

Easington CofE Primary Academy

High Street, Easington, Hull HU12 0TS

Inspection dates

24–25 January 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Pupils do not make adequate progress from their starting points across a range of subjects.
- Teachers do not take into account pupils' abilities, developmental needs or starting points when planning lessons.
- The most able pupils are not always given work at a level that is appropriate for their abilities.
- Too often teachers do not use time in lessons productively to promote learning.
- Leaders and managers do not ensure that the developmental needs of children in the early years are met.
- Actions taken by leaders and managers have not improved pupil outcomes at a fast enough rate.
- Leaders and managers do not collect information about pupils' progress from their starting points and therefore they cannot accurately track how well pupils are doing.
- Leaders and managers do not always ensure that pupils are appropriately supervised at all times.
- Leaders and managers, some of whom are very new, are not yet fulfilling their responsibilities effectively.

The school has the following strengths

- Pupils conduct themselves well at all times of the school day. Relationships are good.
- Teaching has improved very recently and this has had some impact on pupil achievements in some areas of learning.
- Leaders of the trust, the diocese and governors have a very clear understanding of the strengths and weaknesses of the school.
- Pupils have recently shown improvements in their achievements in the phonics checks in Year 1 and Year 2.
- The William Temple Multi-Academy Trust has worked well in collaboration with the Diocese of York to implement a package of support.

Full report

In accordance with sections 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the safety of pupils by ensuring that they are always appropriately supervised and that any serious incidents are suitably shared and recorded.
- Improve leadership and management to ensure that:
 - all leaders have a clear idea of their roles and responsibilities and are held to account rigorously
 - the progress of pupils is more carefully tracked from starting points.
- Improve the progress pupils are making so that it is equal to, or better than, that of other pupils of the same age nationally with the same starting points.
- Improve the quality of teaching by ensuring that:
 - teachers plan lessons to take into account pupils' developmental needs and progress information, including starting points, so that the range of age and abilities in each class can be met
 - most-able pupils are set work that more accurately meets their needs
 - lessons start on time and that time in lessons is spent on productive learning activities.

An external review of governance and of pupil premium spending is recommended in order to improve these aspects of leadership and management.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The majority of leaders and managers have an accurate view of the strengths and weaknesses within the school. However, although a package of support has been put in place, the impact of this has not been quick enough. This improvement has been hindered somewhat by staff absences and recruitment issues.
- Not all leaders, managers and teachers are clear about their responsibilities or the responsibilities of others. Consequently, pupils' academic and safeguarding needs are not adequately met.
- Middle leaders more recently appointed in January 2017 have not yet had an impact on the overall leadership of the school.
- Leaders do not have an accurate picture of the progress pupils have made since the school became an academy; neither do the leaders use information about pupils' prior attainment when considering the progress they are or should be making. This has meant that, too frequently, expectations of achievement are too low.
- Although pupils benefit from trips and visits such as that to a Buddhist temple, pupils' experiences of life in Britain today and being able to mix with people who have different cultural and religious beliefs are limited. This has inhibited their social and cultural development.
- School leaders have not spent pupil premium funding effectively so that it impacts positively on pupils' progress.
- Adults who support pupils through the use of special educational needs funding are dedicated to meeting the needs of these pupils. However, personalised learning plans to closely meet these pupils' needs are still being developed by the newly appointed special educational needs coordinator.
- Leaders have taken steps to enhance the curriculum by the effective use of the physical education and sports premium in developing a forest school.
- Pupils' moral and spiritual development is enhanced through the ethos of the school and activities such as daily assemblies. Pupils of all faiths and those with no faith join in assemblies to discuss moral values through stories.
- Staff benefit from a performance management process that helps identify strengths and weaknesses. This process has helped to improve the quality of teaching over time.
- Parents are positive about the school and are pleased with the progress their children are making.

Governance of the school

- Governors have not challenged school leaders robustly enough. They recognise that this has meant that they have not always had an accurate picture of how safe pupils are or how well they are doing relative to their ability.
- Governors and members of the trust have been diligent in their use of performance

management to improve the quality of teaching and pupil outcomes. Although it has been slow, the quality of teaching has improved over time.

- Governors and members of the trust have worked with the Diocese of York to put in place a number of support packages. However, they recognise the limited impact of these packages and the limitations of the current trust in being able to support the school in becoming good or better.

Safeguarding

- The arrangements for safeguarding are ineffective.
- Pupils are not appropriately supervised at all times. This means that they are not always as safe as they should be. Information on incidents in school are not always recorded and shared with the appropriate personnel. This has meant that the safeguarding governor is not aware of incidents that have happened in school, which may compromise the safety of both staff and pupils in school.
- All staff have been appropriately checked and trained. They know to whom they should report any concerns.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not take into account pupils' abilities and developmental needs when planning lessons. This can mean that pupils and younger children do not make the progress they are capable of.
- Teachers do not use accurate information on pupils' starting points and progress to help plan lessons so that they more closely match activities to meet pupils' needs.
- Most-able pupils too frequently spend time completing work that is too easy. This hinders them from making the faster progress that they are capable of.
- Too often teachers are not using time spent in lessons for productive learning. Lessons too frequently do not start on time and pupils spend time on meaningless tasks when they are waiting for input from the teacher.
- Teachers have improved their skills in the teaching of phonics. This has particularly helped younger pupils. However, many older pupils demonstrate weaknesses in both spelling and reading.
- More recently, the quality of teaching has improved. Good relationships and good behaviour management mean that pupils confidently ask questions and are not afraid to learn from their mistakes.
- When teachers are working with small groups, they are proficient at showing pupils how they can improve and they pick up misconceptions, particularly in mathematics.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' welfare needs are not consistently met as they are not always appropriately supervised.
- Although staff keep a record of serious incidents that occur in school, they are not always recorded and shared appropriately.
- Pupils of all ages and with different needs mix extremely well together. However, pupils have little opportunity to mix with people outside of their community. This does not prepare them well for life in Britain today.
- Pupils say that they feel safe in school and that they would not hesitate to speak to an adult if something was worrying them.
- Pupils speak confidently about how to keep themselves safe in situations such as when crossing the road. They are less confident about how to keep themselves safe when using the internet.
- Pupils say that bullying does not occur in their school as they are all friends. They have a good understanding of what bullying is.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school at all times of the school day.
- Pupils speak confidently to visitors and welcome them to their school.
- Pupils are proud of their school and keep it clean and tidy.
- Although rates of attendance are just below that of other primary schools nationally, they are improving.
- Lessons are rarely disrupted by poor behaviour.

Outcomes for pupils

Inadequate

- Pupils do not reach the standards or make the progress that other pupils of the same age with the same starting points do nationally. This does not enable them to be well prepared for the next stage of their education.
- In mathematics in 2016, key stage 2 pupils were ranked in the bottom 1% for the progress they made compared to other pupils with the same prior attainment nationally. Pupils still spend too much time completing work that does not challenge them or help them make faster progress.
- In 2015, disadvantaged pupils made better progress than other pupils nationally in writing by the end of key stage 2. However, this has not been sustained and was not the case at the end of 2016 or with current pupils' progress. Pupils' low-level skills in

spelling, grammar and punctuation and their limited vocabulary hinder more progress in this area. There is no evidence that the pupil premium funding is having a positive impact on the progress these pupils make.

- The most able pupils spend too much time in lessons consolidating things that they already know. This hinders them from making the progress they are capable of. School leaders do not currently track the progress of these pupils and therefore do not have an accurate picture of their progress over time.
- Pupils' progress in reading has been consistently below that of other pupils nationally. However, progress in this area of learning has more recently improved. Pupils have access to a well-stocked library and are encouraged to read regularly. A legacy of poor teaching means that older pupils still struggle to read fluently and with good comprehension skills appropriate for their age.
- Pupils who have special educational needs and/or disabilities have some of their personal and emotional needs well met by attentive and caring adults. A lack of focused and individualised learning plans means that these pupils' academic needs are not being fully met.
- Teachers are now more skilful in the teaching of phonics. Younger pupils are beginning to reach higher levels of attainment in phonics. This is shown by improvements in the results of recent Year 1 and Year 2 phonics checks.

Early years provision

Inadequate

- Leaders and managers have not ensured that the welfare and academic needs of these children are consistently met. Lines of responsibility for learning and supervision are not clear when key members of staff are absent.
- Children enter the early years provision with a range of abilities and pre-school experiences. By the time they leave, their attainment is typically below or in line with other children of the same age.
- Children are well behaved and develop good relationships. They are happy and enjoy an exciting and well-resourced environment, both inside and outside. However, teachers do not use these resources to maximise learning or focus on a clear learning intention consistently so that progress could be at a faster rate.
- Children's achievements show some signs of improvement as a result of better teaching in this provision.
- Children in the early years are in the same class and learning environment as pupils in Years 1 and 2. This helps them in their readiness to start Year 1, as they are familiar with its environment, routines and teaching staff.

School details

Unique reference number	140662
Local authority	East Riding of Yorkshire
Inspection number	10023804

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mrs Josie Speck
Headteacher	Mrs Sal Smith
Telephone number	01964 650 214
Website	www.easington-academy.org.uk
Email address	admin@easington-academy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Easington Church of England Primary Academy is a small village school which is one of two schools which are sponsored by the William Temple Multi-Academy Trust. The school joined the trust in 2014.
- The school has begun discussions and has an agreement in principle to join a larger multi-academy trust. This is planned to take place in September 2017.
- The William Temple Multi-Academy Trust has collaborated with the Diocese of York and commissioned support from them for the school.
- Pupils are taught in two class groups. Pupils in Nursery, Reception, Year 1 and Year 2 are taught in class one. Pupils in Years 3, 4, 5 and 6 are taught in class two. Cohorts of pupils in any one year group range from between one and five pupils.
- The school does not meet current government floor standards.
- The school meets requirements on the publication of specified information on its

website.

- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- This inspection took place over two days, with half a day's notice.
- The inspector met with the headteacher and deputy headteacher. She also held meetings with middle leaders for English, mathematics and special educational needs. A telephone conversation was made to the director of the trust and the director of the diocese. Face-to-face meetings were also held with improvement officers from the diocese.
- A range of lessons were observed, some of these jointly with the headteacher. Pupils' books in all subjects across all year groups were also studied. The inspector spoke both formally and informally to a number of pupils and listened to them read.
- There were no responses from Parent View. However, confidential feedback from parents in the form of written questionnaires was considered.
- The inspector met with all teaching staff, as well as speaking to some additional support staff.
- Documentation relating to recruitment checks, pupils' progress, governors' minutes, policies, safeguarding documents and evaluations of school improvement were studied. The school's own self-evaluation and school development plan were also considered.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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