



# Braithwaite CofE VA Primary School

## Inspection Report

**Unique Reference Number** 112334  
**LEA** Cumbria  
**Inspection number** 278907  
**Inspection dates** 4 May 2006 to 5 May 2006  
**Reporting inspector** Mrs Kathleen McArthur

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

<b>Type of school</b>	Primary	<b>School address</b>	Braithwaite
<b>School category</b>	Voluntary aided		Keswick
<b>Age range of pupils</b>	3 to 11		Cumbria CA12 5TD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01768 778356
<b>Number on roll</b>	112	<b>Fax number</b>	01768 778206
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Nigel Illman
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Caroline Fanshawe

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small church school accepts boys and girls aged between three and eleven. It is situated in a pleasant rural location and many children travel to the school from outside the catchment area. Few children receive free school meals and none speak English as an additional language. The proportion of children with learning difficulties and/or disabilities is lower than average. When children start school, their attainment is broadly typical for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that gives good value for money. The inspection confirmed the school's accurate evaluation of its own effectiveness.

Leadership and management are good overall. Good teaching ensures that children achieve well and attain standards above the national average at the ages of seven and eleven in English, mathematics and science, however, the attainment by more able seven year olds in writing is broadly average. The curriculum is good but information and communication technology (ICT) is not yet fully developed through other subjects. The range of enrichment experiences provided by the school is outstanding. Children with learning difficulties and/or disabilities make good progress in relation to their capabilities because they are supported well. Provision and teaching in the Foundation Stage (Nursery and Reception classes) are good. They ensure that children progress well and meet the expected goals by the end of Reception.

Parents are very positive about everything the school provides. Good personal development means that children are kind and considerate, and behave well. Care is good so children feel happy and safe. Effective assessment systems provide good information on progress and the children strive hard to reach their learning targets.

The school has successfully overcome the issues identified at the previous inspection and overall standards have risen, indicating good improvement. The school has good capacity for further improvement.

### **What the school should do to improve further**

- Improve pupils' attainment in ICT by making the most of opportunities in other subjects to practise their computer skills.
- Increase the challenge for more able children in Year 2 to ensure that they achieve as well as they can in writing.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. Standards have gradually risen over time but can vary due to the small number of children in each year group. Good teaching and provision ensure that children make good progress through the Foundation Stage. Most reach the goals expected at the end of Reception class. Children build on this good start and achieve well in Key Stage 1. Standards are consistently above average although they are average in writing for more able pupils. Results for the current Year 2 children are expected to be a little lower than in previous years, because there are fewer higher attaining pupils.

Good progress continues through Key Stage 2. Children attain standards that are consistently above the national average in all subjects, and are likely to do so again this year. ICT skills are satisfactory. Children would benefit from opportunities to

develop and use their ICT skills to support their learning across the curriculum. The school has recognised the need to improve provision and teaching in this subject. Children with learning difficulties and/or disabilities achieve well in relation to their capabilities because they receive skilled support.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. This is seen in children's enjoyment of school and eagerness to take part in all activities. Attendance is satisfactory. Children's behaviour and attitudes to school are good. They say "school is a good place with friendly teachers" whom they are confident to approach for help should any problems arise. The school council provides many opportunities for children to be involved in making decisions. Their ideas are listened to and acted on, for example, in establishing a 'friendship bench' and cookery club. Children are particularly proud of the physical activities made possible because of the well planned school grounds.

Spiritual, moral, social and cultural development is good. The school very successfully extends awareness of life in different communities and cultures. For example, children have travelled to Manchester to a ballet performance and visited a school attended by many Muslim children; they enjoy international links with a Sri Lankan school. They know how to adopt a healthy lifestyle. Healthy meals are provided; all children have swimming lessons and participate in the numerous sports and challenging activities provided by the outdoor environment. The school contributes well to the local community, for example, by litter-picking with the village WI and hosting weekly meals for residents. Children are well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. Children make good progress, enjoy school and say their lessons are fun. Classrooms are attractive, with quality displays that celebrate good work. The best lessons feature well planned, varied learning activities and good use of resources although the use of ICT is not yet fully developed. Children know what they will learn, and teachers involve them in assessing how much they have learned at the end of the lesson to help them become more responsible for their own learning. Good relationships stimulate confident responses from the children.

Occasionally, work is not matched well to children's different abilities and this can slow their progress. More able children in Year 2 do not always have enough scope to improve their writing at their own pace. The school is developing additional provision well for children with particular gifts and talents.

Teaching assistants are deployed well, and provide knowledgeable support, particularly for children with learning difficulties and/or disabilities. Teaching is good in the Foundation Stage and children make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets all statutory requirements. Basic literacy and numeracy skills are taught well and developed in all subjects. For example, pupils made tally charts recording the growth of mould in science and wrote letters to ask the governors to ensure Fair Trade products are used in school. However, the school is aware that it could do more to develop ICT through other subjects.

Good assessment information directs support programmes where they are most needed. Carefully planned learning activities and skilled support ensure that children with learning difficulties and/or disabilities progress well. Curriculum programmes are currently being updated to make them more relevant to the school and local needs. The good Foundation Stage curriculum is much improved since the previous inspection.

Curriculum enrichment is outstanding. Children enjoy a far wider range of clubs, visits and experiences than normally offered in a primary school, including music, cookery, local conservation and National Trust work, as well as many visits to stimulating places like the Baltic Art Gallery. They are proud to serve as school councillors, understand how to be healthy and stay safe, and are well prepared for future economic well-being.

## **Care, guidance and support**

### **Grade: 2**

Care, welfare and guidance are good. There are thorough procedures for child protection, and for promoting health and safety, as well as effective risk assessments. Good links with outside agencies support children well, particularly those who have learning difficulties and/or disabilities. Partnerships with parents are constructive, so children feel secure and learn well, particularly when they start in the nursery. The vast majority of parents feel very happy to approach the school and appreciate the "friendly, caring atmosphere." A good programme for personal development enables children to consider their feelings and they show a good awareness of how their actions affect others. Children with learning difficulties and/or disabilities are fully involved in all activities because they are supported well. Good systems track and monitor academic progress, and inform teachers how well children are progressing and where to direct extra help and support.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides very good leadership. Her clear vision for school improvement has created an effective team of staff, governors and parents who work hard to ensure that children achieve well in a happy school. She is ably assisted by the senior teacher. The subject leader role is currently being developed well to include the monitoring of provision and standards. Staff and governors aim to broaden children's experiences to help them become useful members of the local and wider communities. Equality of opportunity is promoted well. Varied

lessons, skilled teaching assistants and extra support generally meet children's learning needs well. Provision for children with gifts or talents is still developing.

The staff and governors undertake a thorough evaluation of performance at the annual 'Away Day'. The views of parents and children are regularly sought and acted on. Finances are managed very carefully to support the annual improvement plan. This informs staff performance management targets and professional development areas.

Governance is good. The well led governing body provides informed support and challenge, using knowledge gained through the 'Away Day', subject links and frequent visits. Good links with the local secondary schools ensure that older children transfer there happily.

The school has made good progress since the last inspection and is well placed for further improvement.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Children

Braithwaite CofE VA Primary School

Braithwaite

Keswick

Cumbria

CA12 5TD

8 May 2006

Dear children

Thank you for making my visit to your school last week so enjoyable. It was good to spend time with you all. Everyone was very friendly, helpful and polite and told me many things you like about your school. I particularly enjoyed the way you showed me round your beautiful school grounds.

Here are some of the things I found:

you have a very good headteacher who works hard with you, the staff, the governors and your parents to make sure your school is always good

you work hard, make good progress, enjoy your lessons and behave well

you know how to be healthy, stay safe, carry out your responsibilities sensibly, are kind to each other and work to help the local community

you are fortunate to have such an excellent range of activities outside lessons

I have asked your teachers to look at some ways of making your school even better:

provide you with more opportunities to increase and use your ICT skills

make sure you all do as well as you can in your writing

Thank you again for all your help. I hope you will continue to work hard and really enjoy your time at school.

Yours sincerely

Kathleen McArthur

Lead inspector