

Inspection of Patrington C of E Primary Academy

Southside, Patrington, Hull HU12 0RW

Inspection dates: 1 and 2 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are usually happy in this school. They enjoy learning and are friendly, polite and well mannered. Some pupils have experienced frequent changes of teachers over time. They say that this has been difficult but that they are enjoying their learning now.

Leaders want pupils to achieve well. They have started to make changes to improve the school in areas such as reading and mathematics. Other areas of the curriculum still need improvement to ensure that all pupils learn well.

Pupils say that they feel safe in this school. Most pupils feel that staff deal with their concerns well. Leaders have raised their expectations for pupils' behaviour. As a result, pupils say that behaviour has improved in the school recently. Leaders recognise that there is further work to do to ensure that the changes they have made are understood and enacted by all staff consistently.

Pupils' personal development opportunities are not wide enough. In the past, they have had a range of activities to try, which have engaged their interest. This is currently limited to areas such as music or sport, due the impact of COVID-19. Parents and pupils want the school to increase the range of activities offered.

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

The school has been through an unsettled period of leadership. This means that there have been many changes made over an extended period. New leaders are now making changes to improve all aspects of the school. The recently appointed headteacher recognises that parents have not always been informed sufficiently about these changes. They recognise that they must do more to involve parents in the life of the school.

Leaders have focused on improving reading, writing and mathematics in the school over the past year. These changes are supporting pupils' learning well. Pupils say that they enjoy subjects such as mathematics and can recall much of the content they have been taught.

Leaders have prioritised the teaching of reading in the school. They identified this as an area that needed much improvement due to the inconsistent approaches used previously. They have worked swiftly to implement a new phonics programme and have high ambitions for the future. All staff have been trained to deliver this programme and are using the same approach in lessons and when reading individually with pupils. New resources have been introduced which help pupils to practise reading the sounds that they have learned. There is a positive vibe about reading.

Pupils who have secured reading skills are encouraged to read regularly and often. They enjoy discussing what they have learned from texts. An example of this was seen as pupils in Year 3 discussed their learning from a text about ideas that make your head spin. Pupils could talk about these ideas and then extend them further through detailed shared discussions.

Leaders have also started to make some improvements in planning for learning in the wider curriculum. There is now planning in place that ensures that all subjects are taught regularly. However, planning for different subjects is variable. Consequently, teachers are not supported well enough to deliver well-sequenced lessons in some subjects. The quality of sequencing and progression within the curriculum currently, combined with limited teachers' subject knowledge, does not give all learners, including those with special educational needs and/or disabilities (SEND), enough opportunity to be successful.

There have been significant staffing changes in the early years. Leaders have focused on improving the learning environment and developing staff knowledge of how to support children to learn effectively in the early stages of schooling. Teachers plan activities which engage and interest children. Currently, these activities do not always ensure that learning builds over time. This means that children do not always have sufficient opportunities to build on prior learning. Staff need further support to plan lessons which will help all pupils to be ready for learning in Year 1.

Pupils can recall learning about areas such as different beliefs or religions. They have some understanding of values such as democracy or liberty. They say that they are taught to respect others and treat everyone equally. A small minority of pupils say that this learning is not always applied by other pupils in the school. Some pupils feel that they are treated differently. When this happens, they do not want to tell adults in case they are 'picked on' by other pupils. Leaders are aware that this perception needs addressing urgently. This will then ensure that pupils go to the trusted adults in school when they need help or advice.

The new headteacher and leadership team are beginning to address the significant areas for improvement in the school. The use of experienced leaders from other schools is starting to benefit the staff and help them to feel more supported. However, this is currently only in limited areas. Trust leaders have facilitated this, but more support is needed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders show a good understanding of the risks that pupils face in the local area. They have implemented processes to support identification, reporting and recording of any concerns. Staff know what to do if they are worried about pupils. They receive regular training. However, more must be done to ensure that everyone reports any concerns swiftly. Leaders work constructively with agencies such as

children's social care and will challenge them robustly if they feel that more support is needed for a pupil.

Leaders must ensure that procedures to monitor incidents or accidents are more robust. While they act swiftly on known concerns, they are sometimes unaware that incidents, such as the use of derogatory language, are taking place and therefore do not address them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The plans and ambition that leaders have to improve the school are not always communicated well. This means that staff and parents do not always understand why changes are taking place. Areas identified which need to improve, such as changes to the behaviour systems, should be communicated more effectively and then monitored for consistency. This will enable leaders to measure success in school improvement and support both staff and parents to understand the impact of new approaches.
- Currently, curriculum planning lacks the necessary detail to support teachers to plan effective sequences of lessons. This means that teachers do not plan lessons that build learning in subjects over time. Leaders should draw on the expertise within the trust in order to deliver a stronger programme of training and development. In particular, curriculum leaders, including those in early years, need training to develop the detail within subject plans.
- Assessment is not used well enough to ensure that teachers adapt lessons to meet the needs of all learners, particularly those with SEND. This means that some pupils do not achieve as well as they should. Leaders should check more regularly that teachers are adapting lessons to meet pupils needs and that pupils with SEND have full access to the curriculum.
- Leaders have ensured that the curriculum supports pupils' wider personal development. Pupils are developing an awareness of different cultures and values. However, some pupils report hearing some derogatory language, and some are not confident to report their concerns. Leaders should make sure all pupils are confident to raise a concern with a trusted adult and that concerns are dealt with consistently.
- Too few pupils have sufficient opportunity to access a wide range of different experiences to help them to learn about their talents or interests. As a result, pupils do not always aspire to take on new challenges or try new things. Leaders need to accelerate their efforts to ensure that all pupils, and especially those who are disadvantaged or vulnerable, have sufficient opportunity to try new and different experiences.

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	145190
Local authority	East Riding of Yorkshire
Inspection number	10212098
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	Board of trustees
Chair of governing body	Josie Speck
Headteacher	Carron Pitois
Website	www.patrington.ebor.academy
Date of previous inspection	Not previously inspected

Information about this school

- The school has undergone significant changes in leadership over the past three years. There is a new headteacher and deputy headteacher in post.
- Patrington Church of England Primary Academy converted to become an academy school in April 2014. It became a member of EBOR Academy Trust in October 2017. When its predecessor school was last inspected by Ofsted, it was judged to require improvement.
- The school is a Church of England Academy. The last section 48 inspection took place in November 2016.
- The school runs a breakfast club and after-school club on the school site.
- The school does not currently use alternative provision.

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. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- During the inspection we met with the headteacher and other senior leaders. Meetings were also held with the chief executive officer of the trust and other trust representatives. Members of the local governing body also met with inspectors. A telephone meeting was held with a representative of the Diocese of York.
- The inspectors considered the following subjects in depth: reading, mathematics, history and design technology. We met leaders, visited lessons and looked at books and records of learning. Inspectors talked to pupils and teachers from the lessons visited.
- We scrutinised a range of documents, including the school's self-evaluation documents and plans for improvement, as well as records of the work of governors. Planning in a range of other wider curriculum subjects were also reviewed.
- The arrangements for safeguarding were checked. This included checking the single central record. Discussions were held with the leaders about safeguarding systems and processes. Records and information about behaviour and attendance were also discussed.
- Inspectors gathered pupils' views about the school through formal and informal discussions with many pupils during the course of the inspection. These discussions took place during lessons, in meetings and at breaktimes. We observed their behaviour at various times during the school day, including breaktimes and lunchtime. We also took account of responses to the pupils' questionnaire.
- Inspectors met some parents to gain their views of the school. We reviewed free-text comments to Ofsted's online survey, Parent View. We also took account of responses to Ofsted's online questionnaire for staff.

Inspection team

Andrea Batley, lead inspector

Her Majesty's Inspector

Liam Colclough

Her Majesty's Inspector

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