

# St Cuthbert's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	112344
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337908
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	David 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 category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Baines
<b>Headteacher</b>	Mrs J Whitaker
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Princes Road Windermere Cumbria LA23 2DD
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## Introduction

This inspection was carried out by two additional inspectors, one of whom focused on the quality of the school's safeguarding arrangements. Nine lessons were observed taught by four teachers. Meetings were held with governors, staff, pupils and two parents. The inspectors observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school's improvement plan and the way in which the school evaluates its own performance. The 30 questionnaires returned by parents and carers were analysed together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of pupils
- whether there are sufficient features of spiritual, moral, social and cultural development and of care, guidance and support to make each area outstanding
- the extent to which the curriculum contributes to the development of pupils' independence, creativity and enjoyment
- the quality of provision for pupils with special educational needs and/or disabilities and those who speak English as an additional language.

## Information about the school

This is a small primary school. The majority of pupils are of White British backgrounds. Since the last inspection, an increasing percentage has joined from Eastern European backgrounds. This means that in some year groups a higher than average proportion of pupils joined school at times other than the usual. The percentage of pupils who speak English as an additional language is above the national average. The proportion known to be eligible for free school meals is below average, as is the percentage with special educational needs and/or disabilities. The school has achieved Healthy Schools status.

Since the last inspection there has been a change in headteacher. Significant investments have been made to upgrade the accommodation for children in the Early Years Foundation Stage and in Key Stage 1.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has a number of outstanding features. Pupils acquire excellent personal qualities and good academic skills. The school's success is because of outstanding leadership by the headteacher, supported by a dedicated and very professional teaching staff. Outstanding provision in the Early Years Foundation Stage and Key Stage 1 gives pupils a great start to their education. Given their starting points, and the challenge of meeting the needs of those who speak English as an additional language, pupils make good progress and achieve well. Attainment is typically above average. Pupils do very well in reading and mathematics, although progress in mathematics slows in lower Key Stage 2. Good initiatives are raising attainment in writing, but standards in writing could be even better.

Pupils thrive in the safe, secure and welcoming environment provided for them. Their behaviour is exemplary and the feeling of care between everyone is tangible, whether at play or in lessons. Pupils respond very positively to challenging lessons that are usually tailored to meet individuals' needs. Pupils are generally confident and often get on well without support. Parents and carers rate the school highly. Many positive initiatives are underway to involve them in their children's education.

Teachers confidently adapt the effective curriculum to add excitement and interest to lessons. Good initiatives are successful in making most lessons fun. For example, a topic about Hollywood prompted pupils to write in variety of contexts, explore the science of light linked to cameras and enabled internet research to be carried out. Pupils regularly monitor their own performance, although some are unsure of how to improve their writing.

Underpinning the school's success is the outstanding care provided. The needs of pupils with special educational needs and/or disabilities and who speak English as an additional language are very well met, and high-quality support is given to any who feel vulnerable.

The headteacher has a very clear vision for the school's development and sets high standards for all. Targets are derived from the school's accurate self-evaluation and closely monitored to ensure continuous improvement. Given the current circumstances, the school has a good capacity to improve further.

## What does the school need to do to improve further?

- Raise achievement and progress further, by:
  - raising the quality of teaching of mathematics in lower Key Stage 2

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- extending opportunities for pupils to write in a wide range of contexts
- consistently providing pupils with clear guidance on how to improve their writing.

**Outcomes for individuals and groups of pupils****1**

Achievement is good and enjoyment is excellent. Pupils have excellent attitudes to learning and work very hard in lessons, taking a pride in their presentation. They confidently direct and guide their own learning and are skilled in a variety of research techniques, including use of the internet. Pupils work very well together, maturely discussing ideas and developing their thoughts. This was observed in a good literacy lesson when groups of pupils worked enthusiastically to prepare 'mini-dramas' linked to a highly inspiring topic on myths and legends.

The small numbers in each year group, and the above average proportion of pupils who speak English as an additional language joining school at times other than the normal, influence the attainments of some year groups. Nevertheless, progress is outstanding in Key Stage 1 and good in Key Stage 2. Attainment is currently above average at both Years 2 and 6. Room exists for improvement in mathematics at lower Key Stage 2, where some elements of teaching are not yet strong enough. Attainment in writing is rising and the gap with attainment in reading is narrowing. Pupils who speak English as an additional language make rapid progress and achieve as well as others by the end of Year 6 except in writing, where some still have ground to make up. Those with special educational needs and/or disabilities receive good support and make good progress towards their targets.

Pupils are proud of their school and develop into mature young citizens. They are caring and thoughtful. By acting as playground leaders and assisting younger ones during lunch, they demonstrate an excellent capacity to take on responsibility. The school council is active; its members' work on preparing a Healthy Day demonstrates an advanced knowledge for their age of the issues around living healthy lives. Bullying is unheard of and pupils feel very safe and secure. The large majority attend regularly, although the impact of the more frequent absences of a few pupils with challenging needs reduces overall attendance to average. Considerable sums of money are voluntarily raised by pupils for others less fortunate than themselves. Spiritual, moral, social and cultural development is good. Pupils have an excellent understanding of right and wrong and form excellent relationships. They have an excellent understanding of their own culture and benefit from learning alongside pupils of other cultures.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching has some outstanding features and is good overall. Excellent use of information and communication technology (ICT) adds flair and clarity to lessons. Good strategies for involving pupils in their own assessment and the expectations for pupils to work to high standards are real strengths of many classes. These strengths were particularly evident in Key Stage 1 and in upper Key Stage 2. During an excellent lesson in Year 2, pupils were intrigued by watching a DVD carefully selected to support a lesson focusing on two-dimensional shapes. Teachers have a secure knowledge and understanding of each pupil and use this information effectively to direct questions and activities to challenge individuals. Pupils are closely involved in setting their own targets for improvement, but the quality of marking varies slightly between classes. Teaching assistants provide valuable support for all pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities.

The curriculum has some outstanding elements. The very good use of outdoor learning has a positive impact on learning. Effective moves are underway to build on the interests of pupils and develop in them the skills required to set up and follow their own lines of enquiry. A good emphasis is given to developing the basic skills of literacy, numeracy and ICT. Increasingly, pupils are being given more opportunities to apply these skills to new and challenging situations. The school is strengthening strategies for pupils to write in wider contexts. Pupils benefit from close and productive links with other schools, for example the highly effective sports coordinator programme. Considering the size of the school, pupils have access to a good range of extra-curricular activities.

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The quality of care, guidance and support is rated very highly by parents and carers. Inspection findings confirm their views. Everyone with additional needs is given very caring support. The school fights its ground for individuals and, as a result, those with special educational needs and/or disabilities and those who speak English as an additional language are given excellent support. Much value is placed on involving parents and carers in helping their children and initiatives such as the parent council and workshops to support parents and carers learning English demonstrate the excellent commitment to their involvement. Productive links with parents and carers of new starters to Nursery and with the local secondary school dramatically reduce potential difficulties for youngsters starting school (and their parents and carers) and older ones moving on.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and other senior staff inspire all in the school community to drive towards the highest possible quality of education. The performance of each part of the school is constantly and rigorously monitored to seek improvement. The success of this is evident in a surge in progress that is moving through the school resulting from improvements to the Early Years Foundation Stage and Key Stage 1 and the consequent rise in attainment. Morale is high and the school enjoys great support from the vast majority of parents and carers. Effective governors know the school well and benefit from open and honest dialogue with the headteacher. Financial management has been tightened and a strategic view is maintained of budgetary planning to ensure that spending gives value for money. All statutory requirements regarding safeguarding are complied with; procedures ensure a realistic and proportionate approach to safety and child protection that influences all aspects of school life.

Parents and carers are supportive and loyal to the school and very good relationships exist with them. These good partnerships coupled with excellent links with the local community contribute significantly to cohesion in the school and local community. Good communications, such as information about termly topics and themes, are provided for parents and carers, who say they feel welcome to meet staff whenever they feel the need. The needs of parents and carers who speak English as an additional language are well met, for example by providing translated communications where requested. Equality of opportunity is promoted well, with effective action taken to remove any

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discrimination. Staff make sure that all pupils are fully included in all aspects of school life. The school is very successful in encouraging an understanding of the different nationalities in its community. It is in the process of seeking ways of enabling pupils to meet or communicate with children from more diverse cultures and backgrounds to complement its good promotion of community cohesion locally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Outstanding leadership and management ensure that children have an excellent start to school life. Significant improvements to the accommodation, resources and quality of teaching, have all had a very positive impact on provision since the last inspection. Consequently, progress in the Early Years Foundation Stage has accelerated in the last two years. Children's attainment on entry to Year 1 has risen to above average. Attainment is particularly good in their personal, social and emotional development and in aspects of writing, number, creativity and physical development.

Excellent teaching harnesses children's natural curiosity through a wide variety of stimulating and engaging activities. A strong teaching team has enormous enthusiasm for its work. Staff give excellent attention to ensuring children's welfare and safety and ensure outstanding care. Children confidently learn through a good combination of adult-led activities, for example to develop their knowledge of sounds and letters, as well as demonstrating excellent self-organisation and a very perceptive choice of activities. Children regularly use ICT, including digital cameras, during their everyday activities. Staff use these technologies wisely as a tool for learning and to record children's progress. Very imaginative use of digital resources has led to children creating



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some outstanding films retelling stories from their books. Parents and carers are encouraged to be crucial partners in their children's education. Communication with them is good and very good relationships exist.

The outcomes of regular monitoring of the performance of the Early Years Foundation Stage lead to staff creating a simple but manageable action plan to guide further improvement. This determination to improve, coupled with the high quality provision both indoors and outdoors, gives the Early Years Foundation Stage an excellent capacity for improvement in future.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

A majority of parents and carers returned their questionnaires. Almost all were very positive about the school. Typical comments related to how well the school is managed, the quality of care given by staff and the way that it does much to work with parents and carers who need support with English. There were no significantly negative comments. Inspection findings agree with the positive views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Cuthbert's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	73	8	27	0	0	0	0
The school keeps my child safe	27	90	3	10	0	0	0	0
The school informs me about my child's progress	22	73	8	27	0	0	0	0
My child is making enough progress at this school	22	73	8	27	0	0	0	0
The teaching is good at this school	24	80	6	20	0	0	0	0
The school helps me to support my child's learning	22	73	8	27	0	0	0	0
The school helps my child to have a healthy lifestyle	23	77	7	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	70	9	30	0	0	0	0
The school meets my child's particular needs	22	73	8	27	0	0	0	0
The school deals effectively with unacceptable behaviour	21	70	9	30	0	0	0	0
The school takes account of my suggestions and concerns	21	70	9	30	0	0	0	0
The school is led and managed effectively	25	83	5	17	0	0	0	0
Overall, I am happy with my child's experience at this school	28	93	2	7	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



09 July 2010

Dear Pupils

Inspection of St Cuthbert's Catholic Primary School, Windermere, LA23 2DD

Your friendliness was greatly appreciated during my recent inspection of your school. It was a privilege for me to join you in lessons, during lunch and to chat with you at playtime.

You are quite rightly proud of your school. Your behaviour is excellent and you are very caring and thoughtful. During lessons, you nearly always work very hard and enjoy learning. You take care with the presentation of work in your books and are generally independent. You read and write well and most of you develop a good understanding of mathematics. When you learn through topics such as myths and legends, you do particularly well. However, some of you could do even better in your writing and mathematics, so I have asked the school to find ways of helping you to do this, including giving you more ideas on how to improve your writing.

The school is extremely well led and managed; your teachers and other adults are very effective in caring for you all and making sure that lessons are fun. For those of you who speak English as an additional language, you are given very good support, which means that you are totally included in school life. You benefit from many clubs and good links with other schools. When you leave school, you are well prepared for meeting the challenge of secondary education. You are confident, understand how to live safe and healthy lives and are aware of your own strengths and weaknesses.

Please thank your parents and carers for sending in their questionnaires. They too are very happy with all that the school does.

I wish you all the best for your future.

Yours sincerely

Mr David Byrne

Lead inspector

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