

# Stainton C of E Primary School

Stainton, Penrith, Cumbria CA11 0ET

## Inspection dates

26 to 27 February 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, senior leaders have worked with positive effect with the local authority and other schools. Standards are rising in English and mathematics.
- Children get off to a good start and make good progress in the early years. Adults provide stimulating activities that engage and interest children.
- Phonics is taught well. Younger pupils read and pronounce sounds and write with confidence the letters that these sounds represent.
- The quality of teaching and learning is good. Leaders have successfully implemented strategies to improve writing. This is reflected in the good progress that current pupils are making.
- There is now a consistent approach to teaching mathematics across the school. However, some older pupils still find it difficult to explain clearly how they solve mathematical problems.
- Reading has a high profile in school. Some pupils' progress in reading is hampered because they do not read very much out of school.
- Pupils' attendance is higher than the national average, reflecting their enjoyment of school.
- Senior leaders have implemented new approaches to accurately measure pupils' progress. When pupils need additional support, leaders now swiftly provide help to get pupils back on track.
- Middle and subject leaders are leading improvements in their areas of responsibility. This is helping to raise standards across the curriculum.
- Subjects in the wider curriculum, such as history and geography, are brought to life through trips and visits beyond the local community.
- The behaviour of pupils is good. They have positive attitudes to learning and say they feel safe. Pupils are respectful towards each other and the adults around them.
- Most parents and carers speak positively about the school. However, several find that there is a lack of transparency around decisions taken by leaders and governors when parents raise issues.
- Governors have a good understanding of the strengths and areas for further development. However, some are at an early stage in developing their skills in this role.

## Full report

### What does the school need to do to improve further?

- Improve pupils' outcomes by:
  - embedding strategies to improve pupils' comprehension and inference skills when reading
  - encouraging pupils and their families to read together at home
  - helping older pupils to build their confidence when explaining how they have solved mathematical problems.
- Improve the effectiveness of leaders, including governors, by:
  - reviewing the channels of communication between school and home so that parents fully understand the decisions made by leaders
  - develop the role of governors by providing training so that they can challenge leaders rigorously.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, staff and governors are ambitious for the school and its community, as are pupils and their parents and carers. Older pupils told inspectors they know that learning is at the heart of helping them to secure a good job in the future. Pupils aspire to work in a range of professions, including the health service, law, education and in musical theatre.
- The relatively newly formed senior leadership team has brought about significant improvements to the quality of teaching, learning and assessment since the previous inspection. This is evident from the work in pupils' books. Senior leaders have implemented new whole-school approaches to the teaching of English and mathematics. They provide high-quality training and support for teachers and teaching assistants. For example, the approach teachers use to develop pupils' writing has had a significant and positive impact on the quality of writing, both in English and across the wider curriculum.
- Middle leaders have successfully implemented whole-school changes using new schemes of work for planning teaching and learning in their subjects. This has ensured that pupils experience a broad and balanced curriculum, which enables them to develop skills and knowledge across a range of subjects.
- Senior and middle leaders check the effectiveness of teaching and learning through thorough systems in place across the school. Leaders carefully measure how well pupils are progressing in their learning. When pupils fall behind, support from either teachers or teaching assistants is quickly put into place. This is having a positive impact on pupils' progress.
- Arrangements for performance management are effective. Senior leaders are positive role models for those teachers in the earlier stages of their careers, supporting them to extend their skills and to improve their practice.
- Leaders ensure that the pupil premium funding is used well to benefit the few disadvantaged pupils. There is specific support for learning and to enable this group of pupils to participate in a broad range of activities, such as a programme to develop pupils' social and emotional resilience. The impact of this breadth of support is helping this group of pupils to catch up with their learning.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is used well. Staff implement individual education pathways which address the specific needs of a pupil, with bespoke support from teachers and teaching assistants. When needed, the coordinator of the provision for pupils with special educational needs and/or disabilities (SEND) sources external professional support from a range of agencies with whom staff work well.
- Leaders use the primary school funding for physical education (PE) and sports to build pupils' confidence and teamwork. For example, there are coaching sessions from sports specialists who work with pupils and develop the skills of staff. This is helping pupils to acquire better skills.
- Leaders have planned and embedded a broad curriculum for pupils, which includes

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

- Leaders ensure that pupils' progress is improving strongly across different subjects. Pupils practise their reading and writing skills through a range of different topics planned by teachers, and pupils clearly find this engaging. Opportunities to develop mathematical skills in science are evident. For example, pupils used graphs to plot their pulse rates during an experiment and then analysed the data to draw valid conclusions.
- Although there is information for parents on how to support their children with reading at home, there are still some key stage 2 pupils who do not read regularly beyond school. This hinders their progress in becoming fluent readers.
- The before- and after-school clubs are well attended and appreciated by pupils and their parents.

### **Governance of the school**

- Governors have an accurate view of the strengths of the school and the areas to develop further. They have supported the decision to increase the senior leadership team to also include the coordinator of the provision for pupils with special educational needs and/or disabilities (SEND). Governors have been involved in making recent, new appointments to the staff team.
- Governors bring with them a range of skills. Some relatively new governors are at an early stage in developing their skills and roles in order to challenge leaders' decisions.
- The website is compliant and is effectively monitored by leaders, including governors.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school.
- Leaders ensure that pupils' safety is a priority and staff are vigilant. They make sure that staff receive 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 that they have someone to talk with if they are worried. Pupils spoken with during the inspection said they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and understood by staff, including those not directly employed by the school. Leaders effectively engage with parents and external agencies to ensure that all pupils are supported and safe.

### **Quality of teaching, learning and assessment**

**Good**

- 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 to plan activities accordingly. They plan a range of stimulating activities and sequence pupils' learning well.

- Phonics teaching is of a high quality. Teachers and teaching assistants use a range of strategies that maintain pupils' interest. Staff receive comprehensive training, so they all have a strong understanding of how the system to develop pupils' phonics knowledge works. Adults' pronunciation is clear and concise. This leads to pupils making sounds accurately themselves. The proportion of pupils reaching the expected standard in the national end of Year 1 phonics screening check is often higher than the national average.
- Leaders have raised the profile of reading across the school. Pupils are encouraged to review and share with others the books they have read. Teachers carefully choose high-quality books to read in class, which stimulate the interests of girls and boys alike. A small proportion of key stage 2 pupils do not read regularly at home, and this slows their progress. Leaders are working with teachers to improve pupils' comprehension and inference skills. Spelling, punctuation and grammar are taught well in English lessons, and these are reinforced across a range of other subjects.
- 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 since the previous inspection. Pupils practise their writing skills across topics, such as Ancient Egypt and the First World War, and improvements in pupils' handwriting skills are evident.
- In mathematics, pupils have a good understanding of number, and their written calculations are accurate. Teachers take steps to develop pupils' reasoning and problem-solving skills. However, some pupils lack the confidence 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 teaching mathematics, pupils' attainment is rising.
- The coordinator of the provision for pupils with SEND provides tailored training to develop the skills of class teachers and teaching assistants to support pupils who need additional help with their learning. In addition, external support is sought and used well to cater for those pupils who have more complex learning needs.
- Teaching assistants work well in classes, supporting individual and small groups of pupils. They work closely with teachers and adopt a similar, positive approach in their interactions with pupils. Volunteers provide another valuable resource for those pupils who are not reading regularly enough at home.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils and their families well. The emotional needs of vulnerable pupils are met well through a varied range of initiatives. External agencies work with individuals where the needs are greatest.
- Pupils report that incidents of bullying are rare, and staff deal quickly with any

misbehaviour. Pupils have a clear understanding of different forms of bullying and are crystal clear about the dangers of making friends on the internet and through social media. The pupils spoken with during the inspection are confident that staff listen to any concerns that they have and take action to help them.

- Staff teach pupils to be thoughtful and considerate to others. Pupils take part in charitable fundraising events. They show respect for each other and the environment. Older pupils learn to take responsibilities as house captains, ethos leaders, members of the school council and as play leaders. They are positive role models for the younger children.
- Through the curriculum, pupils develop a clear understanding of how to choose a healthy lifestyle. At lunchtime, pupils told the inspector about the importance of a balanced diet and regular exercise. Pupils talked excitedly about taking part in after-school clubs, such as gymnastics and choir. Members of the choir talked animatedly about their memorable experience when they performed in the Japanese Embassy in London.
- Staff working in the breakfast club help pupils to have a calm start to their day. This is appreciated by pupils and parents alike.

## Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous towards each other, staff and visitors to the school. Most parents believe behaviour is good, although some think that it could be better. Occasionally, when incidents occur, parents whose children are affected do not feel that the communication of what actions have been taken is transparent enough. The cleaning supervisor, who has worked at the school for 30 years, told the inspector how much she is going to miss the friendliness of the children when she retires.
- Most of the time, pupils behave well. They listen attentively, work productively and there is an active 'buzz' when pupils engage in a range of activities. For individual pupils, for whom good behaviour is difficult, the school works well with outside agencies to provide specialist and successful support.
- Almost all pupils attend regularly and attendance is higher than the national average. The number of persistent absences is much lower than the national average.

## Outcomes for pupils

### Good

- Pupils' attainment in phonics is often higher than the national average by the end of Year 1. Pupils quickly acquire early reading skills and use their knowledge of phonics in their writing. Staff plan additional support for the very few pupils working below the age-related, expected standard to make sure they make good progress.
- Leaders have addressed the 2017 dip in writing at the end of Year 2 and Year 6. In 2018, the proportion of pupils reaching the expected levels returned to above the national average in Year 2 and in line with the national average in Year 6. Pupils express their ideas more fully when writing for different audiences and purposes. The quality of most pupils' writing shows good improvement. This is a direct result of the improvements to the quality of teaching and learning. Teachers organise trips to places

outside school to provide new experiences on which pupils can draw to make their writing interesting and purposeful. An increasing proportion of pupils are now reaching greater depth in their writing, particularly in Years 2, 4, 5 and 6.

- Across current year groups, pupils are making good progress with their reading. The dip in the outcomes for Year 6 pupils in 2018 is not reflected in current pupils' reading abilities. Leaders have introduced daily sessions to improve pupils' understanding and inference skills, which is having a positive impact on improving pupils' progress.
- A new whole-school approach to teaching mathematics has been introduced, and this has led to improvements in pupils' progress across current year groups. As with reading, the standard reached by Year 6 in 2018 was below the national average. However, across key stage 1 and key stage 2, most pupils are making good progress. The confidence of some older pupils to explain their answers when solving problems is increasing but not secure enough.
- Subjects beyond English and mathematics are taught through a combination of topic work and discrete lessons. Teachers ensure that pupils are making generally good progress across the wider curriculum. This ensures that pupils are well prepared for the next stage in their education.
- Scrutiny of disadvantaged pupils' work in their books, from listening to them read and evaluating case studies, shows that they are making strong progress with their learning. Leaders carefully monitor the progress of individuals and hold regular reviews of the effectiveness of support for this group.
- Pupils with SEND make good progress from their starting points. This is because staff plan work carefully to meet the individual needs of these pupils. Staff work closely with outside professionals, such as speech therapists, to help pupils overcome any barriers to learning.

## Early years provision

**Good**

- Typically, the proportion of children who achieve a good level of development is above the national average. This represents good progress from children's different starting points. Improvements to the opportunities for learning outdoors in the early years are the result of effective leadership and management and good-quality teaching, which capture children's imagination and enthusiasm for learning.
- Staff have a good understanding of the early years and ensure that the 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 children.
- Children's individual development is captured in detailed assessment records, which clearly highlight the good progress children make. The 'learning journeys', which are shared with parents, provide a good mix of evidence, for example photographs, notes on focused observations and pieces of children's work. 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 classroom and outdoor area are well resourced. Staff plan activities well and provide children with a wide range of experiences which cover all areas of their

learning. Staff develop children's interests and are proactive in providing support and challenge.

- Children show they are highly interested in their learning. They have good learning habits, following routines and listening well. For example, children demonstrated huge excitement when they went exploring outside to find the clay pets the fairies had left behind. They then worked on making their own models before talking about their pets and then writing a short sentence to describe them. Activities such as this contribute to children's confidence and skills in acquiring new language and developing their mark-making and writing.
- Behaviour is good. Excellent transition arrangements prior to starting school help children to settle extremely well into school life and routines. During the inspection, it was clear to see how happy the children are 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. The early years is a safe environment and all statutory school policies are in place, ensuring that pupils are safe and feel safe.

## School details

Unique reference number	112307
Local authority	Cumbria
Inspection number	10052946

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

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	145
Appropriate authority	The governing body
Chair	Glenis Price
Headteacher	Helen Dunham
Telephone number	01768 840 673
Website	<a href="http://www.stainton.cumbria.sch.uk">www.stainton.cumbria.sch.uk</a>
Email address	<a href="mailto:admin@stainton.cumbria.sch.uk">admin@stainton.cumbria.sch.uk</a>
Date of previous inspection	22 February 2018

## Information about this school

- This is a smaller-than-average size primary school.
- The vast majority of pupils are White British.
- The proportion of disadvantaged pupils is much lower than the national average.
- The proportion of pupils with SEND is lower than the national average.
- The school offers breakfast and after-school clubs

## Information about this inspection

- The inspector observed teaching and learning in all classes. Several sessions were observed jointly with the headteacher.
- The inspector listened to pupils read and held formal and informal discussions with pupils.
- Pupils' work in their books and tracking records were scrutinised with senior leaders.
- The inspector held meetings with senior leaders, subject leaders, members of the governing body, a representative from the local authority and the coordinator of the provision for pupils with SEND.
- The responses to Ofsted's online questionnaire, Parent View, were taken into account. Consideration was also given to free-text responses from parents. The inspector met with parents at the school gate to seek their views. The inspector considered the responses from the staff questionnaires. There were no responses to the pupils' questionnaire.
- The inspector examined a range of documents. These included the school's development plans and self-evaluation documents, pupils' tracking information, subject leaders' documents, minutes of the governing body meetings, safeguarding documentation and various records relating to pupils' behaviour and attendance.

## Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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