

# Inspection of a good school: Flimby Primary School

Rye Hill Road, Flimby, Maryport, Cumbria CA15 8PJ

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Inspection date: 14 February 2023

## Outcome

Flimby Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are proud to be part of this happy and caring school. They are confident that teachers will not let them down. Leaders have high expectations of what pupils, including those with special educational needs and/or disabilities (SEND), can and should achieve. Pupils achieve well.

Pupils, including children in the early years, behave well in lessons and around the school. They are well mannered. Pupils enjoy positive relationships with staff. They respond well to the high expectations that teachers have of their behaviour.

Staff are quick to address any issues that arise, including incidents of bullying. This helps pupils to feel safe. Pupils said that, if they fall out, teachers help them to apologise and move on.

The school is at the heart of the local community. Pupils enjoy their adventures, for example travelling on the local railway line which has been adopted by the school. They relish opportunities to collect reading awards from a local book supplier.

Pupils support each other well, for instance by becoming play leaders, reading champions and mental health leaders. Staff ensure that pupils have access to a wide range of extra-curricular clubs, including sports clubs, bookworm club and the choir. Leaders ensure that all pupils take part in residential experiences such as trips to the Lake District and to Edinburgh.

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

Leaders, including those responsible for governance, have a clear and ambitious vision for the curriculum. Across most subjects, leaders have thought carefully about the key knowledge that they want pupils to learn and when this knowledge should be taught. This helps pupils to learn well.

In a small number of foundation subjects, leaders have not finalised the order in which they want pupils to learn key knowledge and concepts. This makes it harder for some teachers to design learning that builds on what pupils already know. As a result, in this small number of subjects, some pupils do not gain the depth of knowledge or understanding that they should.

For the most part, teachers have a strong knowledge of the subjects that they teach. In most subjects, leaders ensure that teachers have the training and resources that they need to deliver the curriculum effectively. Teachers regularly check on what pupils have learned. They use this information effectively to address any gaps or misconceptions that pupils may have.

The curriculum in the early years prepares pupils well for the demands of Year 1. Staff make sure that children develop a secure understanding of mathematics in addition to developing their language and communication skills.

Leaders expect all pupils to read well. To this end, they have developed a consistent approach to the teaching of reading, which begins as soon as pupils join the Reception Year. Leaders have ensured that staff have the subject knowledge that they need to deliver the phonics programme effectively. Pupils read books that match the sounds that they have learned. This helps pupils to become confident, fluent readers. Staff support pupils who find reading difficult to catch up quickly.

Teachers read to pupils regularly, and pupils said that they enjoy this time. Teachers select texts to support and enhance pupils' learning across the curriculum. However, some pupils do not remember the key themes from the books that they are reading. This hinders these pupils from deepening aspects of their learning, for example their knowledge of history or different cultures.

Leaders accurately identify the needs of pupils with SEND. Teachers adapt their delivery of the curriculum so that pupils with SEND can access the curriculum alongside their classmates. Leaders ensure that pupils with SEND receive the help that they need to achieve well.

Lessons are calm, purposeful and rarely disrupted. Pupils explained that teachers quickly address any poor behaviour that occurs. Pupils are curious about what they learn. They work well with each other.

Leaders provide a variety of opportunities to promote pupils' personal development. For example, visitors to school help pupils to learn about the differences between people. Through a well-designed personal, social and health education curriculum, pupils learn how to stay physically and mentally healthy.

Trustees and governors know the school well. They provide effective support and challenge to leaders. Leaders consider staff workload when making decisions. Staff well-being is a priority. Staff feel valued and are proud to work at the school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture at the school. Leaders and those responsible for governance ensure that staff receive relevant and up-to-date safeguarding training. Staff are alert to the signs that a pupil may be at risk of harm. They report concerns about pupils' welfare diligently.

Leaders work well with external agencies. They ensure that pupils quickly get the help they need. This includes support for their mental health.

Pupils have access to trusted adults who they can speak to about any concerns they may have. Pupils know how to keep themselves safe, including online.

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

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

- In a small number of foundation subjects, some teachers do not design learning that builds on what pupils already know. This hinders some pupils from deepening their subject knowledge. As leaders finalise their curriculum thinking in these subjects, they should ensure that teachers are clear about the order in which pupils should learn key knowledge.
- Some pupils do not sufficiently remember or understand the key themes from the books that teachers read to them. This limits the extent to which these pupils deepen their learning across the wider curriculum. Leaders should ensure that teachers support pupils to develop a deeper understanding of the content and themes within books that they read.

## 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Flimby Primary School, to be good in January 2018.

## 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](#)' 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

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| <b>Unique reference number</b>             | 146423   |
| <b>Local authority</b>                     | Cumbria  |
| <b>Inspection number</b>                   | 10256103   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 128  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Michelle Pearse  |
| <b>Headteacher</b>                         | Tanya Peers  |
| <b>Website</b>                             | <a href="http://www.flimby.cumbria.sch.uk">www.flimby.cumbria.sch.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- Flimby Primary School converted to become an academy school in October 2018. When its predecessor school, Flimby Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Changing Lives Learning Trust.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection that 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.
- Inspectors completed deep dives in the following subjects: early reading, mathematics and computing. They met with subject leaders, visited lessons, including learning activities in the Nursery, reviewed pupils' work and spoke with staff and pupils.
- Inspectors met with the headteacher and other senior leaders throughout the inspection.

- Inspectors held meetings with the deputy chief executive officer of the multi-academy trust, the school improvement partner, and members of the local governing body, including the vice chair of governors.
- Inspectors met with leaders to discuss early years, SEND, curriculum and assessment, behaviour and the provision for pupils' wider development.
- 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.
- To inspect safeguarding, inspectors met with leaders, staff and pupils. Inspectors checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.
- Inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. Inspectors observed pupils' behaviour during lessons and at lunchtime.
- Inspectors spoke to staff about their workload and well-being.

### **Inspection team**

Andy Cunningham, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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