



# Stainton CofE Primary School

## Inspection Report

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**Unique Reference Number** 112307  
**LEA** Cumbria  
**Inspection number** 278897  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** Lynne Read

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

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<b>Type of school</b>	Primary	<b>School address</b>	Stainton
<b>School category</b>	Voluntary aided		Penrith
<b>Age range of pupils</b>	3 to 11		Cumbria, CA11 0ET
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01768 242155
<b>Number on roll</b>	194	<b>Fax number</b>	01768 242155
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jane Hasell-McCosh
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mr Peter Shelton

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average-sized primary school in the village of Stainton, close to Penrith. Pupils come from a range of backgrounds; most are of white British heritage and speak English as their first language. When they enter the nursery, most pupils' attainment is above average. The percentage of pupils who claim free school meals is lower than normally seen in primary schools. Across the school, the numbers of pupils who have learning difficulties or disabilities is around average but there is a below average number who have statements of special educational need. The school holds the local authority's Kitemark award for the quality of its nursery education.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school judges its overall effectiveness to be good but inspectors found it to be satisfactory with some strengths. The reason for the difference is that the school's evaluation was based to a large extent on what it has to offer rather than outcomes, such as pupils' progress. Nevertheless, the school has a clear idea of what needs improving and inspectors agree. There are strengths in pupils' personal development and in the teaching and learning of reading. Children in the nursery and reception classes and pupils who have learning difficulties receive good support and make good progress.

Standards for pupils entering the school and when they leave are above average and most make satisfactory progress. Pupils are set learning goals in English and mathematics but they do not always promote progress at a fast enough pace. The checking of pupils' learning by subject and senior managers is not organised well enough to identify where progress is less than pupils are capable of, and then to take swift action. This issue is recognised by the school as an area for further development.

The school makes good use of outside agencies and specialists to help pupils learn and to enrich the curriculum. Teaching is satisfactory overall with some good practice seen for the younger children and those who need extra help with learning. Satisfactory progress has been made in addressing the issues from the previous inspection but there is still some way to go in developing the subject leaders' roles. The capacity of the school to improve is satisfactory at present and it provides satisfactory value for money.

### What the school should do to improve further

In order to raise progress further and improve leadership and management, the school should:

- make sure that pupils' learning goals are designed to improve their knowledge, skills and understanding and so make good progress;
- put in place a systematic planned approach for all managers to check planning, teaching and progress.

## Achievement and standards

### Grade: 3

Children achieve well in the nursery and reception classes. Standards are above average by Year 6, as they are on entry to Year 1. Achievement across these years is satisfactory.

When children start in the nursery their previous learning is generally above that normally seen, but there are weaknesses in some aspects of mathematical understanding and language skills. They make good progress in the nursery and the reception classes. By the time they start in Year 1, the majority have reached the expected early learning goals and a good percentage have surpassed them. This above average attainment is

maintained at the end of Year 2 where standards have improved in 2005, especially in reading. During the infants, their basic skills develop well in reading because the texts the school uses provide a good challenge and reading books go home daily for extra practise. Skills for writing and mathematics develop satisfactorily.

- In Years 3 to 6, the above average attainment is maintained and pupils make satisfactory progress. Standards in English rose in 2004 to a very high standard but this has not been sustained in 2005. Because there are weaknesses in checking and analysing progress, subject managers do not have a clear idea of what is working well and what needs to be improved. In these circumstances, improvements made one year may be lost the next. Throughout school, pupils with learning difficulties progress well in consideration of their starting points and capabilities. Boys and girls do equally well in class.

## **Personal development and well-being**

### **Grade: 2**

The inspection judgements agree with the school's view that personal development and well-being are good. Pupils are polite and keen to do well. Behaviour is good and pupils say they feel safe; no concern was expressed about bullying.

The strong Christian ethos pervades the school, promoting spiritual and moral development well. Good involvement with the local community and experiences in industry help to generate a sense of citizenship and prepare pupils for life in the wider world. Discussions with their school council members successfully teach pupils about democracy and introduce them to economic issues such as budgeting for playground equipment. Good opportunities for social interaction mean that pupils collaborate well in lessons and are considerate of each others' needs. Pupils learn about different faiths and cultures and show a good respect for beliefs that are different from their own. They are well aware of the benefits of healthy eating and exercise and know about the potential dangers to their safety.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teachers prepare their lessons carefully and pupils know what they are expected to learn. High expectations of behaviour and work output encourage pupils to try their best. Pupils behave well and have good attitudes to learning. Praise and good relationships in class help pupils to enjoy their learning and develop confidence. The school makes good use of teachers' special skills to enhance learning; for example, in science and French.

Pupils who are known to find learning hard are given good help, often from well-trained teaching assistants. They have specific targets for their learning that promote good progress. The quality of teaching is good in the nursery and reception classes where the comprehensive amount of information gathered about children's progress is used

well to plan the next steps. Consequently, learning is good. In Years 1 to 6, teachers set targets for each pupil in English and mathematics using the information from the end-of-year assessments. However, sometimes the learning goals are not pitched high enough and do not stretch pupils' capabilities fully. Subsequently, lessons that are based around these targets result in progress that is satisfactory rather than good. Marking often includes praise for success and effort but is less useful in pointing out exactly what pupils can do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall, with some strengths. Children in the nursery and reception classes have rich experiences and a good start to their school lives. Pupils in Years 1 to 6 who have learning or behaviour difficulties have special sessions that meet their needs well and promote good progress. There is a good enrichment programme at the school with interesting visits, visitors and French lessons. The range of out-of-school activities is good, with plenty of opportunities for competitive sport. Pupils talk enthusiastically about the after-school clubs which are very popular.

Basic skills in English are consolidated well in other subject lessons and there are sound opportunities to practise mathematical skills. There are good uses of information and communication technology to help pupils learn, but this is not widespread. Planning does not always take account of the different levels of work needed to challenge all groups of pupils. As a result, although the middle and higher attaining pupils have different targets requiring quite different learning, they are often set the same activity.

## **Care, guidance and support**

### **Grade: 3**

Provision in this area is satisfactory overall; care and support are good but guidance is satisfactory. The school has a caring atmosphere. Pupils say that they feel safe and know their teachers will listen if they have concerns. Strategies for child protection have improved and are now good. Good arrangements for children entering school enable them to settle quickly. Parents generally express the view that their children are well looked after, and inspectors agree. The school council provides pupils with good opportunities to play a part in decision making in the school.

Pupils generally receive good feedback in lessons that helps them to do better, but other aspects of guidance require improvement. Not all pupils have targets for learning that stretch their capabilities to the maximum. Much of the guidance in pupils' books is vague. For example, 'improve spelling and paragraphs' is not specific enough to be of help. On the other hand, pupils who have learning difficulties have clear targets that are shared with parents and underpin learning successfully.

## Leadership and management

### Grade: 3

Leadership and management, including that of the governors, are satisfactory, which differs from the school's judgement of good. This is because the school's evaluation process focuses to a large extent on provision rather than what has actually been achieved. Although some improvements have been made to the leadership and management of the school, pupils' achievement in the basic skills remains satisfactory. Leadership and management for the Foundation Stage and also for the provision for pupils with learning difficulties are good.

The role of the subject leaders has been developed to a satisfactory extent since the previous inspection but there is still some way to go. With the help of outside consultants, they carried out checks on curriculum planning, pupils' completed work and teaching and learning. Some key improvements were made on the basis of this work, for example, in the teaching of writing. However, this effective programme is not planned to run on an annual basis and there are no arrangements currently in place for subject leaders to see lessons. Their contribution to the cycle of evaluation at the school is therefore limited and the good skills they have acquired are not being put to best use.

- The headteacher and staff are successful in promoting a culture of care at the school which supports personal development well and ensures that all pupils have equal access to all that is on offer. The views of pupils are sought and acted upon. An annual forum for parents provides a satisfactory method of collecting their views but replies from the inspection questionnaire show that they would appreciate more opportunities for discussion. The school reports that it tries to seek the views of parents in various ways, but they do not take up the offers the school makes. Governors are supportive and focused on improvement. All statutory requirements are met.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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28 September, 2005

Dear Pupils

Thank you for the warm welcome you gave us when we recently visited your school. The conversations that we had with groups and individuals were very interesting and we enjoyed watching you at work.

There are lots of things we like about your school. Some of them are:

- you behave very well, and are polite and friendly;
- you listen carefully to your teachers and work hard;
- you learn about interesting things and enjoy lots of out-of-school activities;
- your teachers take good care to keep you safe and happy;
- you contribute well to the running of the school through your school council.

We have asked your teachers to improve two things to make your school even better. These things are:

- making some of your learning targets harder;
- checking your lessons and work to make sure that you are achieving your best.

Thank you once again for helping us so much with the inspection. We hope that you will continue to work hard and enjoy your lessons.

Yours sincerely,

Mrs L Read

Lead inspector

Annex B