

Inspection of a good school: Cliffe Voluntary Controlled Primary School

Main Street, Cliffe, Selby, North Yorkshire YO8 6NN

Inspection date:

24 November 2021

Outcome

Cliffe Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Pupils have a spring in their step. During morning break, they all ran, along with a few teachers, their daily mile. After four laps of the field, they were pleased with their efforts and had rosy cheeks to show for it. The whole school community is proud of the successful fundraising through a sponsored run during the pandemic.

Pupils say behaviour is good. Adults swiftly deal with any minor disputes fairly. Pupils are unaware of any bullying. They talk thoughtfully about racism, sexism, toxic relationships and gender stereotypes. Pupils said their self-portraits showed they are 'all different, unique and special'. Younger pupils' hall display shows they should not let 'little worries turn into worry monsters'. Pupils know how to stay safe. In Year 6, a display of 'helping hands' reminds them of the five trusted adults who they can turn to if worried or upset.

All adults have high expectations of pupils in school. Pupils in turn set targets for themselves. They aspire to be respectful, ready to learn and independent. The school's good reputation in the community is burgeoning. Parents' feedback during the inspection was uniformly positive.

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

The headteacher brings a sense of calm and reassurance to the school. He has led the school very effectively through the pandemic. Staff speak openly of the support and trust they have that allows them to be part of a strong school team. Teachers have worked hard and successfully to identify emerging gaps in some pupils' basic skills of reading, writing and mathematics caused by COVID-19. The catch-up funding is being used effectively to help pupils consolidate their basic skills. Teachers are adept in assessing pupils' learning to make sure what is taught next is what pupils need.

The leader of English is providing staff and pupils with a wealth of reading experiences. Pupils are introduced to a wide range of genres and authors, including classical literature. The teaching of phonics is well established and effective. Children in the early years know

the teaching routines like 'my turn then your turn'. Pupils are quickly learning to read and using their knowledge of letter sounds to spell words. Younger pupils at risk of not keeping up in reading are given extra help. All pupils enjoy listening to a story at the end of the day. Reading areas in classrooms are well stocked and books displayed attractively, enticing pupils to read.

Planning in mathematics identifies the key knowledge that pupils should learn and how it builds on what they already know. Leaders use assessment well as a check of pupils' achievement and to plan next steps. Teachers use practical resources and images to help pupils understand new mathematical concepts. Pupils in Reception get off to a good start in mathematics. The learning environment encourages them to develop their concept of number and relationship within numbers. Skilled staff lead daily input sessions to deepen pupils' understanding. Pupils concentrate and try their best. Positive attitudes and behaviour underpin their success.

Leaders do not plan and sequence all subjects as well as mathematics, design technology, and personal, social and health education. Key ideas in some subjects are vague and do not allow pupils to make connections in knowledge. Some pupils struggle to remember what they have been taught. It is sometimes unclear what pupils need to know and be able to do at the end of a unit of work. The school is well placed to address this issue based on work already completed on other parts of the curriculum.

Teachers are skilled in quickly identifying any pupil who might be at risk of falling behind. Appropriate support is secured for pupils with special educational needs and/or disabilities (SEND), including partnership working with external agencies. Communication between school and home is strong. The school is working hard to ensure all pupils work with stamina and resilience, including those with SEND. Small steps planned for these pupils are ambitious and realistic. They have full access to the school's curriculum.

The school has done all it can during the pandemic to retain the rich and diverse opportunities for pupils beyond the daily curriculum. Classes access a term of tuition on a musical instrument. Working with pupils, a visiting artist redesigned the school logo. Pupils have enjoyed a residential visit, trips to the coast and outdoor learning activities during the pandemic. Plans are in place to continue and extend these opportunities with visits from artists and authors.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is of paramount importance for the school. Staff are knowledgeable and well trained. Update training reminds staff how to identify a pupil at risk of harm. Record-keeping is meticulous and detailed. Staff have a good understanding of potential local risks, such as radicalisation or sexual exploitation. The designated safeguarding lead is adept in securing help from external partners through swift referrals. All staff are committed to developing pupils' all-round well-being. Pupils have a good knowledge of how to keep themselves safe through lessons on e-safety and stranger danger.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects in the curriculum are not as well planned and sequenced as other subjects. Key themes that thread through subject content are unclear. Consequently, some pupils struggle to connect new learning to what they already know, and to remember knowledge in the long term. Leaders need to ensure that the quality of curriculum planning is equally strong in all areas. Leaders have already taken action to plan next year's curriculum and train staff in how to deliver it. For this reason, the transition arrangement has been applied.

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

This is the first section 8 inspection since we judged the school to be good on 12 and 13 October 2016.

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	121529
Local authority	North Yorkshire
Inspection number	10200222
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing	Mary Lumley
Headteacher	Adam Blackwood
Website	http://www.cliffe.n-yorks.sch.uk/
Date of previous inspection	12 and 13 October 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher has taken up post since the previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Meetings were held with the headteacher, teachers, teaching assistants and the office administrator from the school. Inspectors also met four members of the local governing body and held a telephone conversation with a local authority development partner.
- Deep dives were carried out in reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to some pupils read.

- The inspectors observed pupils' behaviour during lesson visits and at break and lunchtime. They spoke to pupils about their views on behaviour and a group of pupils gave an inspector a guided tour of the school.
- Safeguarding records, including the single central record, were reviewed. The inspectors talked to pupils and staff about their views of safeguarding.
- The views of 29 parents who responded to Ofsted's questionnaire, Ofsted Parent View, were considered.
- The inspectors met with staff to discuss their well-being and workload. Inspectors considered the 13 responses from Ofsted's staff survey.

Inspection team

Phil Scott, lead inspector

Ofsted Inspector

Tim Scargill-Knight

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021