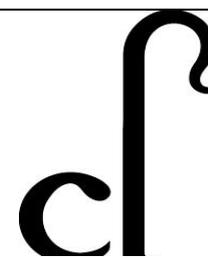


**Cartmel Church of England (Voluntary Controlled) Primary School**

Aynsome Road,  
Cartmel,  
Cumbria  
LA11 6PR



**Diocese of Carlisle  
Growing Disciples**

<b>Diocese:</b>	<b>Carlisle</b>
Local authority:	Cumbria
Dates of inspection:	Friday 28 <sup>th</sup> June 2013
Date of last inspection:	5 <sup>th</sup> October 2009
School's unique reference number:	112283
Headteacher:	Mrs. Sarah Firth
Inspector's name and number:	Mrs. Anne B. Woodcock (445)

**School context**

The school serves the rural communities of Cartmel and surrounding villages. The vast majority of the 84 pupils are of white British heritage, and they come from mixed socio-economic backgrounds. The school benefits from a stable and experienced staff team. Recent improvements have provided a large, multi-purpose hall and kitchen which are also used by the local community. The school gained the Bishop's Church School Award in early June.

**The distinctiveness and effectiveness of as a Church of England school are outstanding.**

The school's Christian character is securely established and recognised by all stakeholders. The leadership of the headteacher, dedication of the staff and effective support of the governors inspires all pupils to achieve their full potential. The strong links with the church and local community make an excellent contribution to the school's Christian character.

**Established strengths**

- Strong, nurturing relationships, based on Christian love and respect, which are evident throughout the school
- The excellent behaviour and attitude of pupils
- The Christian vision and leadership of the headteacher
- Outstanding links with the church and community, which make a significant impact on members of the school family and the wider local community

**Focus for development**

- Pupils to plan, lead and evaluate acts worship

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

Pupils are safe and happy in school. They are highly motivated and eager to learn, saying, 'It's the best, we learn together and its good fun.' The enriched curriculum, which includes a significant amount of outdoor learning, supports all aspects of pupils' development. Pupils are very well-supported and all, including those with additional needs, make good progress. The calm, purposeful working atmosphere created and excellent teaching ensure that standards of achievement are consistently high. Children are mature, articulate and confident. They express their ideas freely, secure in the knowledge that their opinions are valued. Pupil's

behaviour is excellent. Older children support younger children in their work and at playtime. The way in which pupils and staff work together can be seen in the recently completed mosaics, designed and created collaboratively, which now adorn the village bus shelter. Relationships throughout the school are very strong and highly supportive. Christian values are clearly understood, explicitly expressed and demonstrated in the daily life of all members of the school family. 'We believe and try to do what Jesus says,' explained one pupil, 'so that is why we do things to help each other.' Parents say that their children often talk about the Christian values discussed in school and that this has a positive impact on the way in which they relate with others when they leave. Children's spiritual, social, moral and cultural development is very good. Religious education (RE) makes a significant contribution to children's spiritual and cultural development. They talk knowledgeably about Islam and Buddhism saying, 'You need to find out about other faiths because you live with others and need to understand and show respect.' Excellent use is made of the school's outdoor environment. Children value the challenges provided by the new forest school project as well as the opportunity this gives to be calm and still. As one pupil explained, 'God gave us a place to live along with life, joy and happiness. We have to look after it.'

**The impact of collective worship on the school community is outstanding.**

Collective worship is central to the daily life of the school. Pupils say they enjoy their worship experiences because they are actively involved. The worship committee, which includes pupils, clergy and governors, is responsible for the planning of worship. Themes are based on Christian values, festivals and Bible teaching. Children talk confidently and maturely about what they think and believe explaining, 'We learn to respect and behave more as God wants.' Worship themes are further explored in class time through RE and other subjects, giving children time to reflect and consider their personal responses. Collective worship has a tangible influence on children's attitudes and behaviour. Reflection is an integral feature of worship. Children say they value the time to be calm and still. 'We spend time with God, praying and talking to Him in our minds.' Children write and use prayers for worship and for use during the day. They are familiar with traditional prayers and graces. Music is a key element of worship. Pupils often provide the music to start and end worship, playing flutes and other instruments with confidence. Singing is joyful and enthusiastic. Links with the church are exceptionally strong and play a very significant role in the worship life of the school. The vicar is a frequent visitor. In addition to leading worship, he provides valued pastoral support for all members of the school family. The Priory is used every Friday for the celebration worship. Older pupils plan and direct this worship which is also attended by parents and members of the local community. The Priory is also used for special services such as Mothering Sunday and Christmas. Children are actively involved in leading these services, which are well-attended and valued by parents and friends. Evaluation of collective worship is good. Governors ensure that all aspects of collective worship are monitored and evaluated. However, the school recognises that although pupils are involved in the evaluation of worship through the worship committee, they do not yet talk about the impact of their experiences. Older children often support the delivery of worship through drama and readings. They are involved in planning and organising events such as the previous week's 'promises' workshop held in the Priory. However, they do not yet have a regular responsibility for planning, delivering and evaluating acts of worship.

**The effectiveness of the leadership and management of the school as a church school is outstanding.**

The headteacher provides a very clear Christian vision for the school. She is extremely well supported by a dedicated staff team and governing body. All work collaboratively towards shared goals. The school's mission statement, 'Mighty oaks from little acorns grow-we work, succeed, pray, learn and have fun together' is very well understood and lived by all members of the school family because all were involved in its creation. Key Christian values such as love, honesty and respect underpin all that is achieved. The governors have a good understanding of their role. All the issues raised in the last inspection report have been fully addressed. Governors provide a high level of commitment and practical support. Many act as willing helpers in the classroom, supporting visits and extra-curricular activities. The Christian

ethos committee, set up as a result of the last inspection, has had a significant impact on all aspects of school management and leadership. Governors, parents, staff and pupils have been actively engaged in self-evaluation procedures. Governors ensure that church school issues feature strongly within school improvement planning. The monitoring of RE and collective worship is rigorous. Links between the church, local community and school are exceptionally strong and mutually beneficial. Displays of pupils' work are kept in church and the school magazine, created by pupils, is sold in the village shop. The pupil voice is exceptionally strong. Children are confident that their opinions are treated seriously. They organise their own meetings and present a termly report to governors. Pupils make decisions about the school's charitable giving and arrange coffee afternoons and other events independently. As one pupil explained, 'We help others because that's what God wants us to do and it's the right thing to do.' Global links are very good and effectively support children's understanding of issues such as poverty and conservation. For example, children exchange cultural ideas and artefacts with their link school in Sri Lanka and support a child in Bolivia.

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