

# Inspection of North Ferriby Church of England Voluntary Controlled Primary School

Church Road, North Ferriby HU14 3BZ

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Inspection dates: 11 and 12 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Adults have high expectations of pupils at North Ferriby Primary School. Pupils are happy and feel safe. They enjoy being rewarded with 'owl' tokens that they exchange for prizes. This encourages them to work hard and try their best. Pupils are respectful of adults and each other. In lessons, pupils are attentive. At playtimes they take part in team games, such as cricket, together. Pupils demonstrate the school's values of friendship, courage, perseverance and respect. If bullying happens, teachers resolve it promptly.

There are opportunities for pupils to be leaders within school. In 'celebrate and achievement' assembly, house captains give out certificates. Pupils are proud to receive an award for their achievements.

Adults encourage pupils to be responsible citizens. Pupils are proud to be part of a house team. Each house team raises money for a chosen charity. Teachers help pupils to show respect and treat everyone in the same way. Pupils learn about what makes people different. For example, they visit different places of worship which helps them to understand more about people of different faiths.

Pupils can explore their talents and interests in after-school clubs, like football and choir. They learn how to have a healthy body and mind. Educational visits, such as the annual residential, help pupils to gain a deeper knowledge of the subjects that they study.

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

Leaders have an effective curriculum in place to help pupils learn to read. Phonics lessons start straight away in Reception. Lessons are taught with consistency. Pupils learn to read new words using the sounds that they know. Pupils practise reading new sounds regularly. The books that pupils read match the sounds that they are learning. This helps pupils to develop fluency and confidence in reading. Pupils who need help to catch up in reading receive this from well-trained staff.

Reading is celebrated in different ways across the curriculum. Pupils look forward to the daily reading 'pledge' time when they listen to a teacher reading a class text. Reading ambassadors listen to younger pupils read, as well as organising activities for reading celebration events.

Leaders have developed a well sequenced curriculum. Subject leaders have had training to help them understand how to check that their subject is consistently well taught. This enables subject leaders to identify where improvements are needed in teaching. Generally, curriculums are well taught. However, in some lessons in foundation subjects, the activity choices that some teachers choose do not help pupils to learn and remember the intended content set out by leaders. This means that sometimes, pupils do not learn the exact knowledge that leaders intend.

Leaders are currently strengthening how teachers check to make sure that pupils have learned and remembered the knowledge that they should. At the moment, some teachers do not carefully check to make sure that pupils have learned and remembered what they have been taught. This means that teachers sometimes do not adapt the curriculum to ensure that pupils learn all the knowledge that leaders intend. As a result, some pupils do not develop the depth of knowledge they could.

There is an inclusive system in place to support pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the same learning as their peers. Teachers make effective adaptations for these pupils, such as providing them with specialist equipment. Adults are perceptive to the needs of pupils with SEND. Teachers check carefully to make sure that pupils meet specific targets that are set for them.

Leaders make sure that there is a carefully considered personal, social and health education curriculum in place. This supports pupils' well-being. Pupils learn how to treat others respectfully, irrespective of difference. For example, pupils learned about disability in their recent sports' week when they took part in inclusive sports. Pupils learn about the importance of democracy by voting in student elections.

In the early years, the curriculum is organised and logical. Teachers have identified the vocabulary that they want pupils to learn. Books are a key part of learning. Children have good natured relationships and work well together. All adults engage well with pupils.

Leaders promote the importance of attending school to parents and carers through regular communication updates.

Governors and leaders work well together to improve the school's provision. Governors have an in-depth knowledge of the school's improvement priorities. They support and challenge the leadership team appropriately. Teachers are well supported by leaders. Parents are supportive of the new leadership team and welcome the improvements that have been made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding systems are well embedded in the school. All adults take part in an effective training programme. Adults learn how to spot pupils who may be vulnerable or at risk. Leaders work with local partners to make sure that appropriate support is in place for all pupils and their families. They understand the risk their pupils may face.

Pupils learn how to stay safe when using the internet, crossing the road and when around water.

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

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

- Sometimes, teachers do not make appropriate choices about lesson content. This means that some pupils do not achieve the highest possible outcomes, particularly in subjects like geography. Subject leaders should ensure that teachers are supported to make appropriate pedagogical choices so that pupils are able to achieve their full potential.
- Some teachers do not adapt the curriculum to help pupils fill gaps in their knowledge in foundation subjects. This means that some pupils do not remember the key content they should. Leaders and teachers should check that pupils have learned the intended curriculum and make necessary adjustments to curriculum teaching where there are gaps in knowledge.

## 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

<b>Unique reference number</b>	117985
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10255596
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Bond
<b>Headteacher</b>	Joanne Spencer
<b>Website</b>	<a href="http://www.northferribyprimaryschool.co.uk">www.northferribyprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	2 and 3 March 2022, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher is in post since the last inspection.
- The school is part of the Anglican Diocese of York.
- This school does not use alternative provision.
- The most recent section 48 inspection of the school's religious character took place in May 2016. The next inspection will take place within eight years of the previous inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PE and geography. 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 met with leaders with overall responsibility for safeguarding and looked at school safeguarding records. They also reviewed the single central record.
- Inspectors considered responses to Ofsted's staff survey and Ofsted's online Parent View questionnaire, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

### Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

Stu Mills

Ofsted Inspector

Stuart Voyce

His Majesty's Inspector

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