

Inspection of Scotby C of E Primary School

Park Road, Scotby, Carlisle, Cumbria CA4 8AT

Inspection dates: 22 and 23 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils at Scotby School thrive in the calm learning environment that leaders have created. Pupils know that adults care about them. They said that adults listen to any worries that pupils may have. Pupils feel safe and happy in school. Children in the early years settle quickly. They enjoy exploring the outdoors and learning with their friends in the school's forest area.

Pupils told inspectors that behaviour is good most of the time. Any disagreements with friends are quickly resolved by the adults in school. Pupils said that bullying is rare. Should it occur, pupils are confident that it would be resolved swiftly by staff.

Pupils endeavour to live up to the high expectations that leaders have of them. Pupils work hard in lessons and achieve well in a range of subjects. Visits to local places of historical interest enrich their learning further.

Pupils enjoy the increasing number of clubs that they can participate in now that the COVID-19 pandemic restrictions are easing. Pupils build their confidence and resilience by trying new things such as rock climbing and skiing at the local dry ski centre. Pupils learn about different cultures and beliefs. They understand the importance of treating other people with respect, honesty and kindness, reflecting the school's core values.

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

Leaders have designed a curriculum, from the early years to Year 6, to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Subject leaders lead their subjects well. They provide staff with the support and resources that they need to deliver the curriculum effectively. Staff who are new to teaching benefit from working with more experienced colleagues.

The key knowledge that leaders want pupils to learn is carefully ordered. Leaders have ensured that the curriculum content makes effective links with other subjects. Leaders routinely check that the planned curriculum is being delivered well. In most subjects, pupils have the opportunity to practise and revisit prior learning. This helps them to apply what they already know when they are learning something new. Assessment information helps teachers to quickly identify any misconceptions that pupils may have. Teachers use this information to accurately plan what pupils will learn next. Most pupils achieve well in a range of subjects, including mathematics and English. In a few subjects, some pupils struggle to recall what they have been taught previously. For example, some of the key knowledge that pupils were taught when they were learning at home during the COVID-19 pandemic has not been remembered. These pupils struggle to apply prior learning when learning something new. This is hindering the progress that some pupils make.

Effective training for staff means that they are skilled in identifying pupils with SEND, including children in the early years. Pupils with SEND are supported well and access all aspects of the curriculum and everything that the school has to offer.

Pupils apply what they know confidently. For example, in science, pupils apply their scientific knowledge effectively when carrying out their own investigations. Pupils benefit from the opportunities that leaders provide to enrich the curriculum further. Field work in the local area helps pupils to understand geographical features through first-hand experiences.

In the Reception class, children settle quickly into well-established routines. Skilled staff develop children's vocabulary and communication skills consistently well. Through conversations, staff routinely encourage children to explain their thoughts and ideas clearly. Children practise what they are learning in mathematics using a range of activities throughout the day. Children benefit from the wide range of opportunities to learn more about the world around them, especially when learning outdoors.

A love of reading is fostered across the school, supported by the carefully selected books that leaders provide. Older pupils talked enthusiastically about the books that they have read. They eagerly recommend their favourite books to others.

In the Reception class, children enjoy listening to familiar stories. They quickly learn the sounds that letters represent. Children routinely practise their phonics knowledge across a range of engaging activities. In key stage 1, the books that pupils read match the sounds that they are learning. This helps them to become confident and fluent readers. Pupils who struggle with reading benefit from the support that they receive from trained staff. This includes pupils at the early stages of reading in key stage 2.

Pupils are polite and well mannered. They conduct themselves well around school. Pupils are able to focus on their learning because there is little disruption in lessons. Pupils work hard and are proud of their achievements.

Pupils try to uphold the school's core values of commitment, kindness and honesty. Pupils understand the importance of respecting the views and opinions of others. As members of committees, they help to make decisions about improvements to the school. This has included the creation of a memorial garden.

Governors use their knowledge and expertise effectively in order to hold leaders to account for all aspects of school life. Staff appreciate the way leaders are mindful of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. This helps them to quickly identify any subtle changes in pupils' behaviour which may indicate safeguarding concerns. Staff understand how to report and record any concerns that they may have about a pupil's welfare. Leaders work effectively with other appropriate charities and agencies to provide additional help and support for vulnerable pupils and their families.

Leaders provide guidance for parents and carers on how to ensure that pupils use the internet safely when they are not in school. Older pupils know how important it is to use social media sensibly. They also know how to keep themselves safe when they are out in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the key knowledge that pupils were taught during the COVID-19 pandemic has not been retained. Pupils struggle to recall what they have been taught and this hinders the progress that these pupils make. Staff should ensure that key knowledge is revisited and understood before new learning is introduced, to enable all pupils to achieve well.

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	112403
Local authority	Cumbria
Inspection number	10212235
Type of school	Primary
School category	Foundation school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair of governing body	Bevan Osgood
Headteacher	Jacqueline Watson
Website	www.scotby.cumbria.sch.uk
Dates of previous inspection	20 and 21 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school had its most recent section 48 inspection, undertaken by the Diocese of Carlisle, in January 2020.
- School leaders do not use any alternative provision.

Information about this inspection

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

This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.

- During the inspection, the lead inspector spoke with representatives from the governing body via a video call. In the absence of the headteacher, inspectors spoke with the deputy headteacher, members of the leadership team and staff. The lead inspector held a telephone conversation with the headteacher on day two of the inspection.

- Inspectors reviewed a range of documentation relating to governance and safeguarding.
- The lead inspector held a video call with representatives from the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics history, geography and science. They also reviewed the curriculum in modern foreign languages. Inspectors met with subject leaders to discuss the curriculum, visited lessons and spoke to staff. They spoke to pupils about their learning and their experiences of the school. Inspectors also looked at pupils' work and listened to pupils read.
- Inspectors considered the response to Ofsted Parent View. This included the free-text comments. They also spoke with parents at the start of the school day. Inspectors reviewed the responses to Ofsted's survey for staff. There were no responses to Ofsted's pupils' survey.
- Inspectors reviewed a range of documentation relating to safeguarding and leaders' plans for the school.

Inspection team

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Her Majesty's Inspector

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