

# Inspection of a good school: Storth CofE School

Storth Road, Storth, Milnthorpe, Cumbria LA7 7JA

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Inspection date: 12 July 2022

## Outcome

Storth CofE School continues to be a good school.

## What is it like to attend this school?

Pupils are very happy at this school. Staff warmly welcome them into school each day. Pupils arrive excited and ready to learn. Staff know pupils well and have positive relationships with them. Pupils have adults they can talk to in school. They told inspectors that adults help them to resolve any worries they may have. This helps pupils to feel safe and supported.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well.

Pupils conduct themselves well. They say that bullying rarely happens. If such behaviour was to happen, pupils trust adults to deal with it quickly and to ensure that it does not happen again.

Pupils enjoy spending time in the outdoors and learn to appreciate nature. They value the opportunity to take part in residential visits and spend time in the wilderness. For example, pupils learn how to build dens and whittle wood. Pupils learn how to care for animals, for example, by looking after the school's chickens. Pupils are encouraged to be creative and enjoy performing songs and dances at festivals and in the community.

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

Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. In a small number of subjects, leaders have not made it clear when pupils should acquire this knowledge. This means that in these subjects, pupils do not progress as well through the curriculum.

In most subjects, teachers have the knowledge and expertise to deliver the curriculum well. However, in some subjects, leaders have not ensured that staff have up-to-date

training to deliver the curriculum as effectively as they should. Teachers check that pupils know more and remember more of the curriculum. This helps them to identify any gaps in pupils' learning and informs future teaching.

All pupils, including those with SEND, are supported to learn the full curriculum. Leaders identify any additional needs that pupils may have quickly and act to ensure that there is appropriate support for these pupils.

Leaders have prioritised reading from the early years to Year 6. They have introduced a new phonics curriculum. Pupils, and children in the early years, read widely and often. Younger pupils enjoy collecting stickers for reading and taking home the reading teddy bear. Older pupils take part in reading challenges and read with younger children. Children and pupils take home books that match their phonic knowledge. Staff check that children and pupils can remember previously learned sounds and help any child or pupil who may be struggling to keep up with the curriculum. As a result of leaders' actions, most pupils build the phonic knowledge they need over time to become confident and fluent readers.

Pupils behave well around school, at play times and in lessons. Staff ensure that routines are established in the early years. Children and pupils across the school follow these sensibly. Pupils are kind and considerate to each other and to adults. Pupils told inspectors that they enjoy learning and that lessons are rarely disrupted by poor behaviour.

Pupils value the opportunities that leaders provide for learning beyond the academic curriculum. Some pupils have the opportunity to be on the pupil parliament. Pupils experience an annual trip to London and the Houses of Parliament. Pupils value trips to the opera and theatre. Some attend the writing club and write articles for the village newsletter. These experiences help pupils to become curious about the wider world and prepare them well to be citizens of modern Britain. Pupils learn about other faiths and cultures and have a respectful understanding of difference. They told inspectors that everyone should be treated fairly and equally.

Leaders and governors have a clear understanding of the priorities for the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. Staff know how to report any concerns they may have. Leaders act swiftly to address any concerns raised by staff, pupils or parents and carers. Leaders work with other agencies to access help and support for vulnerable pupils.

Pupils are taught how to keep themselves safe, including when online. For example, pupils learn how to be safe when they play outside and on their bicycles.

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

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

- In a small number of subjects, it is not clear when pupils should learn essential knowledge. This means that pupils do not progress through the curriculum as quickly as they should. Leaders should ensure that the curriculum clearly sets out the knowledge that pupils should learn and when they should learn it.
- In some subjects, leaders have not ensured that staff have training in how to deliver the curriculum well. This hinders some staff from delivering the curriculum as intended. Leaders should ensure that staff receive the training they need to deliver the curriculum well in these subjects.

## 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 second section 8 inspection since we judged the school to be good in June 2012.

## 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>	112265
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10211119
<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>	92
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jessica Harvey
<b>Headteacher</b>	Simon Brabant
<b>Website</b>	<a href="http://www.storth.cumbria.sch.uk">www.storth.cumbria.sch.uk</a>
<b>Date of previous inspection</b>	10 January 2017, under section 8 of the Education Act 2005

## Information about this school

- This school belongs to the Diocese of Carlisle. The most recent section 48 inspection was in November 2016.
- Leaders do not use alternative provision.

## 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 leaders and have taken that into account in their evaluation of the school.
- During this inspection, the inspectors met with the headteacher and other leaders. They also spoke with a range of staff.
- The lead inspector met with governors and spoke to a representative of the local authority.
- The lead inspector spoke with parents and carers at the beginning of the school day.

- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered responses from staff and pupils to the Ofsted survey.
- Inspectors examined a range of safeguarding documentation. They checked how leaders ensure that safer recruitment procedures are in place. Inspectors checked records of staff's safeguarding training. They spoke with staff to check how well they understood safeguarding procedures.
- Inspectors observed pupils' behaviour at playtimes, in lessons and around school. They also spoke with groups of pupils about their experiences at school.
- Inspectors carried out deep dives in reading, mathematics and geography. They met with subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils and looked at examples of their work. They also observed pupils reading to trusted adults.

### **Inspection team**

Sally Timmons, lead inspector

Her Majesty's Inspector

Mavis Smith

Her Majesty's Inspector

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