

Inspection of Captain Shaw's CofE School

Main Street, Bootle, Millom, Cumbria LA19 5TG

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The conduct of pupils at this school is exemplary. They demonstrate warmth and kindness towards each other. Pupils enjoy respectful relationships with the adults at school who care deeply for them. They are proud of their school and they are happy.

Pupils respond well to the high aspirations that the school has for their achievement. As a result, most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils are well supported to become confident, resilient and independent young people. The Year 6 excellence award makes a significant contribution to the development of pupils' leadership skills.

The school provides pupils with access to a wide range of activities that help to develop their talents and interests. These include ukelele, art and wildlife clubs. As members of the school council, pupils learn about the importance of taking positive action in their local community.

Pupils benefit from a variety of experiences that are linked closely to the school's curriculum. For example, they visit a nearby beach to learn about the local environment and they set up a restaurant to raise money for charity. Pupils enjoy residential trips where they take part in adventurous activities, such as canoeing and open water swimming.

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

The school has taken the necessary steps to address the areas for improvement from the previous inspection. In most subjects, the school has thought in detail about the links that exist between the concepts and knowledge that pupils should learn. As a result, most pupils develop a strong understanding of the subjects that they study. They are well prepared for each stage of their education. This includes children in the early years who are ready for the demands of Year 1.

In a small number of subjects, the school has not identified the most important information that pupils should learn. This means that some pupils do not develop the breadth of understanding in these subjects that they should.

Staff use their subject knowledge effectively to design activities that help most pupils to learn the curriculum well. In the early years, staff make a significant contribution to children's development through high-quality interactions. This helps children to make a strong start to their education.

The school makes regular checks on what pupils know and remember. Staff use this information well to address any gaps or misconceptions that pupils may have about their learning. The school accurately identifies the needs of pupils with SEND. Staff

ensure that these pupils receive the support that they need to learn well alongside their peers.

The school has made reading a priority. Children begin to learn to read as soon as they join the school in the Reception class. They receive the support that they need to develop their phonics knowledge securely. Pupils read books that are well matched to the sounds that they already know. A small number of pupils at the early stages of developing their spoken language receive the specialist help that they need to improve. Pupils are well supported to become confident and fluent readers.

Pupils read from a diverse range of books that support their understanding of the world. They recall the main themes from these books which include the importance of being part of a community and the value of friendship.

In lessons, pupils demonstrate a high level of motivation towards their learning. They work exceptionally well together when completing activities as part of a group.

The school provides pupils with rich experiences that support their personal development. Pupils know how to look after their own physical and mental health. They have an age-appropriate understanding of healthy relationships. Pupils value and respect the differences that exist between people. They learn about the impact that significant historical figures have had on modern society, such as Martin Luther King.

Parents and carers welcome the information that the school provides about the curriculum and its approach to teaching pupils to read. This helps them to support their children's education at home. Parents also benefit from regular opportunities to talk to the school about their children's achievements.

The governing body provides appropriate support and challenge to the school. It keeps a sharp focus on the impact of the curriculum on pupils to ensure that they achieve well. Improvements to the school's use of assessment information have had a positive impact on staff's workload and well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school is continuing to refine its thinking about the most important knowledge that pupils should learn. As a result, pupils do not develop the breadth of understanding that they should. In these subjects, the school should identify the key information that pupils should learn so that they are well prepared for each stage of their education.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112290
Local authority	Cumberland
Inspection number	10268290
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	25
Appropriate authority	The governing body
Chair of governing body	Helen Webber
Headteacher	Terentius Jackson
Website	www.capt-shaws.cumbria.sch.uk
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Carlisle. The last section 48 inspection, for schools of a religious character, took place in March 2020. The next section 48 inspection is due to take place by July 2025.
- The school does not make use of any alternative provision.
- The school has nursery provision for children aged two and three. This is led and managed by the school.

Information about this inspection

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

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and leaders of SEND, behaviour, attendance,

pupil welfare, personal development and the early years.

- Inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- An inspector observed some pupils from Reception Year to Year 2 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. The lead inspector also held a meeting with the designated safeguarding lead.
- The lead inspector held a meeting with the governing body, including the chair of governors. He also spoke to the director of education at the diocese and a local authority associate adviser.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They took account of the responses from staff and pupils to Ofsted's online surveys and gathered the views of staff and pupils throughout the inspection.
- Inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. They observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector	His Majesty's Inspector
Garry White	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023