

# Inspection of a good school: Flamborough CofE Primary School

Carter Lane, Flamborough, Bridlington YO15 1LW

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Inspection dates:

11 December 2019

## **Outcome**

Flamborough CofE Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

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

Flamborough Church of England Primary is a happy place. Parents value staff. Teachers support pupils' academic and emotional needs effectively. Leaders make sure that most pupils achieve well in writing and mathematics. However, leaders' curriculum plans vary in quality. Not all plans make clear what pupils need to know and be able to do. Pupils do not do as well as they should in some subjects.

This school is at the heart of its local community. Pupils' involvement in church and village life reflects the inclusive Christian nature of the school. Pupils enjoy taking part in plays and dances, such as the Nativity play and the annual village sword dance. A small group of pupils with special educational needs and/or disabilities (SEND) travelled further afield. They represented the school in a panathlon. They returned triumphant from London, with their award for achieving fourth place.

Pupils feel safe in school. They say that bullying rarely happens. At times, some pupils are unkind to others on the playground. Staff sensitively support pupils to work and play together with respect and care. Leaders work hard to ensure that parents understand the importance of good attendance. However, some pupils fall behind in their learning due to absence.

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

Leaders know that reading needs to improve. They are giving reading a high priority. Leaders have improved the approach to teaching phonics and early reading. Children in Reception quickly become familiar with phonics. They are proud of the sentences that they can read and write. Pupils make strong progress in their reading in key stage 1.

Previous gaps in reading for older pupils are being tackled well. Teachers are helping pupils to catch up, particularly boys. In key stage 2, pupils are proud of their reading knowledge and skills. They spot unfamiliar words that they do not understand and find out about them. Teachers regularly read to pupils with enthusiasm and expression. This ignites pupils' interests in books. Story times for younger children are enjoyable occasions.

Leaders are improving physical education (PE). Experts plan and deliver lessons alongside class teachers. Activities are interesting and build on what pupils already know. Pupils achieve well. They gain good knowledge and skills in this subject.

The headteacher and all teachers have extra responsibilities as subject leaders. Plans for English, mathematics, religious education (RE) and PE are clear. They show the important knowledge that pupils need to learn in their mixed-age classes. This is helping to raise teachers' expectations in these subjects. Teachers know what to teach and when to teach it.

However, not all subjects are well planned. The leadership of some subjects is not yet well developed. Content is not sequenced well or revisited to help pupils know and remember more in subjects such as science and history. The knowledge and skills that pupils should learn are not mapped out effectively. Over time, pupils have not achieved well enough in such subjects.

Staff feel proud to work at the school. Teachers value the training they receive. They are beginning to benefit from working with staff in their partner school. Staff find that leaders are supportive and considerate of their workload. At present, there are few opportunities for leaders to check and develop teaching in the subjects they lead. It is difficult for them to identify and address any weaknesses.

Disadvantaged pupils and those with SEND get extra help. They access the same learning as other pupils. The special educational needs coordinator (SENCo) monitors pupils' progress. She considers pupils' emotional needs as well as their academic ones. Pupils with SEND feel safe and well supported.

The school strives to help pupils become responsible citizens. Pupils value and respect traditions and cultures other than their own. Many extra sporting activities enhance the school's strong programme for PE. This keeps pupils active and supports their social development. Leaders are proud of their work to support pupils' personal development. Although improving, some pupils do not attend school regularly enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that pupils are safe in school. Staff receive regular training on issues such as radicalisation and domestic abuse. They are aware of the signs that a pupil may be at risk of harm. They are vigilant and report all concerns. Leaders make timely referrals to the local authority. They seek early help when concerns about pupils' safety arise. Leaders

contribute to plans to support pupils who may be vulnerable. Pupils benefit from lessons about relevant safeguarding issues, including links to e-safety.

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

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

- Some subjects in the revised curriculum have been planned well. However, it is at the very early stages of implementation. Leaders know that further modifications are needed to ensure that sequences of learning are planned to have a positive impact on learning. The plans for some foundation subjects are less effective. Leaders and teachers should ensure that the curriculum for science and history is implemented effectively. They should make sure that children and pupils gain strong subject-specific knowledge and skills, which they can apply and deepen over time.
- Not all subject leaders are equally confident in their role. Senior leaders need to make sure that leaders in subjects beyond English and mathematics are trained and supported so that they can carry out their roles. Subject leaders need to check that teachers are planning activities that match the plans for their subject area. They also need to check that pupils in key stage 1 and 2 can remember and use what they have learned in subjects.
- Leaders and governors should ensure that the initiatives designed to reduce persistent absenteeism and improve attendance are successful.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Flamborough CofE Primary School to be good on 30 March 2011.

## **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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	117976
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10110828
<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>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tammy Leppington-Smith
<b>Executive Headteacher</b>	Maxine Blackburn
<b>Website</b>	<a href="http://www.flamboroughprimary.co.uk">www.flamboroughprimary.co.uk</a>
<b>Date of previous inspection</b>	26 April 2016

## Information about this school

- The school is a smaller-than-average primary school.
- The proportion of disadvantaged pupils is average.
- The proportion of pupils with SEND is below average.
- Pupils are taught in one of four mixed-age classes.
- The executive headteacher is also the headteacher for another nearby primary school.

## Information about this inspection

- We spoke with leaders, including the executive headteacher, deputy headteacher, leaders and members of the governing body.
- We considered documents that leaders provided, including records of the checks that have taken place before adults can work with pupils. We held discussions with leaders about the actions that they take to keep pupils safe.
- We looked at reading, history and science in detail. We talked to leaders and teachers about their curriculum plans. We also talked to pupils about what they knew and remembered in these subjects. We looked at pupils' work and discussed this with them. I listened to pupils read.

- We held discussions with teachers and staff about the training that they have received.
- The views parents expressed directly to us during the inspection and on Ofsted's online survey, Parent View, were considered.
- We spoke with pupils and considered the views they expressed on Ofsted's pupil survey.

### **Inspection team**

Cathy Morgan, lead inspector

Ofsted Inspector

Jane Nolan

Ofsted Inspector

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