

# Inspection of a good school: Burton Pidsea Primary School

Church Street, Burton Pidsea, Hull HU12 9AU

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Inspection date:

7 October 2021

## Outcome

There has been no change to Burton Pidsea Primary School's overall effectiveness judgement of good as a result of this inspection. However, the evidence gathered does not suggest that the school would receive as high a grade if a section 5 inspection were carried out now. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Burton Pidsea Primary is a happy and friendly school where pupils feel safe. Pupils say that it is like a 'big happy family'. Staff have high expectations of pupils' behaviour. As a result, most pupils behave well in lessons. However, pupils' learning across the curriculum is variable. They learn more in some subjects than in others. Teachers plan and sequence learning well in subjects such as mathematics. This is not the case in all areas. The curriculum does not build sufficiently on up what children learn in early years.

Teaching children to read is a priority. Pupils develop a love of reading and can typically talk with confidence about different authors. Older pupils say that they enjoy helping younger pupils when they visit other classes as expert readers. Good-quality, interesting story books are identified for pupils to study. Pupils do not learn about different writing styles in enough detail.

Pupils understand the values they are taught at Burton Pidsea, such as respect. Pupils enjoy a wide range of after-school activities, including sports clubs. Parents and carers value the opportunity for their children to learn to play a musical instrument. Pupils say that bullying is very rare and that if there are problems, staff sort them out.

Children settle quickly into the early years class. They enjoy learning and playing inside and outside. Children enjoy counting along with adults and using the water tray to learn about capacity.

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

Leaders are at different stages of curriculum planning. In mathematics and geography, leaders have mapped out the knowledge that pupils will learn over time. This is not the case across the curriculum. In some subjects, it is not clear what pupils need to know and

when they should learn. Leaders have identified curriculum planning as an area for improvement. However, this remains at an early stage.

Early reading is a priority. Leaders have revised the early reading curriculum to improve phonics teaching. Pupils' reading books are now well matched to the sounds they know. Occasionally, pupils struggle to read unknown sounds and this is not noted by the staff reading with them. Leaders know that further staff training is needed to ensure that practice is secure. Pupils read appealing texts and stories that support themes they explore across the curriculum. On occasions, teachers do not focus on the language and style that writers use in these texts in enough detail.

Leaders and governors place high importance on developing pupils' personal development. Pupils are provided with a broad range of opportunities to develop their talents and interests, including a range after-school clubs. Staff know and understand the individual needs of pupils with special educational needs and/or disabilities (SEND). This ensures that these pupils receive appropriate support.

Pupils, including children in early years, behave well and demonstrate positive attitudes to learning. Classrooms are places where pupils can learn. Pupils' enjoyment of school is reflected in their high rates of attendance. Children in early years settle very well into routines. The early years learning environment is of a high quality inside and outside.

Leaders and governors place a high priority on supporting staff. As in many small schools, staff each lead more than one subject. However, the staff who spoke with inspectors feel well supported and believe that leaders consider their well-being.

Governors aspire for the school to be a central part of the village community. They are acutely aware of the demands on a small school. They know about the school's many strengths. They also know that they need to check more robustly on the curriculum and the use of specific funding.

In discussion with the headteacher, inspectors agreed that the content and implementation of the curriculum, from early years to Year 6, and aspects of reading, may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a culture of safeguarding. Appropriate systems are in place to ensure that the adults who work in the school are suitable to work with children. Leaders provide regular training for staff so that staff know what to do if they have concerns about a pupil. Leaders work closely with a wide range of professionals to ensure that pupils and their families get the help that they need. Responses to the pupil survey show that pupils feel safe and know that staff will listen to any worries they might have.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A curriculum overview maps out the broad expectations of the national curriculum coverage from Year 1 to Year 6. However, leaders have not consistently identified how the curriculum will be planned for all subjects from the earliest years. Leaders should ensure that the curriculum in all subjects clearly sets out what pupils should know and in what order, from early years to Year 6. Subject leaders can then check that their subject is being implemented as planned throughout school. This will enable pupils to benefit from an ambitious curriculum across all subjects.
- Leaders have identified a range of interesting stories and novels for pupils to experience in each class. These help pupils to think about important ideas and issues. However, pupils do not learn about language, style and genre in sufficient detail. Pupils do not have sufficient opportunities to practise writing in different styles and genres. Leaders should ensure that pupils learn more about language and style in their study of texts.

## 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 Burton Pidsea Primary School to be good in September 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

<b>Unique reference number</b>	117839
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10200082
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fiona Good
<b>Headteacher</b>	Sandra Ward
<b>Website</b>	<a href="http://www.burtonpidseaprimaryschool.co.uk">www.burtonpidseaprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	21 and 22 September 2016, under section 5 of the Education Act 2005

## Information about this school

- Burton Pidsea Primary School is smaller than the average-sized primary school.
- Since the previous inspection, a new headteacher has been appointed and the school is organised into four class groups.

## Information about this inspection

This was the first routine inspection the school had 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.

- During this inspection, inspectors met with the headteacher and four members of the governing body, including the chair of governors.
- Inspectors held a telephone conversation with a representative of the local authority.
- Inspectors viewed a range of safeguarding documentation, including the single central record and reviewed leaders' checks on the suitability of adults to work at the school.

Inspectors met with the designated safeguarding lead and checked how leaders record and respond to safeguarding concerns.

- Inspectors conducted deep dives in early reading, mathematics, and art and design. As part of this work, inspectors reviewed curriculum plans, visited lessons and met with curriculum leaders and teachers. They also talked to pupils and looked at their work.
- Inspectors spoke with parents and carers and considered the 15 responses to Ofsted's online questionnaire, Parent View, including 10 responses to Ofsted's free-text facility.
- Inspectors also reviewed the 10 responses to Ofsted's staff questionnaire and 19 responses to Ofsted's questionnaire for pupils.

### **Inspection team**

Amraz Ali, lead inspector

Ofsted Inspector

Andrea Batley

Her Majesty's Inspector

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