

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

Calthwaite, Penrith, Cumbria CA11 9QT

Inspection date:

10 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Everyone is welcome at this school, which sits in the heart of the village. Pupils thrive in school, living out the school's motto to cultivate, inspire and flourish. Adults and pupils get along extremely well. Pupils are well cared for and, as a result, are happy and safe.

Pupils respond well to the high expectations that are set for their achievement. Pupils, including those with special educational needs and/or disabilities (SEND), remember the key learning that is set out for them in the school's curriculum. They achieve very well.

Pupils' behaviour is exemplary. From a very early age, pupils are taught to be independent and resilient. Children in the early years quickly learn routines and settle well into school life. Relationships between pupils are extremely strong. Older pupils look after younger pupils as they all play and work together.

Pupils are immensely proud of their school. They make an important contribution to the life of the school. For example, play leaders lead lunchtime games and school councillors decide which charities to support. This develops pupils' confidence and adds to the sense of community spirit.

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

The school has carefully designed an impressive curriculum. The knowledge and skills that pupils will learn are crystal clear. This means that pupils, including those with SEND, develop a rich body of knowledge. Staff have very strong subject knowledge. They are extremely well equipped to design learning activities that allow pupils to take great pride in their work. Pupils demonstrate impressive retention of knowledge across all subjects.

Pupils achieve exceptionally well in all subjects. Staff in early years create activities that spark children's interest and allow them to build their early language and mathematical skills.

Across the school, staff check with precision how well pupils are doing. Staff successfully question pupils; they push and probe to assess pupils' understanding. They address any misconceptions swiftly. They skilfully use assessment information to adapt the delivery of the curriculum and shape future learning.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff adapt the delivery of the curriculum successfully so that pupils with SEND can thrive and achieve alongside their peers. Consequently, these pupils progress well through the curriculum and participate fully in school life.

The school has placed reading at the centre of everything it does. Staff are well trained in the teaching of phonics and reading. Children in the early years and pupils in key stage 1 quickly learn the letters and sounds that they need to read. Pupils practise their reading using books that match their phonics knowledge. Staff provide additional help for those pupils who find reading difficult. As a result, pupils develop a love of reading. They enjoy visiting the school library and discussing their favourite authors. Younger pupils like sharing books during story time and re-telling the stories with their friends.

Pupils' behaviour is exceptional. They are extremely polite and well mannered towards each other, staff and visitors. Pupils support each other particularly well. Older pupils readily support younger pupils with their learning. Pupils are able to learn without distraction. The school is tenacious in its approach to making sure that pupils attend regularly and punctually. This means that pupils do not miss out on their education.

Pupils benefit from a range of additional activities to develop their skills and talents. These include music lessons, sports clubs and charity fundraising. Pupils make a considerable contribution to their local community, for example they organise a coffee morning for older residents. The school ensures that pupils know about life beyond their village. Pupils are taken to cities such as Liverpool and Newcastle. They visit places such as synagogues, mosques, museums and galleries. They have a strong understanding of life in modern Britain.

Governors have an effective oversight of the school's work. They provide appropriate support and challenge to the school. The school ensures that staff are well supported to manage their workload and well-being. There is a culture of high expectation, trust and support in the school.

Safeguarding

The arrangements for safeguarding are effective.

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 second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

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	112301
Local authority	Westmorland and Furness
Inspection number	10348104
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair of governing body	Ruth Evans
Headteacher	Jonathan Harvey
Website	www.calthwaite.cumbria.sch.uk
Date of previous inspection	27 March 2019, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England School. The last section 48 inspection for schools of a religious character took place in May 2017. The next section 48 inspection should take place by the end of this academic year.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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 discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, other leaders and teachers.
- An inspector met with members of the governing body, including the chair of governors.
- An inspector spoke with a representative of the local authority.
- Inspectors spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's surveys for staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Amanda Whittingham

Ofsted Inspector

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