly so that it builds on previous work and helps children to make good progress. However, in Years 5 and 6 a very well planned lesson to link work in English had to be curtailed because the equipment was unreliable. Teachers use questions well in order to assess children's levels of understanding. For example, in Years 1 and 2 the teacher's questions helped her to guide the children in the production of pictograms.
95. Then school has a well-considered 'Responsible Internet Use' policy, which includes a pupil and parental agreement section. The subject is very well co-ordinated. The co-ordinator has worked hard to improve the provision of compatible computers and to support colleagues in helping to raise attainment. He has a very clear understanding of the direction to be taken in order to raise standards further.

## **MUSIC**

96. During the inspection only one music lesson was seen, so it is not possible to make an overall judgement on attainment and the quality of teaching. However, from discussions with teachers and children and from scrutinies of teachers' planning the evidence is that the school meets the statutory requirements for teaching music.
97. The quality of teaching in the one lesson seen in the Years 3 and 4 class was very good. The teacher shared his very good knowledge of the subject with the children so that their round singing became increasingly tuneful and they maintained the rhythm in their performance. Relationships were very good: children were confident to participate in discussions and performed enthusiastically and enjoyed their singing.
98. As they move through the school all children have the opportunity to play recorders. They accompany the tuneful singing in assemblies. Some children are taught to play the clarinet and flute. Music is linked effectively to other areas of the curriculum. For example, in Years 5 and 6 children use the Internet in order to investigate how musical instruments produce sounds, as part of their work in science. In design and technology they design and make their own instruments, such as rain sticks and scrapers. This helps to extend children's understanding of music and the other subject. Children take part in regular dramatic and musical productions and the school participates in the local primary music festival.

## PHYSICAL EDUCATION

99. During the inspection it was possible to see only two athletics lessons in the junior department. In these lessons attainment was above that expected for children's ages and the quality of teaching was very good. Evidence from discussions with teachers and children and from scrutinies of teachers' planning indicates that the school meets the statutory requirements for teaching the subject, including swimming. The curriculum is enhanced by the excellent range of extra-curricular sporting activities provided by this small school. These include football, netball, athletics, off-the road cycling, orienteering, fell and seashore walking and cricket.
100. In the lessons seen, teachers used their observational skills very well so that they could analyse children's performance and advise them on how this might be improved. For example, in Years 3 and 4, children's javelin throwing skills were improved after the teacher had intervened with useful advice on how children might co-ordinate their actions. Teachers have very good subject knowledge which they carefully explain to children so that, for example, in Years 5 and 6 pupils understand why and how they should warm up and cool down. Children are usually controlled very well, so their behaviour is usually very good and they exercise safely. Relationships are very good. This gives the children the confidence to extend their throwing and jumping skills and to compete fairly and develop very good sporting attitudes. The school makes good use of the limited facilities available to it and of the facilities made available by the local secondary school.

## RELIGIOUS EDUCATION

101. The previous inspection judged attainment in religious education to be in line with expectations in Key Stage 1 and above them at the end of Key Stage 2. Findings from this inspection show that standards are above expectations at ages seven and eleven. The school follows the Locally Agreed Syllabus which incorporates the studies of major world religions, including Christianity.
102. By the age of seven, children can describe the characteristics of the Christian faith and compare them with Buddhism. They can draw parallels between the two religions and can often recount stories which are similar in both faiths. They are able to decipher the hidden messages underpinning the stories through role play and drama and this helps them to understand meaning when they pretend to think and react as one of the characters. A wide knowledge of vocabulary was displayed when one child, who was attempting to explain the attitude of Prince Siddattha in a Buddhist story about a swan, corrected himself when he said the prince was *careful* when he meant *caring*. Children can use terms such as *meditating* correctly. They are developing the concept of belief and can empathise with the people they hear about. They are familiar with the

major Christian Festivals and they can recall, accurately, a good range of Bible stories.

103. In Years 3 - 6, children develop their knowledge and understanding of what it means to have a faith. They can explain the principles by which Buddhists, Jews and Christians live and they show respect for the views of others. Their knowledge of the Bible, both the old and the new testament, is extensive. The good debating skills of Year 6 children come to the fore in religious education lessons where they can argue the differences between religious principles and which appeal as a code for living. Discussions with Year 6 children show that they understand how religion affects behaviour and how people live. They appreciate that people have fundamental beliefs which can be similar as well as different. They know that to have or not have a faith is a personal decision.
104. School assemblies meet the requirements for a daily act of worship and make a significant contribution to the work in religious education lessons as their themes often relate to the Locally Agreed Syllabus. For example, the assemblies seen reflected Muslim and Sikh stories and the importance of the environment. They also contributed positively to the high standards in spiritual, moral, social and cultural development.
105. Standards of teaching in all classes are good. In the infant class, the teacher helps children to understand the sometimes difficult concepts through role-play and a good range of artefacts. In the Year 5 and 6 class, the skilful questioning helps children to explore their beliefs, and those of others, in a supportive atmosphere that encourages respect. They are provided with good opportunities to listen to and discuss the principles which guide the lives of others and they are making their own informed choices of which apply to their own circumstances. The effectiveness of the learning was demonstrated through the same story being told in the infant class as in the junior class (Prince Siddattha and the Swan) but with the older children demonstrating a much higher level of understanding of the meaning behind it.