

Inspection of a good school: Church Walk C of E Primary School

Church Walk, Ulverston, Cumbria LA12 7EN

Inspection date: 20 January 2022

Outcome

Church Walk C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school each day. They know each other well and treat one another respectfully. Pupils said that behaviour around school is typically calm and pleasant. They said that teachers sort out issues to make sure that poor behaviour and bullying is not repeated. This helps pupils to feel safe in school.

Pupils respond to the high expectations that leaders have for them. Pupils have worked with staff and governors to design a new behaviour system. Pupils understand the consequences and rewards associated with different types of behaviour. They appreciate that adults will listen to their concerns and deal with them fairly.

Older pupils take on a range of responsibilities. They put themselves forward to become junior prefects or members of the school council. Many pupils take part in the wide range of after-school clubs and activities. Most pupils in key stage 2 are keen to rise to the challenge of learning to play a musical instrument. Others focus on developing their fitness and sports skills.

Pupils, including those who are disadvantaged, and those with special educational needs and/or disabilities (SEND), benefit from an ambitious curriculum and achieve well. Pupils leave Year 6 ready to embrace the challenge of high school.

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

Leaders have planned a comprehensive and interesting curriculum. They have identified the important content that they want pupils to learn and when. Leaders have ordered new learning so that it builds on what pupils, including children in the Reception class, know already.

Teachers use assessment strategies well. The assessment information they gather supports them effectively to plan new learning for pupils. Subject leaders are

knowledgeable about the curriculums they lead. They use their expertise to support teachers to deliver curriculums well. Pupils build on prior learning as they progress through school. For example, in history, older pupils learn about ancient Islamic civilisations. This helps them to build on the knowledge they gained from studying the Romans and Ancient Greeks in previous years.

Governors are very supportive of school leaders. They know the school well. For example, they challenge leaders to ensure that staff have the skills required to identify the needs of pupils with SEND quickly. Pupils with SEND get the help that they need. As a result, this group of pupils access the same curriculum as their peers and achieve well.

Leaders ensure that reading is front and centre. They have ensured that staff receive appropriate training and have a secure knowledge of how to teach phonics. Children in the early years and pupils in key stage 1 learn new sounds in a logical order. Those pupils who fall behind in their reading are supported to catch up with their learning. Most pupils, including children in the early years, develop their reading fluency. By the end of Year 2, almost all pupils, including disadvantaged pupils, are confident readers. That said, on occasion, the books that some pupils take home to read do not precisely match the sounds they have been learning in school.

Leaders ensure that pupils benefit from opportunities to learn about the world they live in. Leaders involve pupils in exciting ventures such as a twinning project with a school in Ethiopia. Pupils have many opportunities to engage in discussion and debate. They develop their confidence and express their opinions clearly. For example, during the inspection older pupils spoke passionately about the position of women in society. They clearly articulated how this might be different in other countries. Through the curriculum, pupils learn about a wide range of faiths. They are respectful and tolerant of views and opinions that differ to their own.

Pupils behave well during lessons and while moving around school. They listen to the views of others. Teachers can deliver lessons without having to deal with poor behaviour.

Staff feel valued and supported by leaders and governors. Staff told inspectors that leaders are approachable and supportive. They appreciate the steps that leaders have taken to reduce their workload. Staff said that leaders are cognisant of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular safeguarding updates and training. This ensures that staff are aware of their safeguarding responsibilities. They record and report promptly any concerns they may have about a pupil's physical or emotional well-being.

Leaders work with a wide range of partner agencies. This helps them to provide timely and proportionate support to pupils and their families. Staff know pupils and their families well.

Pupils learn how to keep themselves safe, including when online and using social media. They also learn how stay safe on the roads when walking and cycling.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not ensure that the books that some pupils take home to read allow them to practise the sounds that they know already. This hinders some pupils' reading confidence. Leaders should ensure that the books chosen by staff match the sounds that pupils are learning so that pupils can develop their reading fluency.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	112361
Local authority	Cumbria
Inspection number	10211148
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	100
Appropriate authority	The governing body
Chair of governing body	Kay Wilson
Headteacher	Susan Davies
Website	www.churchwalk.cumbria.sch.uk
Date of previous inspection	10 and 11 January 2017, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school. The school's most recent Section 48 inspection took place in November 2016.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors held meetings with the headteacher, and four members of the governing body, including the chair of governors.
- An inspector held a telephone conversation with a representative of the local authority and spoke to parents and carers at the end of the school day.
- Inspectors viewed a range of safeguarding documentation. They examined checks on safer recruitment and spoke with members of staff to check their safeguarding knowledge.

- Inspectors carried out deep dives in early reading, mathematics and history. They met with subject leaders, visited lessons, spoke with teachers and viewed examples of pupils' work. Inspectors also spoke with pupils.
- The lead inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- Inspectors spoke with members of staff about their workloads and their well-being.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, including the free-text comments. Inspectors also considered the responses to Ofsted's staff survey. There were no responses to the Ofsted's pupil survey.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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