

Inspection of a good school: Stainton CofE Primary School

Stainton, Penrith, Cumbria CA11 0ET

Inspection date: 27 March 2024

Outcome

Stainton CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are kind, caring and well mannered. They take pride in living up to the high aspirations that the school has for their behaviour. Children in the early years make a strong start to their education. They settle in quickly and follow school routines well. Pupils are happy.

The school has high expectations of pupils' achievement, including of those with special educational needs and/or disabilities (SEND). Most pupils achieve well. They appreciate the rewards that they receive in recognition of their successes.

The school provides pupils with many opportunities to develop their talents and interests. These activities include clubs in drama, gardening and 'glow in the dark' sports.

A variety of trips help pupils to gain a broad understanding of the subjects that they study. For example, they visit sites of historical interest to learn about the past. Pupils explore a planetarium to develop their understanding of the universe.

Pupils enjoy residential visits, where they take part in outdoor and adventurous activities. They are proud to take on leadership roles. These include school ambassadors for reading, science and healthy living. Pupils become resilient and confident young people.

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

The school has designed a rich, broad and ambitious curriculum. In most subjects, it has thought in detail about the links that exist between the concepts and knowledge that pupils should learn. As a result, most pupils develop a strong understanding of the subjects that they study. In the early years, staff help children to develop a curiosity about their learning. Most pupils are well prepared for each stage of their education.

In a small number of subjects, the school has not identified the most important

information that pupils should learn. This means that teachers are not clear on the precise content that they should teach and when this should happen. As a result, some pupils do not develop the depth of knowledge in these subjects that they should.

In the main, staff use their strong subject knowledge to identify and address any gaps and misconceptions that pupils may have in their learning. Pupils benefit from the tailored support that they receive. The activities that staff design help pupils to learn the curriculum well.

The school accurately identifies the additional needs of pupils with SEND. These pupils receive the help that they need to access the curriculum alongside their peers.

The school has a precise understanding of pupils' reading needs. Children in the Nursery class successfully build their vocabulary through joining in with stories, rhymes and songs. Staff deliver the phonics programme consistently well. This begins from the start of the Reception Year. Pupils with gaps in their phonics knowledge receive the timely help that they need to catch up quickly. The books that pupils read from match the sounds that they already know. This helps them to become confident and fluent readers.

Pupils accurately recall themes from the books that they have read, which make a valuable contribution to their understanding of the world. For example, they learn about the importance of friendships, teamwork and about how to overcome challenges. The school provides parents and carers with guidance that helps them to support their children's reading at home.

Pupils work extremely well together during lessons and are highly motivated in their learning. Pupils respect each other's views and opinions. The school provides intelligent support for a small number of pupils who need help to improve their behaviour or their attendance. Most pupils attend well.

Pupils benefit from experiences that make a strong contribution to their personal development. They know how to stay safe online and how to look after their physical and mental health. Pupils respect other faiths and cultures. They value the many differences that exist between people. Pupils know the signs of a healthy relationship. They learn about how their body changes as they grow.

Governors have a precise understanding of the school's performance. They carry out their statutory duties effectively and provide clear and strategic direction to the school. Staff value the consideration that the school has for their well-being. For example, they welcome opportunities to work closely with each other when designing the curriculum. Staff are extremely proud to work at the school. Parents hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school is still defining important curriculum content. This means that teachers are not fully clear on the precise knowledge that pupils should learn. This limits the depth of some pupils' knowledge. The school should identify all the information that pupils should learn in these subjects, so that they achieve as well as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in February 2019.

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	112307
Local authority	Westmorland and Furness
Inspection number	10321348
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair of governing body	Peter Scott
Headteacher	Rachael Wilson
Website	www.stainton.cumbria.sch.uk
Dates of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Carlisle. The last section 48 inspection, for schools of a religious character, took place in July 2019. The next section 48 inspection is due to take place after September 2025.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time inspection judgement 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.
- Inspectors met with the headteacher and leaders of SEND provision, behaviour and attendance.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of

lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- Inspectors looked at a sample of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, and took account of the views of leaders, staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector held a meeting with representatives of the governing body, including the vice chair of governors. He also spoke to a senior school adviser at the diocese and a local authority senior adviser.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. There were no responses from staff or pupils to Ofsted's online surveys. Inspectors gathered the views of staff and pupils throughout the inspection.
- Inspectors spoke with pupils about their experiences of school and their views of behaviour and bullying. They observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Stephanie Swift

Ofsted Inspector

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