

Inspection of a good school: Pennine Way Primary School

Edgehill Road, Harraby, Carlisle, Cumbria CA1 3SN

Inspection dates:

8 and 9 June 2022

Outcome

Pennine Way Primary School continues to be a good school.

What is it like to attend this school?

Pennine Way is a happy school. Pupils are taught to value cooperation, acceptance, respect and empathy. They are proud of their school and are eager to learn. Pupils know that leaders have high expectations of their learning and behaviour. Pupils respond well to these expectations. They achieve well as a result.

Pupils behave very well in lessons and around school. They show the utmost care towards each other and towards adults.

Leaders manage incidents of bullying well when they occur. Pupils know whom to go to if they have any worries. This helps them to feel safe in school.

Pupils learn about different cultures and beliefs. They understand the importance of respecting the views of others. Pupils said that they learn to support people 'no matter who you are'.

Pupils appreciate the broad range of clubs that they can join, such as board club, cookery club and sports clubs. They enjoy trips to the local area, museums and the local theatre. These help pupils to broaden their knowledge and develop their talents and interests. All pupils, including those with special educational needs and/or disabilities (SEND), take an active role in school life.

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

Leaders and governors know the school and community well. Leaders' work supports the whole community to help children and families learn together. Leaders and staff are determined to give pupils the best possible start to their education. This includes pupils with SEND and children in the early years.

Leaders have designed a broad and ambitious curriculum. They have organised learning so that pupils, including children in early years, build on what they already know. They

regularly check that pupils learn and remember more over time. Teachers ensure that pupils remember what they have learned before new learning is introduced. This helps pupils to make links between subjects. As a result, pupils achieve well in most subjects. However, in a small number of subjects, the key knowledge that pupils must learn and remember is not clearly identified. This makes it difficult for teachers to understand how knowledge needs to build logically. In these subjects, teachers do not have the subject knowledge needed to teach effectively. This prevents pupils from gaining the knowledge needed for future learning.

Staff share ideas with colleagues. This helps them to grow their own expertise. Staff use assessment information well to identify what pupils know and remember. This helps them to plan what pupils need to learn next. Leaders are skilled in identifying pupils with SEND. Staff ensure that pupils with SEND receive the support that they need to be successful and to achieve well.

Leaders have recently decided to adopt a new approach to the teaching of early reading. This is delivered effectively by staff. Children at the early stage of reading quickly gain the knowledge and skills that they need. Teachers make sure that pupils have opportunities to read regularly and to put their phonics knowledge into practice. This enables pupils to become confident readers. Teachers swiftly identify pupils who fall behind. These pupils are supported well to catch up.

Staff support pupils to develop a real love of reading. Adults read regularly to pupils of all ages. The books that pupils read are chosen carefully so that they experience a wide range of authors and texts. Pupils talked about their favourite authors, and the authors whose books have been read to them, enthusiastically.

Pupils behave well in lessons. They pay attention to their teacher. This helps teachers to teach without interruption. Pupils work and play well with pupils of different ages. Older pupils are very supportive of their younger peers. Staff ensure that all pupils access the extra clubs and visits that enhance pupils' learning.

Governors check carefully to ensure that the curriculum enables pupils to achieve well.

Staff feel well supported and valued by leaders. They are proud to work at Pennine Way Primary School. Leaders and governors take staff's workload and well-being seriously.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that all safeguarding arrangements are clear and effective. Staff report any concerns to leaders in a timely manner. Leaders assess and act upon these concerns appropriately. They work with outside agencies to ensure that pupils are kept safe and that families receive the help that they need.

Parents and carers often see school as the first port of call for support. Families access support from the school well-being hub.

Parents said that their children are safe and cared for. Pupils know how to keep themselves safe. Links to local community groups, such as the work with National Rail, help pupils deepen this understanding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not made clear the knowledge that pupils need to learn. In these subjects, it is not clear how the curriculum is sequenced to support pupils to know more of the subject over time. Leaders should set out what needs to be taught and what knowledge pupils need to remember, from the Nursery class to Year 6, for all subjects.
- Teachers' subject knowledge is stronger in some subjects than it is in others. Teachers do not ensure that teaching choices are as precise as they could be in these subjects. Leaders need to strengthen teachers' subject knowledge in all subjects so that all pupils know and remember even more across the whole curriculum.

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 February 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

Unique reference number	131177
Local authority	Cumbria
Inspection number	10226230
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	552
Appropriate authority	Local authority
Chair of governing body	Sean Reed
Headteacher	Sue Blair
Website	www.pennineway.cumbria.sch.uk
Date of previous inspection	25 April 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- A new chair of governors has been appointed since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- During the inspection, the inspector spoke with representatives of the governing body and a representative from the local authority. The inspector also spoke with the headteacher, members of the leadership team and staff. The inspector reviewed a range of documentation relating to governance and safeguarding.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector met with subject leaders to discuss the curriculum, visited lessons and spoke to staff. The inspector looked at pupils' work and listened to pupils read. She also spoke to pupils about their learning and their experiences at the school.

- The inspector considered the response to Ofsted Parent View. This included the free-text comments. She also spoke with parents at the end of the school day. The inspector reviewed the responses to Ofsted's staff and pupil surveys.

Inspection team

Tanya Hughes, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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