

Inspection of North Frodingham Primary School

North Frodingham, Driffield YO25 8LA

Inspection dates: 23 and 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Early years provision	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

From the moment pupils join North Frodingham Primary School, they are surrounded by kindness and care. Staff have a genuine interest in the pupils they work with. They aim for every pupil to enjoy their time at school, and to be fully prepared for the next stage of education when the time arrives.

Although the school is much smaller than many other schools, leaders have made sure that pupils do not miss out on opportunities to develop as individuals. Pupils are supported to develop their curiosity about the world around them. They benefit from an extensive number of school trips, clubs and societies. Visitors are also frequently used to enhance learning.

Pupils are involved in a wide range of school leadership roles. They are supported to develop friendships with pupils in other classes. Older pupils listen to younger pupils read, lead playtime activities and support pupils in the early years provision.

Pupils behave politely and respectfully in and out of lessons. Occasionally, when pupils are doing work which does not challenge them, they can become slightly restless. Sometimes pupils can do more than teachers expect of them. Incidents of bullying and other poor behaviour happen very rarely. When they do, they are dealt with promptly and effectively. Pupils, parents and carers all spoke positively about life at the school.

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

The headteacher, supported by governors, has invested time in reviewing the curriculum on offer at the school. Subject leaders have been supported to review what pupils are taught in each of their lessons. They have considered the best order in which to teach topics. They have trained other teachers in ways of ensuring that pupils remember the most important pieces of knowledge.

Leaders spend time quality-assuring the curriculum that is in place. They then take actions to address any areas of concern. For example, leaders identified opportunities to improve the religious education curriculum. Since then, they have rewritten teaching plans, using an external scheme of learning as a starting point to help guide their plans. They have carefully considered the needs and abilities of their pupils and what they already know. They have also introduced ways to enrich the subject, such as organising for religious leaders to come into the school to help stimulate learning. Pupils spoke highly about their learning in this subject. They could easily remember the most important knowledge they had been taught.

Reading is prioritised in school. Pupils are supported to read confidently. Leaders have recently introduced a new programme to support the teaching of phonics. Staff have received appropriate training to prepare for this. Leaders are keen for this training to continue, to ensure that the programme is effective as it can be. As a result of the COVID-19 pandemic, some pupils are not yet as confident in phonics as

they should be. Although leaders are aware of this, they must accelerate their interventions to ensure that pupils catch up more rapidly.

All pupils are taught a broad range of subjects. Some subject leaders use externally available packages to provide a structure for lessons and to ensure that all aspects of the national curriculum are taught. Sometimes, however, teachers stick too rigidly to these plans. This is especially the case in mathematics. Teachers do not make the necessary adjustments to ensure that the lessons meet the needs of their pupils. As a result, the progress that some pupils make is limited. Behaviour across the school is calm and respectful. The only time that pupils get distracted in lessons is when they are not challenged appropriately.

Leaders have improved the quality of the early years provision. Children in the provision now benefit from a carefully planned curriculum. Staff are mindful of what children need to know, as well as what they will learn when in key stage 1. Children benefit from stimulating activities and learning opportunities. Recently, a dental nurse was invited in to enhance dental hygiene learning. Each child's progress is carefully monitored by staff who spend quality time interacting with them.

Pupils have an extensive variety of opportunities to prepare them for life in modern Britain. This has been achieved through a curriculum that is well mapped out. Pupils are taught about important topics such as democracy, law enforcement and different types of relationships. Training is in place to support teachers to deliver these topics.

The efforts leaders have made to ensure that all pupils have responsibilities within school are exemplary. Pupils on the 'eco committee', for example, enhance the school's sustainability mission. Pupils on the school council help raise money for a mental health charity, selected by their peers. Pupils in Years 5 and 6 lead activities with younger pupils on the playground. They have received training to support them with this. Older pupils read with younger pupils, and house captains ensure that all pupils engage in sporting opportunities.

Pupils feel safe at the school. They know they can speak to an adult to discuss any problems they have. They attend school regularly and with pride. When pupils require additional support, leaders provide it. There has been a recent focus on improving pupils' mental health and well-being. Pupils spoke positively about these initiatives. Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. All staff are aware of these pupils' needs, and ensure that they are met.

Governors have a deep-rooted connection with the school. They want the best for pupils, staff and the wider community. They have specific responsibilities, and meet regularly to support the headteacher. They are aware that they need to ask more probing questions about the curriculum, to ensure that pupils' ambitions are consistently met.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make all relevant checks when new staff are recruited. They also ensure that visitors who come into school are safe to work with children. The designated safeguarding lead has received extensive training to support her in this role. All staff receive regular training in relevant safeguarding topics. Leaders test staff on their knowledge, to ensure that the training has had the necessary impact. When incidents do occur, actions taken by leaders are rapid and appropriate. Pupils feel very safe at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- As a result of the COVID-19 pandemic, some pupils are not as confident in phonics as they should be. Leaders have recognised this, but have not yet allocated additional time for younger pupils to focus on phonics. Leaders must now raise their expectations of pupils, and implement strategies to get all pupils back on track.
- Some subject leaders have introduced commercially available subject plans to support teachers. These are less effective when they have not been personalised to meet the needs of the school's pupils. For example, in mathematics, some pupils are able to do more than teachers expect of them. The sequencing of the curriculum should be reviewed to ensure that all pupils are challenged appropriately.

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	117861
Local authority	East Riding of Yorkshire
Inspection number	10200293
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair of governing body	Hilary Winterbottom
Executive Headteacher	Michelle Bell
Website	www.northfrodinghamprimary.co.uk
Date of previous inspection	1 and 2 November 2016, under section 8 of the Education Act 2005

Information about this school

- Since September 2016, the school has been formally federated with Beeford Church of England Primary School. The schools share a headteacher and a local governing body.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher and with those responsible for governance, including the chair of the governing body. A meeting was conducted remotely with a school improvement partner from the local authority.
- To evaluate the quality of education, inspectors did deep dives in reading, mathematics and religious education. Inspectors spoke to subject leaders and

teachers. Inspectors talked to pupils about their work, visited lessons and looked at samples of pupils' work. Inspectors also listened to pupils read.

- Leaders outlined the school's wider curriculum offer. Inspectors spoke to pupils about these opportunities, and observed an assembly and a pedestrian safety session.
- Inspectors met with leaders of SEND to review the support in place for vulnerable pupils and those with additional needs. Inspectors met with the school's designated safeguarding lead to review how pupils are kept safe.
- The inspection team considered the views of 13 members of staff and 34 pupils who responded to Ofsted's surveys. Inspectors also took into account the 12 responses to Ofsted's parent survey, Parent View.

Inspection team

James Duncan, lead inspector

Her Majesty's Inspector

Alison Ashworth

Ofsted Inspector

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