

Bubwith Community Primary School

Church Street, Bubwith, Selby, East Yorkshire YO8 6LW

Inspection dates

4–5 July 2019

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
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Following some instability in staffing, leaders have pulled the staff team together and pointed the school in the right direction.
- Pupils' achievement over time has varied. Leaders have rightly prioritised and improved consistency in the quality of teaching. As a result, pupils' progress has increased.
- Leaders' effective actions have improved teaching and outcomes in mathematics and science, in particular over the last two years. Progress is strong in these subjects for pupils currently throughout the school.
- Most pupils learn to read well by the end of each key stage. However, the teaching of writing is not as effective as it is in the strongest subjects. As a result, the progress of a minority of pupils in writing is not consistently strong.
- The least able pupils, including those who are disadvantaged and/or those with special educational needs and/or disabilities (SEND), generally make steady progress. Some do not make the rapid progress that would help them to catch up quickly, including in early reading.
- Despite being a small school, senior leaders have developed effective middle leadership that makes a substantial contribution to school improvement.
- Leaders have designed a broad, balanced and enjoyable curriculum. Pupils acquire considerable knowledge in subjects such as history, geography and religious education (RE). However, the planning of the curriculum does not place enough emphasis on the cumulative progression of knowledge over time.
- Leaders have maintained a culture in which pupils behave well and exhibit good manners. Pupils develop confidence and positive attitudes to learning.
- The provision for pupils' spiritual, moral, social and cultural development is strong. As a result, pupils develop open-minded attitudes and flourish personally and socially. Adults prepare pupils well for life in modern Britain.
- Children in the early years get off to a positive start. Most achieve the early learning goals across most areas of learning. A substantial minority exceed these goals. Sometimes, however, the activities in which children engage independently do not challenge them well enough.
- The governing body keeps a keen eye on aspects of school improvement and on pupils' progress.

Full report

What does the school need to do to improve further?

- Improve the teaching of writing, so that it is of consistently high quality across the age range and pupils make consistently strong progress, by:
 - reviewing how writing is taught and developing consistent, agreed approaches in all classes
 - identifying exactly what the least able pupils cannot do, including the disadvantaged and those with SEND, setting precise targets, and giving these pupils effective extra support to catch up
 - identifying middle-attaining pupils who have the potential to write at greater depth.
- Sharpen the teaching of early reading, by:
 - reviewing the teaching of phonics, particularly for those pupils who fall behind in Year 1
 - ensuring that all staff who teach phonics are highly trained.
- Ensure pupils accumulate knowledge more systematically and progressively across all national curriculum subjects, by:
 - reviewing the content of each subject and the sequencing of the content
 - placing greater emphasis in curriculum plans on the detail of what pupils should learn and by when
 - making sure the chosen activities in lessons, as well as promoting enjoyment, always result in developing knowledge.
- Ensure that, when children in the early years select activities independently, these are consistently challenging.

Inspection judgements

Effectiveness of leadership and management

Good

- The substantive and acting headteachers have set the school on the right track, following considerable changes in staffing and some weakening progress. Leaders have evaluated strengths and weaknesses accurately and identified correct priorities. They have become more outward-looking to the wider professional community for challenge and support.
- Leaders have appropriately placed high priority on securing consistency in the quality of teaching across the school. For example, the very effective mathematics leader has been supported well to overhaul the mathematics curriculum and approach to teaching. As a result, pupils are making strong progress in mathematics across the school. The science leader has raised expectations of what pupils should accomplish in science. Consequently, teachers challenge, and increasingly deepen, pupils scientific thinking.
- There are few teachers in this small school. However, the headteacher has ensured they have been supported well in their middle-leadership responsibilities to share the load. They make well-considered plans, based on their evaluations of the curriculum and the standards pupils reach. For example, strong leadership of RE means pupils are challenged in their thinking. Pupils acquire considerable knowledge about major world faiths. This makes a strong contribution to their preparation for life in modern Britain.
- Leaders have not been as effective in improving the quality of teaching and pupils' outcomes in writing. Consequently, the quality of teaching, learning and assessment in writing is variable. Most pupils sustain broadly average progress in writing over time. However, some of the least able pupils do not make rapid enough progress to reach the expected standards.
- Leaders ensure a broad and balanced curriculum. The frequency and variety of enrichment activities in and outside lessons are valued by pupils and parents and enhance pupils' enjoyment of learning. However, leaders and teachers do not consistently place enough emphasis on the knowledge pupils acquire through these activities. Furthermore, curriculum planning does not consider well enough what pupils will learn, by when, and in what order. Leaders have plans in place to review the curriculum fully so pupils' knowledge development is more systematic.
- Leaders have established a strong culture in which pupils thrive personally and socially. Working towards the recent award of the Investors in Pupils accreditation has had a substantial impact in terms of pupils' conscientious attitudes to learning and their very positive conduct.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is effective. In this predominantly White British community, pupils learn about diverse peoples. They show open-minded attitudes, respect and understanding for gender diversity.
- Leaders make effective use of the additional funding for pupils with SEND. Staff are well supported to help these pupils access the wider curriculum and make good progress. The planning for pupils identified with SEND who are supported within the school without additional funding is not always clear enough about what precisely

these pupils need to learn and by when. While these pupils largely make average progress, this weakness in planning sometimes limits their ability to make the more rapid progress needed to catch up.

- The spending of the pupil premium contributes to pupils being taught in smaller groups than they otherwise might. This helps teachers to give these pupils individual attention. Generally, there is no significant difference between the progress of disadvantaged pupils and other pupils nationally or in the school.

Governance of the school

- The governing body has an accurate view of the school's strengths and weaknesses. Governors are not complacent. Conversely, they recognise that standards can rise further. They challenge leaders to bring this about.
- The frequent visits of some governors to the school keeps them well informed. They listen to the views of pupils and staff and question leaders about the impact of their work. These visits help them to test out leaders' assertions about what is going well.
- The governing body keeps on top of its statutory duties, including keeping an eye on the budget and making regular checks on safeguarding arrangements.

Safeguarding

- The arrangements for safeguarding are effective. All required safer recruitment checks are in place, and the record of these checks is complete.
- Staff questioned during the inspection showed well-developed understanding of their safeguarding and child-protection duties. For example, they know what, and to whom, they should report and how to record concerns. This includes their responsibilities regarding the 'Prevent' duty. Nevertheless, records of training are not thorough, so it is not easy to identify the precise training every member of staff has received.
- Child-protection records show that leaders take action to protect pupils at risk of harm. Records are detailed and organised in a way that helps leaders to see patterns in concerns over time.
- The school building and premises are safe, well looked after and secure.

Quality of teaching, learning and assessment

Good

- Leaders have secured consistency in the quality of teaching in most subjects. This is especially exemplified well in the teaching of mathematics. Teaching has undergone considerable improvement, resulting in raised standards. Teachers are systematic in their assessment of pupils. They make effective use of resources to develop pupils conceptual understanding. Teachers ask probing questions that help pupils develop their ability to reason. Pupils practise solving tricky mathematical problems.
- Daily reading lessons in key stage 2 make appropriate demands on pupils, helping them to develop their vocabulary and make inferences and deductions about what they read. Teachers check pupils' understanding of what they read and help pupils to think more deeply. Teachers expose pupils to quality literature and many pupils develop a

love of reading.

- The teaching of early reading is largely effective in helping the very large majority of pupils to meet the expected standard in phonics by the end of Year 1. However, the extra support the least able readers receive does not help them to catch up. Staff are not sufficiently highly trained to bring this about.
- In science, teachers challenge pupils to think increasingly deeply and to understand and make use of scientific vocabulary. In weekly RE lessons, pupils are challenged well to consider thoughtfully vital themes such as justice and freedom.
- The teaching of writing is less effective, because it is not consistent in quality across all classes. Pupils do not consistently apply what they have learned about how to improve the quality of their written sentences. Teachers' checks on the accuracy and quality of pupils' writing do not routinely result in more rapid progress, particularly for the least able pupils.
- Teachers plan activities across the curriculum that are appealing and engaging. Because of this, and because teachers generally challenge pupils well, behaviour and attitudes to learning are positive. Positive relationships between staff and pupils also make a strong contribution to learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Consequently, pupils learn to get along together well, develop positive attitudes to learning and feel safe.
- Strong, nurturing relationships between adults and pupils develop pupils' confidence. Pupils work conscientiously. They persevere when work is challenging. They collaborate productively and take turns speaking and listening to each other's views.
- Pupils' spiritual, moral, social and cultural development is strong, because leaders prioritise these aspects. Learning in RE makes a particularly strong contribution to these aspects of education. Pupils have learned about influential leaders such as Martin Luther King and William Wilberforce. They were able to recall debates in which they have engaged, for example about the issue of slavery and whether it is right to keep animals in captivity.
- Pupils understand how the school council makes a positive contribution. They learn about democracy, as school councillors are elected by their peers following a campaign. Pupils demonstrate open-minded attitudes about gender stereotyping and different sorts of family relationships, because they have learned about these things. All of this contributes well to their preparation for life in modern Britain.
- Pupils have a well-developed understanding of bullying. They are satisfied that adults deal with any potential bullying or conflict quickly and effectively. They understand the danger of online bullying and important rules about how to stay safe online.

Behaviour

- The behaviour of pupils is good. Pupils appreciate the system of rewards. Teachers rarely need to impose sanctions. Both in lessons and at other times of the school day, pupils conduct themselves well. For example, pupils are calm and exhibit good manners as they eat their lunch.
- Pupils, with the help of adults, make sure that new pupils make friends quickly and that pupils who may be left out are helped to join in.
- Pupils are friendly and polite. They say hello to visitors, make eye contact and smile. They hold doors open to let others pass. These positive behaviours are a result of the high expectations of adults and the diligent teaching of these behaviours over time.
- For those few pupils who find it more difficult to behave well, leaders plan carefully. They keep a record of incidents that helps them to see any patterns in behaviour and to intervene effectively. As a result, the behaviour of these pupils improves. Leaders have taken action to help these pupils to be fully included at lunchtimes through careful supervision.
- Attendance has been consistently above the national average over time. Very few pupils are persistently absent. Leaders take effective action to address any persistent absence, including that of disadvantaged pupils.

Outcomes for pupils

Good

- By the end of key stage 2, the attainment of pupils in each of reading, writing and mathematics compares favourably with that of pupils nationally. Most pupils read at least to a standard that prepares them to access a broad curriculum at secondary school. The proportion of pupils reaching the expected standard in all three subjects combined has been limited, because the progress of some of the least able pupils has been stubbornly hard to accelerate, particularly in writing.
- By the end of key stage 1, over the last two years, attainment in the core subjects of English and mathematics has been generally above average. The progress of pupils currently in the school, across all year groups, especially in mathematics, is quickening. In a wide range of subjects, pupils make good progress.
- The most able pupils largely make progress to maintain above-age-appropriate standards year on year. A few pupils who reached expected standards earlier in their schooling are not stretched quite enough to reach the higher standards of which they ought to be capable by the time they leave.
- In writing, over time, the most able pupils have sustained progress to reach high standards by the time they leave. Middle-ability pupils sustain broadly average progress to meet the expected standard. This year, an increased proportion of Year 6 pupils have made stronger progress, resulting in an improvement in attainment. Some inconsistency in the teaching of writing across classes results in no-better-than-average progress for the least able pupils, insufficient for them to catch up to their peers year on year. Often these least able pupils, few in number, are disadvantaged and/or pupils with SEND.
- The very large majority of pupils meet the required standard in phonics by the end of key stage 1. Some of those who do not nevertheless go on to meet the expected standard by the end of Year 2. For a small number, lack of progress in phonics hinders

their progress through Year 2 and through key stage 2.

Early years provision

Good

- Children enter the Reception class from several pre-school providers with skills, knowledge and understanding broadly typical for their age. By the end of the early years, the proportion of children reaching a good level of development is similar to the national average. Most children are ready to hit the ground running in Year 1. A small minority of children make progress sufficient to exceed many of the early learning goals, including in early reading, writing and numeracy.
- Children learn phonics from the start of the Reception year. This gives them quick access to reading and writing with some confidence.
- Adults interact effectively in children's play and exploration to help children think creatively and play constructively in a way that challenges them. During activities in which they engage independently, many children concentrate, persevere with tricky tasks and sustain interest. Occasionally, some of these tasks make insufficient demands on children and lack purpose, so that, while children enjoy the activities, learning is limited.
- The leader has developed positive and helpful communications with feeder nurseries regarding assessment and transition to make sure children settle quickly and get off to a quick start with their learning.
- The leader secures substantial parental involvement. Many parents and carers make contributions to their children's assessment through the online assessment system. Leaders make sure parents know how to support their children with learning to read at home.
- The assessment of children's development across all the areas of learning is comprehensive. Adults identify the next steps for each child. Leaders have sought some external evaluation of the early years to help them to sharpen practice and to validate the accuracy of assessment.
- Children enjoy playing and learning together. They learn to collaborate. They follow routines and instructions. Positive, nurturing relationships with adults help children to feel safe. The early years welfare requirements are met.

School details

Unique reference number	117878
Local authority	East Riding of Yorkshire
Inspection number	10087656

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Sandra Hills
Acting headteacher	Amy Bailiss
Telephone number	01757 288261
Website	www.bubwithprimary.co.uk
Email address	bubwith.primary@eastriding.gov.uk
Date of previous inspection	March 2010

Information about this school

- Bubwith Community Primary School is a smaller-than-average-sized primary school, organised into mixed-age classes.
- The proportion of pupils eligible for the pupil premium is below the national average. The proportion of pupils with SEND is smaller than the national average. Almost all pupils are of White British heritage.
- The assistant headteacher is currently acting in the role of headteacher for a period of a year while the substantive headteacher is on extended leave.

Information about this inspection

- The inspector, jointly with the headteacher, observed teaching and learning in most classes at least once. The inspector, with school leaders, scrutinised a sample of pupils' workbooks.
- Informal and formal discussions were held with pupils about what it is like to be a pupil in the school. The inspector listened to two pupils read to a teaching assistant.
- Regular meetings were held throughout the inspection with school leaders. The inspector met with three governors, including the chair of the governing body. A telephone conversation was held with a representative of the local authority.
- The inspector considered 43 responses to the Ofsted online survey Parent View. He also held informal discussions with a few parents at the start of the school day.
- The record of checks on the safer recruitment of staff was scrutinised. A range of other records and documents relating to safeguarding and child protection was examined. A number of staff were questioned about their safeguarding responsibilities.
- The inspector examined a range of documents, including the school improvement plan, school self-evaluation statement and notes of the checks leaders make on the quality of teaching and learning. Governing board minutes and notes of visits for the local authority were examined.
- The inspector analysed assessment information and compared this with national data. The school's internal assessment information was considered.

Inspection team

Philip Riozzi, lead inspector

Her Majesty's Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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