



# Raughton Head C of E School

## Inspection Report

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**Unique Reference Number** 112257  
**Local Authority** Cumbria  
**Inspection number** 289222  
**Inspection date** 1 February 2007  
**Reporting inspector** Dave Byrne

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

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<b>Type of school</b>	Primary	<b>School address</b>	Raughton Head
<b>School category</b>	Voluntary controlled		Carlisle, Cumbria
<b>Age range of pupils</b>	4-11		CA5 7DD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01697 476291
<b>Number on roll (school)</b>	46	<b>Fax number</b>	0000
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Ian Reed
		<b>Headteacher</b>	Mrs Aylita Carrie
<b>Date of previous school inspection</b>	1 December 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is small rural school. The numbers of pupils in each year group are low and can be as few as one. In some year groups the percentage of pupils starting or leaving the school is very high. The majority have advantaged backgrounds although their attainment on entry is broadly average. Major remodelling of the school buildings has very recently been completed. The school has close links with other local primary and secondary schools. It has achieved recognition for its sports provision by gaining the Activemark award.

## **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 with some outstanding features. As a result of outstanding leadership by the headteacher and good teaching, pupils achieve well both academically and personally. The school is at the heart of its community and enjoys considerable support from the large majority of parents. As one parent put it, 'Raughton CE is a small school with a big heart'.

The family ethos that pervades the school, gives pupils a feeling of security. They are well cared for and supported by a dedicated staff team. As a result, attendance is good and behaviour is exemplary. They are polite, thoughtful and very caring. Many pupils develop good levels of confidence and the capacity to take responsibility for their own learning. Pupils are extremely well prepared for their next stage of education because of their very good social skills, attitudes to learning and good academic achievement. However, their knowledge and understanding of the breadth and diversity of modern society is relatively weak.

Pupils love school and comment that the best part of it is their teachers. Lively and carefully planned lessons do very well in catering for the wide range of needs within the mixed age classes. The needs of pupils with learning difficulties and those with gifts and talents are well met. As a result, pupils achieve well during their time in school. After starting school with standards typical for their age, pupils make good progress and by the end of both Key Stages 1 and 2, most pupils reach standards in English, mathematics and science that are generally above average. The very small numbers in each year group, however, mean that results in national tests may vary dramatically from year to year. A well planned curriculum gives pupils of all ages a wide and diverse range of activities to make learning fun. The inclusion of French and links with other schools for a range of sports helps pupils to do well in these subjects. Good teaching enables pupils to do well in art. Good provision for personal, social, health and citizenship education develops in pupils a good understanding of the choices required to stay safe and healthy.

The school is well led, managed and governed. The budget is astutely managed to get best value from the income and parents boost funds significantly with very successful fundraising. Significant improvements in the building, very recently completed, provides very high quality accommodation. Outdoor facilities are excellent with the exception of a suitably accessible outdoor learning area in the Foundation Stage. Despite this weakness, good provision in the Foundation Stage ensures that children make good progress in their time there. The school has improved considerably since the last inspection and given the current circumstances it has a good capacity to do so in future.

### What the school should do to improve further

- Provide suitable provision for outdoor learning in the Foundation Stage.
- Improve pupils' knowledge and understanding of the breadth and diversity of modern society.

## **Achievement and standards**

### **Grade: 2**

Given the very small numbers in each year group, and the high percentage of pupil mobility, national test data needs treating with caution. Inspection evidence indicates that achievement is good across the school and most pupils reach a good standard.

Overall the attainment of children starting school in Reception is broadly in line with the expectations for their age, although most have good personal and social skills. Good progress in Reception means that most children have achieved the national expectations, for their age, with many exceeding them by the start of Year 1. In Key Stage 1, pupils make good progress and standards in Year 2 are above average in reading, writing and mathematics. In Key Stage 2, pupils improve well and by the end of Year 6, the majority read, write and understand mathematics and science at a higher level than expected for their age. The school is confident that this year, it will reach its challenging academic targets at the end of Years 2 and 6, reflecting good progress and above average standards. Pupils with learning and behavioural difficulties receive good support and make good progress towards their personal and academic targets.

Across the school pupils develop a good knowledge and understanding of information and communication technology (ICT). Strengths in the curriculum give pupils a good knowledge for their age of French and art and design.

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

### **Grade: 2**

Pupils' personal development and well-being and their spiritual, moral and social development are good. Cultural development is satisfactory. Their behaviour is exemplary and they have very good attitudes to learning. Pupils think of others before themselves and take pride in helping classmates and teachers. Their opinions are valued and often influence decisions, for example, in improving the toilet areas. From a young age, pupils develop a good capacity to work on their own and use their initiative, for example, to research information or organise playground resources. Everyone smiles and enjoys learning in the family atmosphere that pervades the school. Consequently attendance and punctuality are both good. The enthusiasm that most pupils have for the healthy lunches and the energy exerted during outdoor play, demonstrate the pupils' excellent awareness of the importance of keeping healthy and safe. Whilst pupils have a good knowledge and understanding of their locality, many have a limited awareness of the diversity of modern society. Given the very good social skills and good academic achievement, pupils are extremely well prepared for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and are an important reason why pupils say they like school. Across the school, adults and pupils have very warm and respectful relationships. A strong teaching team that includes a very skilled teaching assistant successfully meets the challenge of catering for the wide range of ages within each class. At all times, pupils are encouraged to work hard and interesting lessons mean that this is always the case. The needs of those with learning and behavioural difficulties and those who are potentially more able are effectively met. Children in the Foundation Stage get a good start to their education. They benefit from well managed activities suitable to their age. There are insufficient suitable outdoor areas for learning in Reception and Year 1, but staff work hard to reduce the impact of this. Across the school, skilful planning takes into account the development of all pupils. ICT is used very effectively to enrich pupils' learning in using computers and to bring lessons alive through Interactive Whiteboards. Teachers know each pupil very well and effective systems are in place for tracking the academic progress of individuals. Marking is used efficiently to guide pupils towards ways of improving their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It meets the needs of pupils of all ages and provides many additional activities which add to the fun of learning. The inclusion of French and access to a wide range of sporting activities through the sports co-ordinator programme enable pupils to develop good skills beyond the standard curriculum. The basic skills of literacy, numeracy and ICT are given a good emphasis which is a key factor in the good standards reached. Good links between subjects help pupils to apply their basic skills to new and challenging situations. This particularly benefits the achievement of the more able who receive good support through initiatives led by the headteacher. A good programme for personal, social, health and citizenship education gives pupils a good knowledge and understanding of issues related to living healthy and safe lives.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Effective measures are in place to maintain pupils' health and safety. Care is taken to ensure that all adults in contact with pupils are right and proper and systems exist for maintaining child protection. Pupils with learning and behavioural difficulties benefit from good support which ensures their total inclusion in school life. The more able have good opportunities to develop their gifts and talents. Pupils feel secure in the guidance and support staff provide when they need help with personal matters. Systems such as individual records of achievement, the 'Wow Wall' and presentation assemblies give pupils a sense of pride

in their personal development. Academic performance is well supported. Pupils know what they need to do to improve and good guidance from staff means that pupils successfully sort out any difficulties that they may encounter. Good communication with parents encourages their involvement in school life, a vital factor in their children's progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is outstanding in her leadership by giving the school a strong sense of purpose within a family ethos that cares for everyone. A good balance is struck between getting good academic achievement with high levels of personal development. Despite recent staff changes the strong staff team has an accurate view of the school's strengths and weaknesses. Professional development is much valued and positively effects the quality of provision provided for pupils. There is a suitable school improvement plan which accommodates the views of staff, pupils, governors and parents. It has pertinent and achievable targets for the school's development. The governing body works closely with the school and knows it well. The budget is very astutely managed to get the best value for money. Good strategic use of funds, coupled with successful bidding for additional grants has enabled the significant remodelling of the school. The buildings are now of a high quality and, with the exception of a suitable outdoor area for the Foundation Stage and Year 1, outdoor facilities are excellent. The school has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Raughton Head CofE School

Raughton Head

Carlisle

Cumbria

CA5 7DD

2 February 2007

Dear Pupils

I must thank you all for your friendliness during my recent visit to your school. Your natural enthusiasm for school and desire to show me how well you are doing was most impressive. You have every reason to be proud of your school. It is good and gives you a very good foundation for your next stage of education. You do well in English, mathematics and science and also have a good grasp of how to use computers. It is unusual to find so many pupils of your age who are familiar with French. This is because of the way your school values learning a European language as part of your education.

You told me that you like your teachers and enjoy school. This was obvious to me as I looked around. So many of you seemed to wear a smile most of the time and wanted to learn. I was impressed by the way you willingly helped others and got on with your work without too much fuss or help from others. Your behaviour is excellent and you certainly work hard most of the time. I have asked your school to develop your knowledge and understanding of the different cultures and backgrounds of people in modern society.

Your headteacher is amazing. She works non-stop, even serving dinners! The staff team; that is your teachers, teaching assistant and staff helping at lunchtime, all care for you and have your best interests at heart. You are given some interesting lessons and benefit from lots of links with other schools. The new buildings at the school have given you a superb place to learn. Outdoors, the play equipment and play areas are excellent. The only area that now needs improving is the area for the younger ones in the Foundation Stage to learn and play.

I wish you all the very best for your future and above all, that you continue to be as thoughtful and helpful to others, and enjoy learning!

Yours sincerely

David Byrne

(Lead inspector)