

# Inspection of Easington CofE Primary Academy

High Street, Easington, Hull HU12 0TS

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Inspection dates: 19 and 20 May 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

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 at Easington Church of England Primary Academy are happy and feel safe. Although leaders have high ambitions for pupils, these are not consistently realised. While pupils experience a well-planned curriculum in some areas, such as reading, this is not the case in all subjects. As a result, pupils do not achieve as well as they should in some subjects.

Leaders have high expectations of pupils' behaviour. They ensure that pupils conduct themselves well. Leaders have created a positive learning environment. Pupils are eager to come school and their attendance and punctuality have improved. Pupils are tolerant and kind. They are proud of their 'team'. One pupil reflected the views of many when they said: 'We don't speak over people – we listen to ideas and build on these; we get a chance to be heard and give others a chance to listen.'

On the rare occasions that bullying happens, staff deal with incidents quickly. Pupils know that adults will help them if they need support.

Leaders have not provided pupils with a wide range of experiences outside the classroom. There are few opportunities for pupils to develop their talents and interests and only a few trips to places of local interest. Pupils would like more opportunities for such activities.

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

Leaders in the early years have designed a curriculum based on children's needs and the early years framework. Staff have positive relationships with children, which helps them to feel happy and safe. Some of the activities planned for children do not enable them to learn what teachers intend. As a result, some children develop gaps in their knowledge.

Leaders have planned a curriculum in mathematics and history that sets out the knowledge that pupils should learn in a logical way. However, some aspects of the curriculum are not well taught. In some lessons, the teacher's explanations are not clear. Some of the activities that teachers plan do not help pupils to remember the content that they are being taught. This hampers pupils' achievement.

The curriculums for other subjects, such as geography and design and technology, are less well developed. Leaders have not defined the knowledge that they want pupils to learn in these subjects. As a result, teachers are not clear about the precise knowledge they should teach pupils. Pupils do not achieve well in these subjects.

Children start to learn to read as soon as they begin the Reception year. Leaders have provided training for staff to ensure a consistent approach to teaching phonics. Pupils develop fluency and confidence in reading. Staff check pupils' understanding to ensure that they remember the sounds that they are taught. Pupils who struggle

with reading have daily, tailored support. As a result, they are catching up to their peers.

The needs of pupils with special educational needs and/or disabilities (SEND) are accurately identified. Regular assessments help staff to understand how to help these pupils with their next steps. Staff provide effective support for pupils with SEND in lessons. For example, pupils work through small, stepped activities to build and combine ideas before introducing new concepts.

Leaders have designed a programme of personal, social, health and economic (PSHE) education that builds on the school values of 'friendship, compassion, respect and thankfulness'. Pupils are articulate and kind. They are able to debate. For example, when discussing the cause of the Second World War, pupils were able to consider and explain Hitler's motivation to persecute the Jewish people, even though they did not agree with his actions. Pupils are considerate of each other when they share ideas. They show respect for people that are different to themselves. They understand the need to be tolerant and to stand up for those that cannot speak for themselves.

Trustees and local governors take steps to assure themselves that staff are able to manage their workload. Trust staff add capacity to the leadership team, as well as supporting teachers in the early stages of their career. Trustees receive detailed information about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are knowledgeable about the potential risks to pupils' safety. Recruitment checks on those who work in the school are carefully undertaken and recorded accurately. Leaders ensure that staff and governors receive up-to-date training. This helps adults to be alert to signs that a pupil could be at risk of harm.

Assemblies and 'reflection for the day' provide pupils with an opportunity to learn about how to keep themselves safe. Pupils are very aware of the potential risks when using the internet. They understand how to protect their identity and privacy.

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

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

- The curriculum for some subjects, such as geography and design and technology, does not precisely identify what pupils should learn. Teachers are unsure what to teach pupils. As a result, pupils do not achieve well in these subjects. Leaders should ensure that they precisely identify the knowledge that pupils should learn over time in these subjects.

- Teaching is not consistently effective in helping pupils to learn and remember the content of the curriculum. As a result, some pupils have gaps in their learning and do not achieve as well as they should. Leaders should ensure that teachers receive suitable training and support to enable them to teach the curriculum effectively.
- Leaders do not provide pupils with a range of experiences to develop their talents and interests or their understanding beyond their immediate locality. Leaders should develop a programme of extra-curricular activities to help pupils to explore a wider range of interests.

## 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>	145189
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10212099
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tricia Ellison
<b>Headteacher</b>	Emma Leighton
<b>Website</b>	<a href="http://www.easington.ebor.academy">www.easington.ebor.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the EBOR Trust in 2017.
- There have been significant changes in leadership since 2017. The headteacher took up post in April 2021. The school has support from members of the trust's school improvement team.
- The school does not 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff, including members of the trust school improvement team.
- Inspectors conducted deep dives in reading, mathematics, history and geography. Inspectors met with curriculum leaders, visited lessons, looked at pupils' work and

talked to teachers and pupils. Leaders were involved throughout the deep dive activities.

- Inspectors also viewed curriculum plans and reviewed pupils work in other subjects.
- Inspectors listened to pupils read to a familiar adult in Reception, Year 1 and Year 2.
- Inspectors met with the trust CEO and representation from the diocese.
- Inspectors reviewed the reports from leaders that are shared with the board of trustees.
- Inspectors met with representatives from the local governing body, including the chair of governors.
- Inspectors spoke to parents and carers at the start of the school day.
- Inspectors reviewed the responses that were received through the online questionnaire, Ofsted Parent View, which included free-text comments.
- Inspectors observed pupils' behaviour throughout the school day, including before school, breaktimes, lunchtimes and during lesson visits.
- Inspectors spoke to pupils and teachers about safeguarding, behaviour and wider curriculum opportunities.
- Inspectors scrutinised safeguarding records and documentation relating to behaviour and attendance.

### **Inspection team**

Christine Durand, lead inspector

Ofsted Inspector

Marcus Newby

Her Majesty's Inspector

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