

Inspection of a good school: North Ferriby Church of England Voluntary Controlled Primary School

Church Road, North Ferriby HU14 3BZ

Inspection dates:

2 and 3 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a caring school. Relationships between adults and pupils are respectful. Pupils say that adults support them well with their learning. Pupils are supportive of one another. They listen carefully to other people's opinions. Pupils are polite. They move around school sensibly. Pupils are not concerned about bullying in school. They know that trusted adults are there to help them. Pupils make it clear that people should be respectful of differences.

Pupils enjoy attending clubs such as 'knit and natter', chess and film club. They talk about them with enthusiasm. Clubs are well attended by all groups of pupils. Leaders encourage pupils to develop healthy lifestyles. Newly installed playground equipment helps pupils to be active at break times. Pupils enjoy buying a range of fruits each week on 'Fruity Friday.'

In the last few months, leaders have begun to review the curriculum. The reading and mathematics curriculums are well sequenced. However, other subjects, such as history, physical education and art do not provide enough opportunity for pupils to build on what they have already learned. Leaders are reviewing plans for these subjects. Some subject leaders do not monitor the impact of their curriculum. This means they do not know how well pupils are doing in these subjects.

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

Children settle into school quickly. There are strong links between home and school. The early years teachers know their children well. They have created an attractive and purposeful environment for children to learn. Staff have reviewed the early years curriculum. This helps children to prepare for Year 1. Children start to read as soon as they start school. Staff are well trained in teaching children to read. They know which sounds children should

know as they move through the school. Pupils, including those with special educational needs and/or disabilities (SEND), are given extra support if they fall behind. The books pupils read are well matched to the sounds they have learned. This helps children to read unfamiliar words with confidence.

In mathematics, leaders have ensured that staff have the skills and knowledge they need to deliver the curriculum. Staff told the inspector that they are appreciative of the help they receive. The curriculum for mathematics is well sequenced. Learning builds carefully on what pupils already know. Teachers make regular checks to see what pupils have learned. They use this information to adjust their plans. Leaders make regular checks to ensure that the curriculum is being taught well. Leaders have clear plans in place for further improvements.

The curriculum, for subjects other than English and mathematics, is not well sequenced. It does not build on pupils' previous knowledge with enough precision. As a result, pupils find it difficult to remember what they have been taught. For example, pupils have not developed a secure understanding of chronology in history. They are uncertain about when different historical eras occurred. Subject leaders do not make the necessary checks on their subjects. They do not use assessment information to check what pupils have understood. This means that subject leaders cannot know what they need to do to make improvements. Senior leaders have introduced a plan to give subject leaders the support they need.

There are clear systems to identify pupils who have additional needs. Adults help pupils with SEND to carry out similar activities to other pupils. Staff use plans to give some of these pupils extra support. Staff receive good support from the leader for SEND. Leaders work alongside external specialists to provide further advice.

Pupils read texts that introduce them to different values and beliefs. Staff support pupils' social and emotional needs well. Leaders have considered the impact of school closures on what pupils may have missed when learning about relationships, sex, and health education. They have reviewed plans so that pupils are given opportunity to catch up this year.

Parents recognise the work that leaders have done to improve communication. Staff are motivated to improve the school. Leaders consider the workload of all staff. Staff feel proud to be a part of 'Team Ferriby.' The governing body are passionate about the school. However, they do not provide leaders with enough challenge. Governors do not have the knowledge they need to provide leaders with effective support. They do not check the information leaders give them.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding of pupils is a priority in school. Staff know pupils and families well. There are effective systems for the reporting and recording of information. Staff receive training throughout the year. This helps staff identify the signs that pupils might be at risk. Leaders carry out checks to make sure new staff are suitable to work with children.

New staff receive the safeguarding information and training they need as soon as they start.

Pupils have opportunities to learn how to stay safe in the curriculum. Pupils are confident about how they can stay safe online. Pupils learn about healthy relationships as they move through the school. They say that behaviour is good.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum, in subjects other than English and mathematics is not well sequenced. Pupils' learning does not build on what has been taught before. As a result, their learning is muddled. Leaders should ensure that the curriculum in all subjects is well organised so that pupils are able to know and remember more as they move through the school.
- Some subject leaders do not check how well the curriculum is being taught. They do not know what pupils have learned. Leaders should introduce effective systems to check that curriculum plans are being taught. Leaders should introduce effective systems to check what pupils know and remember as they move through the school.
- The governing body does not provide enough challenge to senior leaders. Governors do not check the information they receive well enough. This means governors do not have the knowledge they need to support leaders effectively. The governing body should introduce effective systems that help them challenge and support leaders.

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 21 March 2017.

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	117985
Local authority	East Riding of Yorkshire
Inspection number	10211336
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	282
Appropriate authority	The governing body
Chair	Matthew Brailsford
Headteacher	Jo Ledingham
Website	www.northferribyprimaryschool.co.uk
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- This is an average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils identified as having SEND is lower than national averages.
- The school does not use alternative provision.
- The school is a member of the York Diocese.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, special educational needs coordinator (SENCo) and curriculum leaders. Meetings also took place with members of the teaching staff and with teaching support staff.

- The inspector met with members of the local governing body, the local authority and the Diocese.
- The inspector undertook deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed documents relating to safeguarding, including records on the school's online recording system and the single central record.
- The inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- The 86 responses to Ofsted's online questionnaire, Parent View, were considered. There were no responses to Ofsted's questionnaire for staff or pupils.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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