

Raughton Head Church of England Primary School

Raughton Head, Carlisle, Cumbria CA5 7DD

Inspection dates

9–10 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The focused and effective leadership of the headteacher has led to considerable improvements. This can be seen across all aspects of the school's work.
- Children get off to a flying start in early years. They make good progress across all areas of learning.
- Phonics is taught well. Younger pupils read and confidently pronounce sounds and write the letters these sounds represent.
- Pupils behave exceptionally well. They are very respectful towards each other and adults around them. They have extremely positive attitudes to learning and say they feel safe.
- Attendance is higher than the national average. This reflects how much pupils enjoy coming to school.
- Stronger teaching means pupils are making better progress than they have in the past. However, older pupils are still filling the gaps in their learning from previously weaker teaching.
- Governors have a good understanding of the strengths and areas for further improvement. They are developing their skills to assess accurately how well the school is doing.
- A culture of reading for pleasure has been embedded across the school. Children and older pupils enjoy fiction and non-fiction books.
- The quality of teaching is good. Gaps in pupils' knowledge, skills and understanding are identified and activities planned accordingly.
- Pupils gain a good understanding of number and calculations. Older pupils have the confidence to explain how they solve mathematical problems.
- Whole-school approaches to the development of writing are in place. However, pupils' spelling remains an area for improvement. Writing in subjects other than English is not always as good as it could be.
- Subject leaders have settled well into their roles. However, some are at an early stage in bringing about improvements in their areas of responsibility in subjects other than English, mathematics and science.
- The headteacher has implemented an effective new curriculum policy and new assessment procedure across the school.
- Parents and carers speak very positively about the many improvements that the headteacher and staff team have implemented.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management, by:
 - developing the skills of relatively new leaders so they can deepen further pupils' knowledge and skills in subjects other than English, mathematics and science
 - building on the skills of governors to assess accurately how well the school is doing compared with other schools.
- Improve the quality of teaching and learning in order to raise further pupils' achievement, by:
 - ensuring that teachers' expectations of writing across subjects other than English are of a consistently high standard
 - embedding systems to improve pupils' spelling.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is very ambitious for the school and its community. She has gained the confidence of staff, governors, parents and pupils, who all share this ambition. Older pupils told inspectors they know learning is at the heart of helping them to secure a good job in the future.
- In a relatively short space of time, the headteacher has brought about significant improvements to the quality of teaching and learning since the previous inspection. Parents see the evidence of this in their children's books. The headteacher has introduced new whole-school approaches to the teaching of English and mathematics. Together with the local authority, she has provided high-quality training and support for teachers and teaching assistants. The focus on fostering a love of reading across the whole school has been highly successful. The new system for the assessment of pupils' progress was effectively introduced this year.
- Subject leaders have effectively implemented whole-school changes using new schemes of work for planning teaching and learning in their subjects. Pupils experience a broad and balanced curriculum that enables them to develop skills and knowledge across a range of subjects. Some subject leaders are relatively new and at an early stage of developing their areas of responsibility. As a result, across some subjects, pupils do not take enough care with the quality of their writing.
- The headteacher checks the effectiveness of teaching and learning through thorough systems in place across the school. She carefully measures how well pupils are progressing in their learning. Where areas for improvement are identified, leaders ensure that well-planned training and support are put in place to help to bring about these improvements.
- The headteacher and governors have challenged underperformance and have eradicated weaker teaching. The headteacher is a positive role model. She leads by example and supports teachers and teaching assistants in extending their skills and improving their practice.
- Leaders ensure that the pupil premium funding is used well to benefit disadvantaged pupils. There is specific support for their learning and to enable this group of pupils to participate in a broad range of experiences and activities, such as a programme to develop their social and emotional resilience. This breadth of support is helping them to catch up quickly with their learning.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is now used well. Staff implement individual education plans to address the specific needs of pupils, with individual support from teachers and teaching assistants. When needed, the school uses professional support from external agencies with which staff work well.
- The headteacher ensures that the primary school physical education (PE) and sport funding is used well to build pupils' confidence and encourage teamwork. For example, there are coaching sessions from a sports specialist who works with pupils and develops the skills of staff.
- Leaders have planned and embedded a broad curriculum for pupils that includes

religious education and personal, social and health education. Visits and visitors bring learning about other cultures, tolerance and British values to life. Teachers ensure that pupils' spiritual, moral, social and cultural development is integrated into the curriculum.

- Parents enthusiastically told the inspector that they recognise the positive changes brought about by the headteacher and are very appreciative of the impact on their children and the community. Parents were very sure that the headteacher 'has clearly reinvigorated the school' and applaud how staff 'go above and beyond' to care for their children.

Governance of the school

- The local authority has provided effective training and support for governors which, in recent years, have enabled them to make difficult decisions concerning staffing. Governors have worked closely with the headteacher to secure the financial viability of the school.
- Governors bring with them a range of skills that they use to good effect to support and challenge the work of the headteacher.
- Governors have an accurate view of the strengths of the school and the areas requiring further improvement. Some governors are at an early stage in developing their skills to enable them to assess accurately how this school is doing compared with others nationally.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in the school. Appropriate checks are made on visitors when they arrive at the school.
- The headteacher and governors ensure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a safe and caring culture in which pupils feel confident they have someone to talk with if they are worried. Pupils to whom the inspector spoke during the inspection said that they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and understood by all.

Quality of teaching, learning and assessment

Good

- In the past, teaching did not ensure that pupils made good progress. This is no longer the case. However, some pupils are still living with the legacy of weak teaching. There are gaps in their learning that need to be addressed to ensure that they can make the progress that they should by the end of key stage 2.
- Teachers' good subject knowledge contributes well to pupils' progress and learning. Teachers use information on pupils' progress to identify gaps in pupils' knowledge,

skills and understanding and plan activities accordingly. They plan a range of stimulating activities and sequence pupils' learning well.

- Phonics teaching is strong. Teachers use a range of strategies that maintain pupils' interest. Staff receive comprehensive training so that they all have a secure understanding of how the system for developing pupils' phonics knowledge works. Adults' pronunciation is clear and precise and they are excellent role models for pupils.
- Leaders have raised the profile of reading across the school. Teachers carefully choose high-quality books to read in class and to stimulate the interests of girls and boys alike. Pupils were keen to tell the inspector about their favourite authors and how they have developed their interest in a range of genres of books. Grammar, punctuation and spelling are taught well in English lessons and these are reinforced across a range of other subjects. However, previously weaker teaching has led to too many errors in some pupils' spelling.
- Staff training in the school's new approach to the teaching of writing is working well. Pupils are enthusiastic writers. The quality of work they produce has improved significantly during the last academic year. They practise their writing skills across different topics, such as travel. Pupils in upper key stage 2 had clearly been stimulated to write about a residential trip to Liverpool. However, teachers' expectations of pupils' writing in subjects other than English are not always high enough.
- In mathematics, pupils have a good understanding of number and their written calculations are accurate. Teachers develop effectively pupils' reasoning and problem-solving skills. This builds in pupils a confidence that enables them to explain the strategies they have used to solve mathematical problems. Teachers quickly address misconceptions and make sure pupils are secure in their knowledge. As a result of improvements in the teaching of mathematics, pupils' attainment is rising rapidly.
- The headteacher in this very small school has a large number of responsibilities, including being the coordinator of the provision for pupils with SEND. She ensures that staff receive tailored training to develop the skills of class teachers and teaching assistants in supporting pupils who need additional help with their learning. In addition, leaders seek external support and used it well to cater for those pupils who have more complex learning needs.
- Teaching assistants work well in classes, supporting individuals and small groups of pupils. They work closely with teachers and adopt a similar, positive approach in their interactions with pupils.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Staff know pupils and their families exceptionally well. The emotional needs of vulnerable pupils are met well through a varied range of initiatives and experiences. For example, some pupils build their social and emotional resilience through 'time to talk' sessions with Ginger Bear. External agencies work with individuals where the need is greatest, including providing support with mental health issues.

- Pupils say that incidents of bullying 'just do not happen here'. They are confident that staff deal quickly with the very rare instances of misbehaviour. Staff have demonstrated real skill in supporting pupils whose behaviour was previously poor. The staff team helps pupils to develop resilience for learning and provides strategies to ensure that pupils choose appropriate behaviour.
- Pupils are taught how to stay safe, both online and in the wider community. Pupils spoken with during the inspection are confident that staff listen to any concerns they have and act to help them. A local police officer has worked with older pupils to teach them how to help the younger children in relation to online safety.
- Pupils are thoughtful and considerate towards others. They take part in charitable fund-raising events. They show high levels of respect for each other and the environment. Older pupils have many responsibilities, including membership of the school council, which ensures that pupils have a voice in many aspects of school life and the school's values.
- Through the curriculum, pupils develop a clear understanding of how to choose a healthy lifestyle. At lunchtime, members of staff and older pupils sit with younger children in their house teams. Pupils told the inspector about the importance of a balanced diet and that they are very appreciative of the tasty meals that are freshly prepared by the cooks on the premises.
- Pupils talked excitedly about taking part in after-school clubs, such as the different sports clubs. The excitement of all the key stage 2 pupils who took part in an athletics tournament during the inspection was palpable.

Behaviour

- The behaviour of pupils is outstanding.
- Staff and pupils have worked successfully to create and implement a new behaviour policy, which clearly sets out high expectations across the school. This has had a positive impact and has led to significant improvements in behaviour. Pupils are polite, very welcoming and an absolute credit to their school. Staff have created a warm and friendly atmosphere and pupils clearly enjoy being in school. So much so, they are having a sleepover on Friday evening which almost all pupils and all staff are planning to attend. Pupils clearly care for each other and are highly respectful towards adults.
- Staff, pupils and parents agree that pupils behave impeccably. In classes, they listen attentively and work cooperatively. They are keen to learn new things. During breaks, they play really well together, whatever their ages.
- When pupils join the school at other than the usual times, a lot of time and effort are invested by staff in ensuring that they settle well into school routines. One of the cooks spoke of how he sees pupils whose behaviour is not so good when they start part-way through the school year rapidly improve as the school's values are learned and adopted.
- Parents commented: 'The relationship between older and younger children here is something quite unique, almost like they are a family.' The vast majority of parents completed Ofsted's online questionnaire, Parent View, and are unanimous in recommending this school to other families.

Outcomes for pupils

Good

- The headteacher has been instrumental in strengthening the staff team to improve the quality of teaching since the previous inspection. As a result, most current pupils make good progress across a range of subjects. The good quality of teaching now evident in the school means that pupils are now well prepared for the next stage in their education.
- Published data should be viewed with caution due the small number of pupils in each year group. Current pupils' progress has been rapid over the last 18 months. Work in pupils' books clearly demonstrates that good-quality teaching, learning and assessment are ensuring that pupils are making good progress in English, mathematics and science across all year groups in key stage 1 and key stage 2. Several pupils are now reaching higher standards in reading and mathematics and greater depth in writing, although some pupils make too many spelling mistakes.
- In subjects other than English and mathematics, most pupils make good progress. They effectively acquire appropriate knowledge, understanding and skills in each subject. For instance, in science, pupils learn to predict, carry out investigations and develop their reasoning skills. Through the current topic, travel, they have explored travel in the past and present and this has built on their knowledge and skills in history and geography.
- Pupils develop a love of the arts and teachers plan opportunities for them to participate in dance performances in theatres and singing in Carlisle Cathedral. Similarly, despite this being such a small school, pupils develop a love of sports and have the opportunity to compete in regional tournaments.
- The majority of pupils with SEND now make good progress from their different starting points. This is because they receive good teaching and a range of extra activities that help them to learn. Teaching assistants are typically skilled in supporting these pupils and teachers deploy them to good effect.
- Current disadvantaged pupils make good and improving progress because of the effective support leaders provide. This includes work with teaching assistants to overcome academic barriers. By the end of Year 6, disadvantaged pupils' progress is now similar to that of other pupils.
- The most able pupils typically do work that challenges them and requires them to think more deeply. For example, older pupils are confident in reasoning and in explaining how they solve mathematical problems.
- The majority of pupils read with appropriate fluency and comprehension. They read for pleasure and enjoy different types of books. Where required, they use their knowledge of phonics well to work out how to read unfamiliar words.
- The proportion of pupils in Year 1 who reached the expected standard in the phonics screening check in 2018 was above the national average. The majority of current pupils in Year 1 also have a good knowledge of phonics because of effective teaching.

Early years provision

Good

- This year, all the children in Reception have achieved a good level of development. This represents good progress and a huge improvement on previous years. Significant improvements in the early years provision are a result of effective leadership and management, teamwork among staff and good-quality teaching that captures children's imagination and enthusiasm for learning.
- Staff have a good understanding of the requirements of early years and ensure that children get off to a good start. They know the children and their families well. The quality of teaching is strong. Accurate use of the assessment of children's achievement informs well the planning of activities for them.
- Children's individual development is captured in detailed assessment records which clearly highlight the good progress they make. The 'learning journeys' provide a good mix of evidence, for example photographs, notes on focused observations and pieces of children's work, which are shared with parents. Parents also contribute to these learning journeys by sharing what their children do beyond school. This helps staff to plan how children can develop further.
- The learning environment in the classroom and outdoor area is well resourced. Staff plan activities well and provide children with a wide range of experiences that cover all areas of their learning. Staff develop children's interests and are proactive in supporting and challenging them.
- Children show they are highly interested in their learning. They have good learning habits, following routines and listening well. For example, during a captivating story-telling session, the children's sense of anticipation was very obvious. The teacher asked for children's ideas about what they thought might happen next and they took turns to share and hear ideas.
- Behaviour is very good indeed. Excellent transition arrangements prior to starting school help children to settle extremely well into school life and routines. During the inspection, it was clear how happy the children were to come to school and this was reflected in conversations with parents. From an early age, children show respect for each other, the adults around them and visitors to the school.
- Welfare requirements are met. The provision is well staffed. It is a safe environment and all statutory school policies are in place, ensuring that children are safe and feel safe.

School details

Unique reference number	112257
Local authority	Cumbria
Inspection number	10083945

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Matthew Burbury
Headteacher	Alison Dickinson
Telephone number	01697 476291
Website	www.raughtonhead.cumbria.sch.uk
Email address	admin@raughtonhead.cumbria.sch.uk
Date of previous inspection	3 October 2018

Information about this school

- Raughton Head is smaller than the average primary school.
- The proportion of disadvantaged pupils is lower than the national average.
- The proportion of pupils with SEND is lower than average.
- The vast majority of pupils are White British.
- A new headteacher was appointed in September 2018.
- The school's most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) under section 48 was on 14 May 2015.

Information about this inspection

- The inspector observed teaching and learning in all classes.
- The inspector met with representatives of the governing body, including the chair of the governing body, and with representatives of the local authority and the diocese.
- The inspector held meetings with a group of pupils from key stage 2 and talked with pupils in classes and around the school.
- The inspector listened to a small number of pupils from Year 2 and Year 6 read.
- A range of pupils' books and tracking records were scrutinised with the leaders of English and mathematics.
- The inspector spoke with a number of parents to seek their views. The responses to Parent View, Ofsted's online questionnaire, were analysed along with parents' free-text comments.
- Ofsted's pupil survey and the staff survey were also analysed by the inspector.
- The inspector scrutinised a variety of documentation, including the school's self-evaluation and development plan, records of governing body meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was also scrutinised.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

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