

Reedness Primary School

Reedness, Goole DN14 8HG

Inspection dates

13–14 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors have high expectations. Staff are clear about leaders' ambitions and support them well. As a result, the overall effectiveness of the school is good.
- Astute use of professional development and support for staff has resulted in good teaching and good leadership across the school.
- Pupils, and children in early years, make good progress in reading, writing and mathematics because of good teaching.
- Teachers' good subject knowledge enables them to plan interesting tasks across a wide range of subjects. High expectations ensure that pupils make good progress.
- Teachers' skilful questioning helps pupils overcome misconceptions and gain a good understanding of what is being learned.
- Teaching assistants make a good contribution to supporting children in early years and pupils who have special educational needs (SEN) and/or disabilities.
- All pupils spoken to say that they are safe and enjoy school. They are polite, courteous and respectful to each other and adults.
- Pupils are proud of their work and presentation is good. Pupils make a good contribution to their learning.
- Around the school and in classrooms, there are high-quality displays that interest pupils and support their good learning.
- Leaders ensure that the new curriculum offers exciting and memorable experiences for pupils. The curriculum supports pupils' good spiritual, moral, social and cultural understanding.
- Leaders have made sure that high-quality safeguarding procedures are in place to protect pupils and children.
- Parents and carers are exceptionally positive about the work of the school.
- Governors, leaders and the local authority are clear about the strengths of the school and what needs to be improved further. Their actions have improved the overall effectiveness of the school to be good.
- Occasionally, pupils' work is not adjusted skilfully to provide additional challenge in mathematics. From time to time, the pace of learning is not strong and time is not given to correct or complete work to a good standard.
- Middle leaders focus strongly on how new initiatives are improving pupils' engagement but do not focus consistently on the progress that pupils are making.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to increase pupils' progress further by:
 - skilfully adjusting work set in mathematics so it is consistently challenging, especially for the most able
 - ensuring that the pace of learning is consistently good so pupils make strong progress and engage fully in learning
 - providing sufficient time for pupils to overcome misconceptions and complete work to a good standard.
- Ensure that middle leaders are highly focused on checking pupils' progress to improve outcomes further and inform governors fully about the effects of new initiatives in learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and governors have developed a strong sense of purpose among all the staff. They have been very successful in improving the quality of teaching so that pupils make good progress. Morale is high. Staff and parents are giving leaders their full support.
- The headteacher and middle leaders have a good understanding of the strengths of the school and what needs to be improved. They have introduced a new curriculum that has captured pupils' interests. Judicious use of staff training has resulted in good leadership and good teaching. The headteacher and local authority advisers have coached middle leaders to develop good skills.
- Subject leaders use extensive information to check pupils' progress and the quality of teaching. Occasionally, they do not link the effectiveness of new initiatives to pupils' outcomes. Therefore, fine-tuning of initiatives is not swift enough to help pupils make even faster progress.
- Leaders have planned a comprehensive range of subjects and extensive additional activities. Topics start with expert visitors and teachers capturing pupils' interest. For example, a make-up artist and parents helped pupils look like Ancient Egyptians to launch a history topic. Because of such a positive start to the topic, high-quality work about Howard Carter discovering Tutankhamun's tomb was developed.
- Pupils' spiritual, moral, social and cultural understanding is well developed. Religious education and the many opportunities for art and cultural development make a good contribution. For example, key stage 2 pupils were quick to tell the inspector how much they had enjoyed the dance festival they attended during the inspection.
- The primary school physical education and sport funding is used very effectively. It is used to provide sports coaching for pupils and training for staff in the teaching of physical education. The school has upgraded outdoor facilities using the funding and obtained a National Lottery grant to develop the school's 'outdoor gym'.
- Additional government funding to meet the needs of various groups of pupils is used very effectively. Pupils who have SEN and/or disabilities have their progress checked meticulously by the SEN coordinator. Support for these pupils is planned carefully. When necessary, additional external support is organised to meet pupils' needs.
- The headteacher has transformed parents' perception of the school. He told parents about his plans for improvement and they have been kept well informed. Parents are highly positive about his work and that of staff. Parents are unanimous in saying that they would recommend the school to others, and some say that they have done so.
- Leaders have made sure that teaching and learning resources are of high quality and are used well. Corridors, classrooms and the early years area are bright, stimulating and serve as a celebration of pupils' achievements.
- The local authority has provided good training for governors, middle leaders and staff. Two local authority advisers visit the school regularly. They have checked the quality of pupils' work and supported leaders in introducing new initiatives for teaching and

learning. The advisers have made sure that middle leader have an accurate view of the quality of teaching, so they know what needs to be improved. They have helped teachers to assess the quality of pupils' writing, and work in other subjects, accurately. They have worked closely with leaders to improve teaching, learning and assessment to be good. Their challenge and support have made a good contribution to improving the school's overall effectiveness.

Governance of the school

- The governing body is ambitious for the pupils and makes a good contribution to leadership of the school. During the past year, they have received training from the local authority, increased their challenge to leaders and made sure that the school is improving. Governors have a detailed understanding of the school's performance and have supported leaders well in improving attainment.
- The headteacher and the local authority officer ensure that governors are well informed about the quality of teaching and pupils' learning. Prior to meetings, governors prepare a series of key questions to gain a detailed understanding of the work of leaders. This has improved their ability to challenge leaders and supports the smooth running of meetings. However, middle leaders are not consistently presenting comprehensive progress information for the new initiatives in school.
- Governors check the use of school finance. They check the effect of the additional government funding for various groups of pupils, including those who have SEN and/or disabilities. Governors are well aware of the positive use of the physical education and sport funding. They know that pupils' outcomes have improved quickly because of the astute work of the new headteacher and stability in teaching. Governors have a good strategic overview of the work of the school.

Safeguarding

- The arrangements for safeguarding are effective. High-quality systems ensure that pupils, including the most vulnerable, are safe and protected from harm. There is a clear ethos across the school that sets the safety of pupils as a high priority. All the appropriate safeguarding and welfare requirements are met in the early years. Parents are unanimous in saying that their children are well cared for and safe at school.
- Child protection training for staff and governors means they are knowledgeable and up to date in terms of the most recent guidance and legislation. Staff are vigilant and know what to do, should they have any concerns about children's welfare. The school works appropriately with external agencies and engages well with parents. Governors make sure that all adults on the school site are checked to confirm that they are fit to work with children. The school's central register of these checks is well kept. Governors receive regular reports to make sure that children are kept safe.

Quality of teaching, learning and assessment

Good

- The headteacher's relentless focus on ensuring stability in staffing and providing very effective training for staff has led to teaching being good.

- Teachers plan interesting work for pupils. As a result, pupils make good progress because they engage well and are keen to please. Teachers ensure that pupils are clear about the standard of work expected of them. Expectations are high and result in pupils making good progress in reading, writing, mathematics and a range of subjects.
- Teachers use their good subject knowledge to question pupils, and children, skilfully. The dialogue between teachers and pupils helps to close down misconceptions quickly. As a result, pupils gain an accurate understanding of what they are learning and produce work of a good standard.
- Pupils' work is checked regularly to make sure that it is of a good standard. Across key stages 1 and 2, teachers check the quality of pupils' writing very effectively in class and provide sound advice to challenge pupils of all abilities to improve their work. There are times when work set in mathematics is not adjusted swiftly to challenge the most able pupils to make consistently strong progress.
- An analysis of pupils' work by the inspector showed good opportunities for pupils to write at length. He found that this contributes well to pupils' good writing skills and the deepening of pupils' knowledge in a range of subjects. The inspector noted a good standard of English grammar and punctuation, with accurate spelling. Mathematical skills are applied well across the curriculum, especially in science. For example, pupils measured the girth of trees to determine their age. This led to plotting graphs and analysing findings. Occasionally, some pupils were not given enough time to complete work in subjects or to correct errors in their work to strengthen their understanding.
- In early years, adults plan exciting opportunities for children such as making palms for Palm Sunday. There are many occasions when early years children work closely with pupils in key stage 1 and learn well because of good support.
- Teachers plan many opportunities for children and pupils to develop good reading and phonics skills. Teachers and adults use their training and the new scheme for reading very well indeed to make sure pupils of all ages and abilities make good progress.
- Usually, the pace of learning is good and leads to good progress. However, there are times when teachers do not assess pupils' learning and understanding precisely, across the age range, to ensure that all are learning at a good rate.
- Teaching assistants work very effectively with pupils, especially those pupils who have SEN and/or disabilities. They have benefited from good training and know what is expected of them. Teaching assistants have high standards and are making a strong contribution to pupils' good learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and listen to each other's points of view. They treat each other and adults with respect.
- Pupils who spoke to the inspector said they enjoy school and feel safe. They understand how to use the internet safely. Pupils know what to do should a stranger

try to contact them by email. They know they are safe from accessing inappropriate websites as the school firewall blocks these.

- Pupils have good opportunities to take part in activities that keep them fit and healthy. At break and lunchtime, pupils keep fit by playing team games and using the outdoor gym and climbing wall enthusiastically.
- Pupils, including children in early years, get along well together and no one is left out at play. Children and pupils are well supervised and are confident with adults.
- Pupils have a very good understanding of British values. The local police officer visits the school to speak about the rule of law and this contributes well to pupils' understanding. Pupils contribute to classroom rules, keep them well and have formal elections for their school council. They are tolerant and say, 'It's what people are like on the inside that matters.'
- Pupils take pride in their appearance and work. Handwriting and presentation are usually of a good standard. Occasionally, some pupils are too content when work is too easy for them and do not seek greater challenge to make faster progress.
- Pupils said that bullying does not happen. They say that there are times when pupils 'fall out' but adults quickly resolve any issues. Pupils are confident that adults will listen to them and respond appropriately, should they have any problems.
- Pupils enjoy the breakfast club and the after-school club. They play well together and are safe and happy. Throughout the school, and at breakfast club, there are highly effective systems in place to keep children safe.
- Parents and staff are very confident that pupils are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils and children enjoy learning and conduct themselves well throughout the day.
- Pupils, and children in early years, manage their behaviour well inside and outside the classroom. They are well-mannered in the dining room and make sure that it is clean and spotless. Pupils enjoy collecting team points for good behaviour.
- Parents support the school by making sure that their children are punctual and attend well. Attendance is above average and has been improving because parents are very confident in the work of the school. They say their children 'love coming to school'.
- Pupils are keen to learn and make a good contribution to their learning. They have good attitudes and respond well to their teachers and other adults. They are keen to talk about their exciting experiences, such as the use of 3D virtual reality goggles in science to study comets and the planets.
- Pupils concentrate well on their work. Very occasionally, a few pupils lose concentration in class, although they do not disrupt others.
- The school is a calm and purposeful place. It is free from litter because pupils take care of their school environment.
- All staff and parents believe that behaviour is good.

Outcomes for pupils

Good

- Since September 2016, staffing has been stable and this has made a good contribution to pupils' good progress. Leaders have provided very effective training to make sure that the quality of teaching is good. As a result, pupils' progress is now good across the school in a wide range of subjects, including reading, writing and mathematics.
- This is an exceptionally small school with very few pupils. Consequently, comparisons between published outcomes and school results are not meaningful.
- Parents told the inspector that they had been dissatisfied with their children's learning before the new headteacher and new staff started.
- Currently, parents spoken to by the inspector say that they recognise rapid improvements in their children's learning because of skilled staff and a highly skilled headteacher. They say that progress is good. All parents responding to the Ofsted questionnaire believe that their children make good progress.
- The inspector's findings confirm parents' views, and the views of the school, that progress is good across all key stages. Attainment is increasing and pupils are being well prepared for the next stage of their education.
- The inspector analysed current pupils' work and saw good development of handwriting skills. There is a good standard of English grammar, punctuation and spelling that contributes well to pupils' good writing skills. Pupils are developing good skills in mathematics and applying them well to problem-solving. They quickly and accurately recall multiplication tables. Pupils enjoy practising number skills using computers and testing out their parents' skills at home.
- Pupils' progress and attainment in reading is good across the school. They develop good phonics skills in early years and Year 1 that support good reading skills across the school. Teachers focus well on developing good vocabulary and comprehension skills. Reading is promoted very well by the school and pupils are keen readers.
- The most able pupils make good progress because teachers have high expectations and set challenging work for them. Occasionally, these pupils would benefit from swifter challenge to make stronger progress.
- Those pupils who have SEN and/or disabilities make good progress from their starting points. The SEN coordinator identifies pupils' needs precisely and provides good training for teachers and their assistants. This leads to pupils making good progress.
- An analysis of pupils' work shows that good knowledge, skills and understanding are developing in a wide range of subjects. Pupils have good practical skills in science and art. Good work was seen in a range of subjects such as history, geography and religious education.

School details

Unique reference number	117939
Local authority	East Riding of Yorkshire
Inspection number	10042165

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair	Rebecca Dixon
Headteacher	Liam Jackson
Telephone number	01405 704264
Website	www.reednessprimaryschool.co.uk
Email address	reedness.primary@eastriding.gov.uk
Date of previous inspection	24–25 February 2016

Information about this school

- The school is considerably smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well below average and is very low in number.
- The vast majority of pupils are of White British heritage. Exceptionally few pupils speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is well above average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below average.
- The proportion of pupils joining or leaving the school at other than the usual times is well above average.
- Children have part-time education in the school's Nursery. In Reception, children

receive full-time education. There are fewer than five pupils in early years. Therefore, in accordance with Ofsted's guidance, the lead inspector decided not to provide a separate early years section and grade.

- There have been significant changes in staffing and leadership since the previous inspection.
- The new headteacher was appointed from September 2016 and two out of the three teachers were appointed at the same time.

Information about this inspection

- The inspector observed a range of teaching and learning throughout the school. Several lessons were jointly observed by inspectors accompanied by the headteacher.
- During the two days of the inspection, the inspector spoke with pupils, both individually and in groups, about learning and safety. He also spoke with parents.
- The inspector reviewed pupils' work in lessons and analysed samples of work in pupils' books. He listened to some pupils reading.
- The inspector held a meeting with the chair of the governing body and six other governors. A meeting was held with a representative of the local authority.
- The inspector held meetings with senior leaders and other staff.
- The inspector looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. He considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- The inspector analysed 20 responses to Ofsted's online questionnaire for parents (Parent View). He also considered six responses to the Ofsted staff questionnaire and 22 responses to the pupil questionnaire.
- On the first afternoon of the inspection, key stage 2 pupils attended a dance festival organised by a consortium of schools in the locality.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

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