

Inspection of a school judged good for overall effectiveness before September 2024: Tickton Church of England Voluntary Controlled Primary School

Main Street, Tickton, Beverley HU17 9RZ

Inspection dates:

7 and 8 January 2025

Outcome

Tickton Church of England Voluntary Controlled Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy and well cared for at this warm and welcoming school. The school has a family feel and is very much at the heart of the local community. Pupils are proud of their school and enjoy coming here. They feel safe at the school.

The school has high expectations for the attainment of all pupils. Although there was some variation in key stage 2 writing outcomes last year, pupils generally achieve well here. The school has put measures in place to improve the writing curriculum.

Pupils' conduct around school is excellent. They embody the school's values of respect, caring, forgiveness, honesty and trust. The school community truly does 'learn and grow together'. Pupils are respectful and supportive of each other. Children quickly learn school routines and systems in Reception.

Pupils attend a range of extra-curricular activities including arts and sports, such as judo. The sports teams compete against local schools. The Chinese whisper group learn Mandarin and have performed in a concert at a local university. Pupils benefit from opportunities to build their resilience and connect with nature while learning outdoors.

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

The school has put great effort into developing a highly ambitious curriculum over the past few years. It has carefully identified the key knowledge pupils need to learn. The curriculum is sequenced in a logical order and broken down into small, manageable parts. This ensures the curriculum is accessible for all pupils. Pupils revisit new knowledge

regularly, helping them remember it over time. Teachers have strong subject knowledge and deliver the curriculum with enthusiasm. As a result, pupils are engaged and eager to learn.

The school has identified that some pupils have gaps in their writing knowledge. The school has successfully adapted the writing curriculum to help pupils better understand how to write extended pieces. The positive impact of this work is beginning to be reflected in the improved pieces of writing pupils are starting to produce.

Reading is at the heart of the school and the curriculum. Each class studies carefully chosen texts that inspire a love of reading and link to subjects like history and geography. Pupils read for pleasure at school and home. Reception children start phonics right away, and teachers quickly support anyone who is struggling. This approach ensures pupils learn to read quickly and confidently.

The school provides exceptional support for pupils with special educational needs and/or disabilities (SEND). Staff quickly identify their needs and offer skilled help through adaptations, interventions and one-to-one support when needed. This approach ensures that pupils with SEND access the same ambitious curriculum as their peers. Pupils with SEND achieve extremely well at the school.

In Reception, children interact positively with each other and the adults in class. Children access chosen activities with maturity and purpose. This helps to extend their learning in areas such as mathematics. Children in Reception are well prepared for Year 1.

The school has high expectations of pupils' behaviour. As a result, classrooms are positive learning environments and social times are calm and orderly. During assemblies, the school recognises pupils who exemplify the school values. This promotes a sense of pride in the school. There is a clear system in place to improve attendance. The school knows pupils and their families extremely well. This allows the school to offer support and challenge when necessary. As a result, attendance at the school is high and improving.

The school provides well for pupils' personal development. Pupils learn about a range of different faiths and beliefs. They learn about tolerance and respect. Discrimination in any form is not accepted at the school. Pupils learn how to stay safe online and live healthy lifestyles. Pupils have access to several leadership opportunities. The key stage 2 school council plays an active role in making decisions about the school. The Years 5 and 6 play leaders help run games and activities for younger pupils at play times.

Governors provide strong leadership and have a wide range of skills to support and challenge school leaders when needed. The school works closely with the diocese and local authority on its continued journey to maintain and improve standards. School leaders consider staff workload. Staff feel heard and valued. They enjoy working at the school, with one staff member capturing the views of many, stating, 'This is a special place to work.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The previous writing curriculum did not fully prepare pupils to complete extended pieces of writing. As a result, some pupils have gaps in their writing knowledge. The school should regularly check the impact of the new writing curriculum to ensure that the quality of pupils' writing is improving and make adaptations to the curriculum if this is not the case.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in May 2016.

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

Unique reference number	117995
Local authority	East Riding of Yorkshire
Inspection number	10346326
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair of governing body	Helen Brierley
Headteacher	Chris Brown
Website	www.ticktonprimary.co.uk
Dates of previous inspection	6 and 7 November 2019, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of York. The last section 48 inspection, for schools of a religious character, took place in June 2019.
- The school does not use any alternative providers of education.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior staff.
- The inspector met with the representatives of the local governing body, including the chair and vice-chair.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime.
- The inspector met with groups of staff and considered the views expressed through the staff survey.
- The inspector took account of the views of parents and carers expressed through Ofsted Parent View.

Inspection team

Chris Sergeant, lead inspector

His Majesty's Inspector

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