

Inspection of a school judged good for overall effectiveness before September 2024: Cartmel CofE Primary School

Aynsome Road, Cartmel, Grange-over-Sands, Cumbria LA11 6PR

Inspection date:

25 February 2025

Outcome

Cartmel CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils value being part of this friendly and nurturing school community. They are proud that their school is a happy and inclusive place for everyone to come and learn. Strong, caring relationships between adults and pupils are a key feature of the school.

The school is ambitious for all pupils to achieve, including those with special educational needs and/or disabilities (SEND). Staff nurture pupils' individual talents well and ensure that they are supported effectively so that they can succeed. Pupils enjoy learning, and they are eager to find out more. They are well prepared for the next stage of their education.

Pupils behave well. The school is a harmonious place where pupils are safe and happy. Children in the early years settle quickly into the routines of school life. Older pupils enjoy taking on roles of responsibility and supporting their younger schoolmates. Skilled staff provide very effective support for pupils who may otherwise find it hard to manage their emotions.

The school provides a wealth of opportunities for pupils to take part in artistic activities, including drama, instrumental tuition and producing different types of artwork. A rich variety of trips enhance pupils' learning. Pupils are proud to play a role in their community and to help others, such as by raising funds to sponsor a guide dog.

What does the school do well and what does it need to do better?

The school has successfully addressed the areas for improvement identified during the previous inspection. The curriculum has been strengthened. As a result, pupils' learning in mathematics is now organised more systematically and pupils are able to recall more of their prior learning. The school has ensured that all staff have access to suitable training

and development opportunities, which has enabled staff to develop their subject knowledge and expertise.

Pupils quickly learn to read from the start of the Reception Year. Staff are well trained and deliver the school's chosen phonics programme well. They regularly check on pupils' progress in phonics and provide effective support for those who may be struggling with reading. As a result, most pupils become fluent and confident readers. Older pupils develop their own preferences in reading and enjoy choosing books from the school's library.

The school's revised subject curriculums set out the skills and knowledge that pupils are expected to learn. Teachers regularly revisit prior learning, which helps pupils to know and remember more of the work that they have covered. For example, older pupils were able to talk confidently, and in detail, about the Second World War. Strong links with a local secondary school have provided opportunities for pupils to extend their learning in science.

The curriculum in English is well sequenced. It sets out the small steps for pupils to develop as successful writers. However, teachers do not provide enough opportunities for pupils to practise their writing skills, including in subjects other than English. This hinders some pupils from developing as confident writers by the end of key stage 2.

Provision for pupils' personal development is a strength of the school. Pupils quickly learn the school's core values, such as love, respect and honesty. They clearly follow these values in the ways they behave and interact with others around school. Pupils are proud to play an active role in their local community. For example, they have produced a booklet to direct visitors on a trail around the village. Pupils have a good understanding of how to keep themselves safe and show great maturity in crossing the road that runs between the school building and playground.

The school ensures that teachers identify the specific needs of pupils with SEND. Staff make sure pupils with SEND receive effective support so they can access the same broad and ambitious curriculum as others in their class and achieve well.

The school has high expectations of pupils' behaviour and attendance. Pupils demonstrate consistently good behaviour and have positive attitudes to learning. They listen attentively to adults and classmates alike, and they work hard in lessons. The great majority of pupils attend school regularly and on time. The school is working hard to support and challenge the small number of families where pupils' levels of attendance have dipped.

Staff are proud to work at the school and morale is high. They enjoy working together as a close-knit team. Staff appreciate the investment that the school has made in their training and development. This helps them to feel valued and has enabled them to become more effective in their roles. Staff are happy that the school is considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils currently do not have sufficient opportunities to practise their writing skills, including in areas of the curriculum other than English. This means that some pupils do not write as well as they should by the time that they leave the school. The school should ensure that pupils have the opportunities that they need to develop as confident writers.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112283
Local authority	Westmorland and Furness
Inspection number	10377952
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair of governing body	Dorothy Milner
Headteacher	Rachel Battersby
Website	www.cartmel.cumbria.sch.uk
Dates of previous inspection	3 and 4 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Carlisle. The most recent section 48 inspection took place in May 2018. The next section 48 inspection is due to take place before the end of July 2026.
- The school operates before- and after-school clubs that are overseen by the governing body.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into consideration in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders and staff in the school.

- Inspectors met with members of the governing body.
- The lead inspector spoke with representatives of the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views about the school.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They considered responses to Ofsted's online surveys for staff and pupils and spoke to pupils about their experiences at school.

Inspection team

Neil Dixon, lead inspector

Ofsted Inspector

Paul Edmondson

Ofsted Inspector

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