

# Inspection of Nafferton Primary School

Westgate, Nafferton, Driffield YO25 4LJ

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Inspection dates: 24 and 25 May 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Nafferton Primary School is a place where childhood is nurtured and celebrated. Pupils are proud to be part of the 'family'. Many parents say that this school is 'amazing' and 'unique'. Leaders have carefully planned how every nook and cranny can be used to encourage children to be imaginative and develop curiosity about learning. Carefully chosen books, artefacts and displays inspire and challenge pupils to ask questions and find out more, in a rich, warm and welcoming environment.

Nafferton pupils stand out. Their behaviour is exceptional. Pupils are polite and articulate. They greet people cheerfully as they move around school. Staff teach this by example. They have high expectations of behaviour, both in lessons and at other times of the day. Pupils say that this helps them to learn. There is no bullying here because everyone treats others with respect and kindness. Pupils say that they feel happy and safe at school.

Leaders have developed a curriculum which links learning to real-life experiences. Lessons are purposeful. An example of this was seen through the letters written to the Brazilian embassy about deforestation. These resulted in pupils visiting London to present their concerns at the embassy. Pupils enjoy rich and varied opportunities to discover new talents and interests. These include opportunities such as playing steel drums or tending the school gardens.

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

Leaders and staff make learning exciting and memorable. They have developed an environment which creates curiosity and inspires children to learn. Leaders and governors care about the staff, families and pupils in the school. The 'HARVEST' values of happiness, aspiration, respect, values, endeavour, success and togetherness underpin the curriculum and are known by everyone in the school.

Leaders have created a curriculum that helps pupils make links between subjects. Most subjects have clear plans which identify the knowledge pupils need to remember. This results in pupils being able to talk about learning in depth. For example, one pupil told an inspector, 'We think Vikings are vicious because, historically, enemies of the Vikings wrote down their version of events and the Vikings didn't.' In this way, pupils can talk at length about the origin and validity of evidence over time.

Other areas of the curriculum are not as well developed. In a small number of subjects, curriculum plans do not include the detailed knowledge that leaders intend for pupils to know and learning is not revisited frequently enough. This means that many pupils cannot recall learning in these subjects as it doesn't build over time.

Pupils are encouraged to stop and read in every corridor and classroom. Leaders help to develop a love of reading by providing books that interest, challenge and excite pupils. Leaders recognise the importance of developing reading skills as soon

as children start school. They have identified this as an area which needs to improve. Currently, while all pupils have daily phonics lessons, the approaches used are not followed consistently by all staff. Some of the pupils who are finding learning to read more challenging are given support, but this is not always regular enough to help them to catch up.

Pupils' learning in mathematics is a strength of the school. The well-planned curriculum is understood well and implemented effectively by staff. Pupils' workbooks highlight how they use the key instant recall facts to help them solve problems.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Teachers plan learning that is linked to pupils' individual targets. This means that pupils with SEND are challenged and supported to be successful. Staff work with parents to understand pupils' needs. Children in the early years participate in exciting and interesting learning opportunities. Leaders carefully plan learning tasks that link to exciting and stimulating texts. Children in the early years focus on the 'three Ms', making conversation, meaningful marks and mathematics.

The list of clubs, trips and visits pupils access is long and varied. Pupils take part in village walks, trips to theatres and residential visits. Pupils can become school councillors, churchwardens or head gardeners. Many pupils learn to play musical instruments, chess or golf or become junior medics. The forest school and 'Bray Way' walk is used effectively to promote both physical and mental well-being. Parents say the range of activities offered by the school helps pupils develop greater confidence to try new things.

Governors are closely involved in the life of the school. Leaders are passionate about teaching pupils to care for others. During the pandemic, pupils attending school sang in the playground every day to cheer up the village. Parents value this and say that everyone in this school 'goes the extra mile' to help them and their families.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders regard the safety of pupils as the highest priority of the school. They ensure that safeguarding is at the forefront of everyone's mind with regular training and updates. There are clear, well-understood procedures in place to report concerns and the designated safeguarding lead follows up on these with urgency and tenacity. Leaders have good links with other agencies to ensure that families get help if they need it.

Pupils are taught to keep themselves safe in the local environment and online. They are confident to talk to adults if they have worries or concerns. They know that all adults in the school will help them.

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

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

- Teachers' knowledge of phonics is not consistently strong. Support for pupils varies in quality. Pupils who need to catch up do not do so as quickly as they might. Leaders should continue to develop teachers' knowledge of phonics so that systems are used consistently and more pupils learn to read fluently.
- There is insufficient detail in a small number of the curriculum plans to enable teachers to plan for pupils to build knowledge over time. Some learning is not being revisited regularly enough. This means that pupils do not remember the important learning leaders intend in the curriculum. Leaders should ensure that all learning is planned in sufficient detail and revisited regularly over time.

## 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>	117858
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10211819
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lynne Twinn
<b>Headteacher</b>	Paul Johnson
<b>Website</b>	<a href="http://www.naffertonprimaryschool.co.uk">www.naffertonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	28 June 2007

## Information about this school

- This is an average-size primary school.
- The proportion of pupils who are known to be eligible for pupil premium funding is in line with the national average.
- The school has breakfast and after-school provisions led by a private provider on site.
- The school does not make use of alternative education 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.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.

- Inspectors met with the headteacher, the deputy headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders, class teachers and pupils.
- The lead inspector met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives into reading, geography, mathematics and religious education. For each deep dive, inspectors looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at books and samples of work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors considered responses to Ofsted's online questionnaire for staff and Ofsted's online questionnaire for parents, Ofsted Parent View, including comments received via the free-text facility.

### **Inspection team**

Andrea Batley, lead inspector

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