

Patrington CofE Primary Academy

Southside, Patrington, Hull HU12 0RW

Inspection dates

1–2 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Despite external support, improvement in outcomes for pupils has not been sustained.
- Assessment systems and checking have not been accurate enough in identifying the progress pupils are making from their starting points. Consequently, appropriate support for pupils has not been put in place to ensure that they make good progress over time.
- In the past, plans for improvement, and checking progress against these, have not been rigorous or accurate enough to improve progress for pupils.
- Pupils are not developing their reading skills well enough, as the teaching of phonics is not effective enough.
- The curriculum and teaching have not adapted quickly enough to the new national standards and assessment procedures. Therefore outcomes have not improved quickly enough.
- While there are clear plans in place to support disadvantaged pupils, actions are not having a strong enough impact on academic outcomes. The gap between the progress and attainment of these pupils and other pupils nationally is not diminishing.
- Teachers do not always plan work that challenges pupils of all abilities. Consequently, pupils do not make as much progress as other pupils do nationally.

The school has the following strengths

- Leaders' actions to improve behaviour have been effective. Behaviour of pupils is good.
- Governors, leaders of the trust and the diocese have a clear and accurate view of the school. They have been proactive in seeking a more sustainable solution to support improvement.
- The early years unit provides a safe and nurturing start to school life.
- Pupils' progress in writing is improving.
- Middle leaders, along with the new deputy headteacher, show a thorough understanding of what needs to be done to improve teaching and learning. Although it is early days, this work is starting to have an impact on pupils' progress.
- Support brokered by the William Temple Trust and work with a good school has given teachers a clearer focus on what needs to be improved and how to bring about this improvement.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils make at least the same progress as other pupils nationally in reading, writing and mathematics by:
 - ensuring that activities consistently challenge pupils of all abilities to think deeply and apply their learning
 - improving systems, rigour and consistency in the teaching of phonics
 - using assessment more effectively to match appropriate activities to the needs of all pupils
 - continuing to gain a strong understanding of raised national expectations.
- Improve leadership and management by:
 - ensuring that plans for improvement are robust, based on thorough and accurate analysis of current information and that these plans are checked and followed up rigorously
 - using these robust improvement plans to make teachers' performance targets more focused with success criteria which clearly measure impact
 - accurately evaluating the attainment and progress of pupils, from Nursery through to Year 6, to effectively target school improvement priorities
 - more thoroughly evaluating the provision for disadvantaged pupils, directing appropriate support and checking this frequently to ensure that these pupils make progress similar to that of other pupils nationally
 - continuing to develop the role of middle leaders, giving them appropriate training and support to empower them to successfully lead their subject and consequently improve outcomes for pupils
 - creating opportunities for all staff to share ideas and good practice across school and beyond.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management could be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not managed to sustain an improvement in outcomes for pupils since the school became an academy.
- Leaders, including governors, realised early on that a small academy trust with two rural schools with limited capacity was not effectively supporting the school's improvement. The trust has been proactive in seeking outside support, and exploring a more sustainable option for the school.
- Recent work with a good school has given teachers and leaders a better understanding of what to develop and how to bring about improvement. For example, work with middle leaders to check the quality of teaching, pupils' work and school assessment for information carefully, has ensured that priorities for improvement are now the right ones.
- The diocese has been instrumental in providing a high level of support for the school. This work, commissioned by the trust, has started to aid school improvement. The work with the external improvement consultant in particular has been valued by leaders, staff and governors. This support has been focused and frequent and has had an impact on the progress pupils have made. However, when the support has been withdrawn, this improvement has not been sustained.
- Until recently, assessment systems have not enabled leaders to gain an accurate view of pupils' performance. Assessments have not always been accurate against national expectations and analysis has not highlighted key priorities for focus and improvement well enough. Leaders know this needs urgent attention and have started to make changes to the system and the way teachers evaluate performance.
- Developing middle leadership has been identified for some time as an area for improvement, but it is only recently that this work has started to have an impact. Middle leaders are keen and generally show the capacity and subject knowledge to bring about improvement.
- The leader for English has a clear understanding of the improvement needed in reading and writing. Careful consideration has been given to how pupils' work is recorded so that leaders can evaluate the progress that pupils are making accurately.
- The use of the pupil premium funding has been carefully planned and actioned. Support for pupils who have emotional and social needs is having a positive impact. However, leaders have not checked the impact carefully enough on the academic progress pupils are making to understand which interventions are appropriate or not. The pace of progress for these pupils is not rapid enough.
- Provision and support for pupils who have special educational needs and/or disabilities have been variable. However, the recent appointment of a consultant coordinator is already having a positive impact. She has quickly put into place effective systems for the identification of needs and appropriate individual programmes of support which address these needs. She has strong subject knowledge and a clear vision for improvement. The funding for these pupils is now used effectively: pupils are now

making better progress than in the past.

- In the past, leaders have had an over-generous picture of the school and its performance, and not a strong enough understanding of how to ensure that pupils meet the challenge of the new national expectations and assessment regime. Work with other schools, the improvement consultant, the diocese and members of another multi-academy has helped to create a clearer, more accurate picture. This means that work is starting to be more focused on actions that are most likely to improve outcomes.
- Curriculum coverage has varied widely across subjects in the past. For example, in science last year there was not enough evidence in pupils' work to enable leaders to make a judgement about their progress and attainment. However, leaders are clear in their ambition to deliver a more varied, engaging and thorough curriculum. Middle leaders are quickly having an impact with an initial focus on themed weeks, which direct skills-based learning, inspire the whole school community to be involved and raise the profile of the subject. For example, pupils, staff and parents speak positively about the recent science week. Pupils are keen to share their new skills, elements explored during the week and the work they have produced.
- Leaders have used the primary school physical education and sport funding well to improve teaching skills as well as pupils' skills and participation.
- Systems to manage the performance of teachers are in place. They have some impact on improvement but are not specific enough about the expected success to drive pupils' outcomes rapidly enough.

Governance of the school

- Governors have a clear understanding of the strengths of the school and the challenges it faces. They are open to seeking advice and support to enable them to more effectively support and challenge school leaders. They value the support for leadership and teaching and learning that has been commissioned by the trust.
- Governors have worked with the headteacher and improvement consultant to refine school improvement plans, evaluations and reports presented to the governing body. These have started to give a more comprehensive, succinct and accurate view of the school.
- There is a clear understanding of duties. For example, governors know how the pupil premium and primary school physical education sport funding are spent and measure the impact of this. They know that academic outcomes for disadvantaged pupils require further improvement, but understand that emotional and social support is having a positive impact.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safeguarding. They ensure that all staff and governors are well informed and updated about systems and procedures.

- Staff recruitment and induction procedures are thorough.
- The school knows its families well and uses this information carefully to engage appropriate support.
- Pupils are taught about how to keep safe and say that they feel safe in school.

Quality of teaching, learning and assessment

Requires improvement

- Although improvements can be seen in teaching, the impact of teaching over time is too variable to enable pupils to achieve well.
- Teachers' expectations of what pupils can achieve are inconsistent. Some teachers model strategies well, they have clear and high expectations which are comprehensively explained to pupils and work is well matched to their needs. Consequently, sometimes pupils make good progress. However, teaching sometimes leaves pupils unclear about the aim and purpose of the task, insufficiently challenged in their thinking, and disengaged in their learning.
- The focused actions taken to improve writing are having a successful impact. Pupils' current work shows they have the opportunity to write at length across a range of genres, as well as undertaking focused, frequent work on improving spelling and handwriting. They are making good progress and their work is displayed with high profile around school and in classrooms, celebrating this achievement.
- In mathematics, work has begun to challenge pupils of all abilities to the higher national expectations. However, this is at an early stage and variable across the school. Pupils are not always aware of the expectations of the lesson and are not given enough opportunities to explore and test their skills.
- The effectiveness of support for the most able pupils is variable across the school. Where support is strong, pupils' learning is deepened with effective questioning and choices of activities which test their skills. For others, direction of the same activity for all pupils does not provide appropriate challenge for all abilities. Teachers' checks on learning often focus on the next steps for the most able pupils, but response and clear direction for the lower- and middle-ability pupils is not as strong. This means these pupils are not as clear about what they need to do to improve.
- The proportion of pupils reaching the phonics standard has been below that of other pupils nationally and the current work of pupils does not show improvement. The systems in place to deliver phonics teaching are not having a positive impact: pupils do not consistently apply phonics skills to their reading and writing. Teaching does not move learning on quickly enough. Pupils are not successfully engaged so they are not practising and improving their skills and knowledge successfully.
- The support that teaching assistants give is effective in taking learning forward. They ask open questions, provide guidance, but also enable pupils to take time to think for themselves and try out their ideas.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe and they are taught how to keep safe effectively, for example through cycle training, pedestrian skills, swimming lessons and regular teaching about online safety.
- Pupils told inspectors that they enjoy playtimes and are encouraged to look out for each other, checking that everyone has someone to play with. They said that where unkindness or bullying occurs, they are confident to tell adults. They say this is then quickly addressed and the problem stops.
- Pupils show a clear understanding of why it is important to learn about different faiths, cultures and beliefs.

Behaviour

- The behaviour of pupils is good, in classrooms, in the playground and around school.
- Pupils demonstrate positive attitudes to learning. They maintain good behaviour during transition times, for example, when getting ready for lunch.
- The school environment is well organised and inviting and pupils keep it tidy and take care of resources. They are proud of their work, which is displayed with care in classrooms and corridors.
- Leaders have dealt effectively with any challenging behaviour. They have redesigned policies and practice to highlight good behaviour, but also to identify clear, progressive actions for poor behaviour. This policy is now carried out consistently by staff, and pupils are very clear of the celebrations and sanctions for their behaviour. Any low-level disruption is immediately nipped in the bud. As a result, behaviour has improved.
- The school is rigorous in addressing reasons for absence and last year pupils' attendance was better than that of pupils nationally. The high profile of good attendance and careful follow up of absence by the office staff means that attendance looks similarly strong this year.

Outcomes for pupils

Requires improvement

- Since the school became an academy, pupils' attainment and progress have fluctuated. After external support for teachers and leaders, attainment and progress improved in key stage 1 and key stage 2 in the 2015 assessments, but this was not sustained in 2016. The school's assessment systems and pupils' current work show some improvement this year in areas such as writing, though this is not consistent across school.
- Writing standards show improvement. The focus on spelling and handwriting, as well as attention to providing opportunities to write in an extended style across a range of activities, is having a positive impact on the progress pupils make. In writing, the learning of the most able pupils is often extended with the next steps they need to take. Lower- and middle-ability pupils do not always receive the same quality of

direction to help them improve their work.

- In mathematics, current work generally shows an improvement in matching teaching to the national expectations. However, the most able pupils in particular are not always challenged to reason, independently apply skills and deepen their thinking.
- The proportion of pupils achieving the expected standard in phonics has been lower than the national average in Year 1 and Year 2 for the last two years. Pupils' current work and the school's own assessments show this is not improving.
- In reading, the proportion of pupils reaching the expected standard in key stage 1 and key stage 2 was below that of other pupils nationally in 2016. A lack of phonics skills has had an impact on reading progress at key stage 1. School assessment information and pupils' current reading skills show that a drive on developing enjoyment of reading, widening vocabulary and developing understanding of the books they read is having a positive impact. Pupils are making better progress.
- Very recent changes to the school's assessment system more clearly identify pupils who need further support. Consequently, leaders are gaining a better understanding of where actions need to be taken to rapidly improve progress. It is too early to see the impact this is having on pupils' outcomes.
- The progress of pupils who have special educational needs and/or disabilities from their starting points has been variable. More rigour and accuracy has been applied to individual plans for next steps in learning, but it is too soon to see the impact of these.
- Outcomes for disadvantaged pupils in reading, writing and mathematics are not consistently strong enough.

Early years provision

Requires improvement

- Adults in the early years work effectively together across the Nursery and Reception unit, to create a welcoming, bright and safe place to learn.
- Nursery provision is effective in supporting children in making a successful start to school life.
- Children's skills are broadly typical for their age when they start in Reception. There has been a decline in the proportion of children reaching a good level of development by the end of their time in Reception. However, current work and observations of pupils' learning support leaders' views that progress has improved this year.
- As in the rest of the school, ensuring that assessment is accurate has been a challenge. Adults in the early years have a good understanding of the progress their key group of pupils in Nursery and Reception are making. However, leaders are not all clear about the progress that cohorts and different groups of pupils are making and the reasons for any difference in this.
- Children's overall development has been hindered in the past by the slower development of writing skills. Phonics learning is not embedded and children do not apply phonics skills consistently to their reading or writing.
- The behaviour of children in Nursery and Reception is good. Children take great interest in their learning, communicate well and initiate activities. For example, while

waiting on the carpet for other children to get their coats and wellingtons on, a group of children started to sing the class song for the trip to the forest school. Other children came to sit sensibly alongside them and joined in.

- Adults use careful questioning to encourage pupils to solve problems and make links in their learning. For example, a group of children outside were applying their learning about pirates to build a pirate ship, complete with a wooden plank. The adult gently supported the task, reminding children that they would have to check their structure was safe. One child, realising that they were having a problem balancing on the plank suggested, 'We need another plank, then there will be one plank for each foot and we won't wobble off!'
- The early years pupil premium funding is used well to support the needs of disadvantaged children. The support is based on individual needs and clear next steps in learning. As a result, these children make good progress.
- The forest school activities excite and engage children. There are clear routines established for visits to the forest school, and children delight in the surprise of what the activity will be when they get there. Children work cooperatively together and adults promote further learning well with skilful questioning and clear explanations.

School details

Unique reference number	140178
Local authority	East Riding of Yorkshire
Inspection number	10023800

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Ms Josie Speck
Executive Headteacher	Mrs Sal Smith
Telephone number	01964 630315
Website	www.patrington-academy.org.uk
Email address	admin@patrington-academy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Patrington Church of England Primary Academy is a slightly smaller than average sized primary school. The school became one of two schools in the William Temple Multi-Academy Trust in April 2014. These schools share a headteacher.
- The William Temple Multi-Academy Trust works in partnership with the Diocese of York. The Trust has commissioned the diocese to undertake school support.
- Leaders are working together to join a larger multi-academy trust. Plans are in place for this to happen in September 2017.
- The proportion of pupils who have special needs and/or disabilities is similar to the national average.
- The proportion of pupils who are eligible for support through the pupil premium is in line with the national average.
- The vast majority of pupils are from a White British background.

- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- Children in the nursery attend part time.
- The school has a breakfast club and an after-school club.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors visited a number of lessons across the school, looking at pupils' work within lessons. Some of these visits took place with senior leaders.
- Middle leaders worked alongside inspectors to look at a range of pupils' work in English, mathematics and science. Inspectors also looked at work in other areas of the curriculum in books, on display and around school.
- Meetings were held with the headteacher, deputy headteacher, middle leaders, the school business manager and administration staff, members of the governing body, pupils, staff, the consultant for pupils who have special educational needs and/or disabilities, the school improvement consultant and a representative from the diocese. Conversations also took place with trustees of the academy.
- Inspectors considered the responses from parents, staff and pupils in Ofsted's online questionnaires.
- A wide range of documentation was scrutinised, including school development plans, minutes of meetings of the governing body, external reports from consultants, local authority moderations, the monitoring of teaching and learning, attendance and safeguarding.

Inspection team

Kate Rowley, lead inspector

Her Majesty's Inspector

Dave Brown

Ofsted Inspector

Susan Twaits

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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