

Inspection of a good school: Reedness Primary School

Main Street, Reedness, Goole DN14 8HG

Inspection date:

23 May 2023

Outcome

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

What is it like to attend this school?

This warm, welcoming village school is the heart of the local community. Parents and carers, pupils and staff state that it is like being part of one big family. Relationships that pupils have with each other are strong. Older pupils take on roles to support their younger friends. They enjoy this responsibility. One pupil stated, 'Everyone here helps each other, we are always there to support our friends.' Pupils enjoy attending school. They say that they feel safe and are 'surrounded' by adults whom they can speak to if they have any worries or concerns.

Leaders have a renewed ambition to improve the curriculum that is being taught. However, this is not yet fully in place in early years or in some curriculum subjects across the school, including mathematics. Pupils, therefore, are not yet achieving as well as they should in some curriculum subjects. This includes in reading, for pupils in all key stages.

High expectations are set by leaders to ensure that behaviour is positive. Pupils understand the rewards in place. Pupils say that bullying does not happen at their school. They recognise that pupils may fall out with each other but say that teachers help them to sort things out together.

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

Leaders have put in place a phonics programme for younger pupils at the early stages of learning to read. They have ensured that the books pupils take home to read are matched to their reading ability. Pupils change these books frequently and have a good selection to choose from. However, leaders have not prioritised the teaching of reading. Teachers do not make the most of phonics sessions to ensure that pupils are given every opportunity to practise learning how to read. While younger pupils enjoy regular story sessions with adults to promote an enjoyment of reading, older pupils do not have the same

opportunities. The teaching of reading and the promotion of a love of reading are not carefully planned in key stage 2. These pupils, therefore, receive a more limited reading offer and do not achieve as well as they should.

Leaders have started to develop the curriculum. They are ambitious that pupils should receive the best education. However, the curriculum, including that in early years, is not currently carefully planned and sequenced. The precise knowledge that pupils need to know to meet leaders' expectations for their subjects is not clearly mapped out. Teachers are, therefore, not clear on the key knowledge that pupils need to learn and remember. As a result, pupils are not able to build on their prior learning. There are gaps in pupils' knowledge in some curriculum subject areas, including mathematics.

Leaders have prioritised a strong personal development offer for pupils. They are aware that pupils need exposure to life beyond their small community. Leaders ensure that a range of visitors attend the school to work with pupils. In addition, educational visits, including residential trips, ensure that all pupils enjoy wider opportunities. Younger pupils and those with special educational needs and/or disabilities take part in all that is on offer. They develop a sense of resilience and learn to manage risk-taking. Older pupils support their friends when they are feeling less confident. All pupils benefit from a range of extra activities after school. They use their pupil voice representatives to help to choose the clubs on offer. Pupils enjoy art, baking, board games and the woodland club, as well as sports and gardening.

Pupils speak of the 'big questions' that form part of their weekly assemblies. These encourage pupils to develop an understanding of difference, alongside the fundamental British values. Pupils learn about faiths and cultures that may be different to their own. Pupils are accepting of others' differences and say that everyone is welcome at their school.

Staff appreciate the way that leaders care for their well-being. They feel respected and valued. Leaders consider the workload of this small staff team carefully. Leaders and teachers extend this well-being offer to pupils and parents. They see it as an extension of their role within the community. Relationships between staff and parents are overwhelmingly positive.

Governors are clear in their roles and responsibilities in the leading of the school. They recognise and check on the actions taken so far by school leaders to improve pupils' well-being and develop community relationships. They have more to do to check on how well curriculum leaders are improving the curriculum, including in reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all necessary safeguarding checks are in place for staff and visitors who may be joining the school.

All staff receive up-to-date safeguarding training and remain vigilant to reporting any concerns that they may have. Leaders carefully check these safeguarding reports and contact the appropriate agencies when required.

There is an awareness from leaders, including governors, of the local risks that pupils may face. Pupils learn about these as part of their extended curriculum. For example, pupils are taught about water safety, road safety, and drugs and alcohol misuse, as well as how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Reading is not prioritised highly enough by leaders. Teachers do not make the most of opportunities for pupils to practise reading and to develop the knowledge to help them to become confident and capable readers. Leaders, including governors, need to ensure that a reading curriculum is carefully planned for all pupils, but particularly those in key stage 2. In addition, leaders should ensure that teachers make the most of opportunities in their phonics lessons for younger pupils to recap previous learning and practise reading.
- The curriculum, including the early years curriculum, is not sufficiently planned and sequenced. Leaders do not make clear the precise knowledge that pupils need to learn in each year group. Teachers are, therefore, not clear in what they are teaching and when. Pupils are not able to build on prior learning effectively so that they remember key knowledge. Leaders, including governors, need to ensure the curriculum carefully sequences the knowledge that they want pupils to learn at each stage, including in the early years.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

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.

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	117939
Local authority	East Riding of Yorkshire
Inspection number	10269211
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	29
Appropriate authority	Local authority
Chair of governing body	Kylie Boyle
Headteacher	Matthew Herbert
Website	www.reednessprimaryschool.co.uk
Dates of previous inspection	13 and 14 March 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up the substantive post of headteacher in April 2023.
- The school is a smaller-than-average primary school.
- There is a breakfast and after-school club run by the school.

Information about this inspection

- 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.
- The inspectors carried out deep dives in reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to parents and took into account their views through Ofsted Parent View and the free-text service.
- The inspectors reviewed safeguarding documentation, which included the school's record of the checks carried out on new employees and safeguarding records.

- Inspectors spoke with pupils, parents and leaders about the curriculum beyond the academic, as well as pupils' behaviour at the school.
- Meetings were held with the local governing body and a representative from the local authority.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

David Taylor

Ofsted Inspector

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