

# Inspection of Bacon Garth Primary School

The Garth, Cottingham HU16 5BP

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Inspection dates: 18 and 19 June 2024

**Overall effectiveness** **Good**

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|---------------------------|-------------|
| The quality of education  | <b>Good</b> |
| Behaviour and attitudes   | <b>Good</b> |
| Personal development      | <b>Good</b> |
| Leadership and management | <b>Good</b> |
| Early years provision     | <b>Good</b> |
| Previous inspection grade | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Leaders have established a curriculum that has increasing ambition for pupils. In subjects such as history, pupils learn well and produce work of good quality. They remember the most important knowledge that they need. This supports pupils well with their future study.

Adults help pupils to manage their own feelings and behaviour well. Pupils understand what adults expect of their behaviour and rise to these expectations. Pupils behave well and have highly positive attitudes to their learning. Adults teach pupils how to treat everyone with respect. Pupils live this out in their relationships with each other. Pupils' attendance is very high. They enjoy school and want to attend every day.

There is a real sense of community at Bacon Garth Primary School. Some pupils contribute to school life by running the healthy tuck shop. Others contribute as school councillors. These opportunities help pupils to contribute to their community and prepare for their future lives. The school has created an inclusive culture that helps pupils to feel happy and safe.

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

Children in early years get off to a rapid start with phonics and reading. Adults encourage children to use new vocabulary. This helps children to extend their talk and explain their thinking. However, the curriculum for reading does not provide some older pupils with the tuition that they need to practise the most important knowledge and skills. This means that some older pupils have gaps in their understanding. This hampers their ability to analyse and answer questions about the texts that they read.

In mathematics, children in early years secure their understanding of number and repeating patterns. This continues as pupils move through the school. They use and apply their prior learning in their mathematics lessons. Despite low outcomes in 2023, pupils access an appropriate curriculum and achieve well in mathematics.

In many subjects, the knowledge and skills that pupils should learn are securely built upon. For example, leaders have made the development of history and design and technology priorities. In early years, children develop their understanding of the past by learning about their local area. This helps pupils to secure their understanding of chronology before studying important concepts, such as empire and invasion. In design and technology, children in early years practise different ways to fold and join materials. Older pupils practise more complex skills, such as stitching. Pupils explain the different stitches and how they can be used in different contexts. Pupils achieve well in these subjects.

In early years, staff help children to cooperate well and build positive relationships with each other. Children become independent quickly and show resilience when

trying new things. The curriculum provides children with the important foundational knowledge that they need. Children are enthralled by the interesting activities that they are given to do. For example, children showed impressive concentration when experimenting with the different ways that water flows when the gradient changes. Children find this learning highly engaging.

Pupils with special educational needs and/or disabilities receive the support that they need. The school adapts learning for these pupils. This helps to remove the barriers that pupils might face to their learning.

Leaders' work to promote pupils' personal development is very well developed. Pupils talk with maturity about issues such as healthy relationships and staying safe online. Pupils understand that they live in a diverse world. They treat those around them with kindness and respect. Leaders provide pupils with lots of opportunities to contribute meaningfully to their school. Many pupils take on leadership roles. They take their status as role models very seriously. Some pupils contribute as librarians while others work as first aiders. Pupil leadership is a golden thread that is helping pupils to be active citizens, supporting their school community.

Those responsible for governance are knowledgeable about some aspects of the school. However, they do not have an accurate view of the quality of education that the school provides. This makes it more difficult to check that leaders are focused on the right things to improve the quality of education for pupils. The workload and well-being of all staff are priorities for governors and leaders. Staff are proud to work at this school. They are committed to the community that they serve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The teaching of reading is not always as effective as it should be for some older pupils. This means that these pupils do not have enough opportunities to develop their reading comprehension skills. The school should improve the teaching of reading so that all pupils make the progress that they need to be ready for the next stage of their education.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|  |   |
|--|---|
| <b>Unique reference number</b>             | 117875  |
| <b>Local authority</b>                     | East Riding of Yorkshire  |
| <b>Inspection number</b>                   | 10315553  |
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 3 to 11   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 236   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair of governing body</b>             | Sue Burgess   |
| <b>Headteacher</b>                         | Elizabeth Fieldhouse  |
| <b>Website</b>                             | <a href="http://www.bacongarth.co.uk">http://www.bacongarth.co.uk</a> |
| <b>Date of previous inspection</b>         | 29 November 2012  |

## Information about this school

- The school does not make use of alternative provision.
- The school runs a breakfast club and after-school club provision for pupils in the school.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with the governing body, including the chair of the governing body. The lead inspector also held a meeting with a local authority representative.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and design and technology. 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. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, Ofsted's online questionnaire, including free-text comments. Inspectors also met with parents at the start of the school day.
- To gather the views of staff, inspectors took account of the staff survey.

### **Inspection team**

|                           |                         |
|---------------------------|-------------------------|
| Jen Sloan, lead inspector | His Majesty's Inspector |
| James Leech               | Ofsted Inspector        |
| David Harrison            | Ofsted Inspector        |

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