

# Inspection of St Bridget's CofE School

Main Street, Parton, Whitehaven, Cumbria CA28 6NY

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Inspection dates: 22 and 23 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy coming to this school. They feel happy and safe. Pupils are friendly and care for one another. Leaders strive to make sure that all pupils can live up to the school's motto and 'let their light shine'. Leaders have high expectations for pupils' behaviour and achievement. Pupils try their best to meet these. As a result, most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Leaders and staff make sure that pupils behave in a calm and respectful way. Pupils told inspectors that poor behaviour and bullying happen occasionally. However, trusted adults stop these behaviours from reoccurring.

Pupils enjoy learning about their local area. For example, they enjoy 'beach school'. They look after the environment by keeping the local beach free from litter. Pupils support a wide range of local and national charities and community projects. This helps them to become active and responsible citizens.

Pupils enjoy trips to local and national theatres and museums. They learn about different faiths and cultures. They also learn about careers and how to challenge stereotypes. This helps to build pupils' understanding of the wider world.

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

Leaders have constructed a broad and ambitious curriculum. They have thought carefully about the knowledge they want pupils to learn and when this should be taught. Leaders work with staff to quickly identify any additional needs that pupils may have. Leaders also ensure that pupils with SEND receive effective support. This means that pupils with SEND access the same curriculum as other pupils.

In most subjects, leaders have designed the curriculum so that pupils build their knowledge and understanding from the early years through to Year 6. Leaders have made a conscious effort to plant the seeds of future learning within the early years. This helps to prepare children in the early years for Year 1. As a result, most pupils, including those with SEND, progress well through the curriculum as they move through the school.

Subject leaders are well trained. They ensure that teachers have the support that they need to deliver the subject curriculums well. Teachers use the local area as an inspiration for learning across the curriculum. For example, pupils learn about local links to the slave trade. Teachers use the beach and the local national park to support pupils' learning about coasts, lakes, rocks and mountains.

In most subjects, teachers use assessment strategies effectively to check that pupils are learning the curriculum. They use these strategies to identify any gaps in pupils' knowledge and to plan new learning. In a minority of subjects, the curriculums have

been recently introduced. In these subjects, leaders are still developing the assessment strategies that teachers will use to check that pupils' learning is secure.

Leaders have prioritised early reading and phonics. Children in the early years particularly enjoy listening to adults read. There is a systematic approach to the delivery of the phonics curriculum from the start of the Reception Year. Children in the early years and pupils in key stage 1 take home books and activities to practise the sounds that they are learning in class. This helps pupils to build their phonics knowledge and to become confident readers. Those pupils who require additional support with reading are helped to catch up.

Children learn routines that foster their positive behaviour as soon as they start in the Nursery class. Pupils across the rest of the school also behave well. They listen carefully to staff and follow instructions. As a result, lessons are rarely disrupted and pupils focus on their learning.

Leaders ensure that pupils have many opportunities to develop their skills and knowledge beyond the academic curriculum. Pupils learn about fundamental British values such as democracy. For example, they run an election for the school council and eco-council. Recently, the eco-council has campaigned to eradicate plastic straws in school because pupils have a keen desire to reduce the harmful impact of plastic on the environment.

Staff are well supported by leaders and their well-being and workload is prioritised. Despite the challenge of moving to a temporary site, leaders and governors have acted with a sense of urgency to address the actions from the previous inspection. Governors know the school well and carry out their roles and responsibilities effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have regular safeguarding training. This supports staff to know how to keep pupils safe. Staff are well trained to identify pupils who may be at risk of harm. Leaders have clear systems for reporting concerns and leaders act on these quickly. Leaders engage with a wide range of professional agencies to secure support for vulnerable pupils and families.

Pupils know how to keep themselves safe. For example, they know not to share personal information online. Pupils also know how to keep themselves safe in different situations, such as on the beach and near a railway line.

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

**(Information for the school and appropriate authority)**

- In some subjects, the curriculums have been recently introduced. As a result, leaders are still developing the assessment systems to check that the intended curriculum supports pupils to know more and remember more. Leaders should ensure that staff are well equipped to check that pupils are learning the intended curriculum.

## 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

<b>Unique reference number</b>	112296
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10210877
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Kerry
<b>Headteacher</b>	Ruth Colley
<b>Website</b>	<a href="http://www.stbridgets-par.cumbria.sch.uk">www.stbridgets-par.cumbria.sch.uk</a>
<b>Date of previous inspection</b>	6 July 2021, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England Primary School. The most recent section 48 inspection was in May 2019.
- Leaders do not use alternative provision.
- The school has been relocated on a temporary site since September 2021.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher. They also spoke with a range of staff
- The lead inspector met with four governors, including the chair of the governing body. The lead inspector met with a representative of the local authority.

- Inspectors spoke with parents and carers before the school opened.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. There were no responses to Ofsted's staff or pupil survey.
- The inspectors examined a range of safeguarding documentation. They checked how leaders ensure that safe recruitment procedures are in place. Inspectors checked records of staff safeguarding training. They spoke with staff to check how well they understood safeguarding systems in school.
- Inspectors observed pupils' behaviour at playtimes and in lessons. They spoke with pupils to gather their views about behaviour and safeguarding in their school.
- The inspectors carried out deep dives in early reading, mathematics, geography and science. They met with subject leaders, teachers and visited lessons. The inspectors spoke with pupils and looked at examples of their work. The inspectors considered the curriculum across other subject areas. The inspectors observed pupils reading to trusted adults.

### **Inspection team**

Sally Timmons, lead inspector

Her Majesty's Inspector

John Donald

Her Majesty's Inspector

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