

Inspection of Little Weighton Rowley Church of England Voluntary- Controlled Primary School

White Gap Road, Little Weighton, Cottingham HU20 3XE

Inspection dates: 22 and 23 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending this friendly and welcoming school. There are positive relationships between adults and pupils. These are built on mutual respect. Pupils generally behave well. They develop positive relationships towards each other. Pupils know how to raise a concern and they trust that staff will help them. This includes on the rare occasions that bullying occurs. Leaders place a high priority on the safety of pupils. Pupils know how to stay safe online. They learn about the importance of positive relationships.

However, pupils experience a variable quality of education. In some subjects, leaders have not considered what pupils should learn carefully enough, including in the early years setting. Pupils struggle to remember important knowledge in some subjects. Subject leaders do not make sufficiently thorough checks on the quality of the curriculum in their subjects. This means that they do not have an accurate understanding of how well pupils are learning.

Pupils experience a wide range of enrichment opportunities. Visits to interesting places like the Lake District help pupils to learn about different locations. Pupils develop friendships with children in a Kenyan school. This helps pupils to learn more about life in a different part of the world. Pupils enjoy taking part in a wide range of extra-curricular experiences, such as sports club and coding club.

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

Leaders have strengthened some curriculum areas. In some subjects, leaders have thought carefully about what they want pupils to know and remember. In mathematics, the important knowledge that pupils must learn is clearly identified. Learning builds on what pupils already know. However, in some other subjects, the important knowledge is not clearly identified. This means that pupils are not building on what they know and can do. As a result, some pupils have gaps in their knowledge. They do not develop the depth of understanding they should in some subjects. In some mixed-age classes, younger pupils complete the same work as older pupils in some subjects. For some pupils, this is not sufficiently ambitious.

In some subjects, such as early reading and mathematics, teachers check carefully that pupils remember the important knowledge that curriculum leaders have highlighted. Teachers use this information to identify any gaps in pupils' knowledge and address these in subsequent lessons. In these subjects, pupils develop increasing understanding and depth of knowledge. However, there is not a consistent approach for all subjects. This means leaders and teachers do not know how well pupils are learning in all subjects. Some pupils continue to have gaps in their knowledge.

Leaders place a high priority on reading. They have introduced a range of interesting books that pupils read during their time in school. Children start learning to read as soon as they start school. Leaders have ensured that adults have the training they

need to teach children to read. Teachers make regular checks and provide additional support to ensure that all children keep up. The books that children read help them to practise the sounds they have learned. As a result, children learn to read with increasing accuracy and confidence.

Despite the strength of the early reading curriculum, leaders' development of other areas of the early years curriculum is at an early stage. It is not clear what children should know as they move from Nursery to Reception class. Leaders have not designed the curriculum carefully enough to ensure that children are ready for their next stage of learning.

Leaders have high expectations of pupils with special educational needs and/or disabilities (SEND). They work effectively with external agencies to access additional provision where this is needed. Pupils with SEND receive effective support. Staff receive detailed information that outline the targeted support they should receive. This allows teachers to help pupils with SEND access similar learning to other pupils. Pupils behave well both in lessons and around school. They support each other well in classrooms. Pupils learn about different relationships and what is important to people of different faiths. Pupils are respectful of people with different backgrounds or beliefs. Pupils contribute well to the local community. Visits to the local care home are welcomed by residents. This work prepares pupils well for life in modern Britain.

Leaders, including governors, take care to consider the workload of staff. Staff are proud to work at the school. They know that there is a supportive team ethos here. Governors understand some of the school's strengths. They provide support and challenge to school leaders to help improve the school.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding of pupils is a priority in school. Staff know pupils and families well. Leaders provide training so that staff can recognise any signs that could indicate pupils are at risk or suffering from harm. Staff know how to report any concerns they may have about pupils' safety. Leaders swiftly follow these up. Leaders carry out checks to make sure new staff are suitable to work with children.

Leaders ensure that pupils are taught about how to keep themselves safe. Pupils learn how to stay safe in a range of ways, such as when online or using social media. They know there are trusted adults available throughout the day that they can talk to if they have any concerns. Pupils are confident that staff will act quickly to keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the important knowledge that pupils should know in sufficient detail. Teachers do not always have the information they need to consistently help pupils build on what they already know. This contributes to gaps in pupils' knowledge. Leaders should ensure that the small steps of important knowledge are clearly identified so that pupils learn well across all subjects.
- In some subjects, leaders do not carefully check that pupils have learned the planned curriculum. As a result, leaders and teachers do not consistently identify gaps in pupils' knowledge. Leaders should ensure that teachers accurately identify where pupils have not learned and remembered the planned curriculum, so that any gaps in knowledge can be addressed.
- The early years curriculum does not set out what children must know in each area of the curriculum carefully enough. As a result, what some children experience is not sufficiently ambitious. Leaders should ensure that the knowledge that children need is clearly identified so that children are even better prepared for their next steps.

How can I feed back my views?

You can use 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.

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	117990
Local authority	East Riding of Yorkshire
Inspection number	10255698
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair of governing body	M. Cross
Headteacher	Susie Varley
Website	www.littleweightonrowleyprimary.co.uk
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school takes nursery-age children within the early years setting. At the time of the inspection, 4 children of nursery age were attending school.
- Leaders do not make use of any alternative providers.
- The school is a voluntary-controlled school with a religious character. It was inspected under section 48 of the Education Act 2005 in 2017. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due by November 2025.
- The current chair of governors took up post in September 2022.

Information about this inspection

The inspectors carried out this graded 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 senior leaders, including school leaders and representatives of the local governing body. A meeting was held with a representative of the local authority. Inspectors spoke with teaching and support staff.
- Inspectors undertook deep dives in reading, mathematics, design and technology and geography. For each deep dive, the inspectors 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. Inspectors also spoke to leaders about the curriculum in some other subjects. An inspector listened to some pupils read.
- Inspectors scrutinised important safeguarding documents, including the single central record. Inspectors spoke to pupils about what they learn to keep themselves safe.
- Inspectors met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- Inspectors considered the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, as well as responses to Ofsted's staff questionnaire and pupil survey.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Andrew Yeomans

Ofsted Inspector

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