

Inspection of Terrington Church of England Voluntary Aided Primary School

North Back Lane, Terrington, York, North Yorkshire YO60 6NS

Inspection dates: 15 and 16 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils thrive at this friendly, happy school. The school's ethos, 'a place where children love, learn and grow together', is at the heart of the curriculum. This ethos influences everything that happens from the moment children start school. Pupils talk knowledgeably about the values they are taught and how they live by them. They value and respect each other. Pupils explained how although people may have different points of view this did not stop them from being friends.

Recent changes to the early reading and mathematics curriculums are helping pupils to achieve well. They work hard in lessons and respond well to teachers' demands of them. Pupils with special educational needs and/or disabilities (SEND) receive the support they need. They are fully included in the life of the school.

Pupils' behaviour in lessons and around school is good. They respond well to adults' expectations. Pupils say bullying is rare and they know staff will deal with it quickly if it does happen.

Pupils benefit from many opportunities to involve themselves in after-school clubs and in the wider community. Many parents comment positively on the support staff provide for them and their children.

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

Leaders from the school and across the federation have developed a curriculum well suited to this small school. They regularly review and make changes to the curriculum to ensure that it meets the needs of all pupils. This is particularly evident in the approach to the teaching of both early reading and mathematics.

In almost all year groups and subjects, staff have developed well-sequenced curriculums that identify what they want pupils to learn. Staff are knowledgeable about the curriculum and share this knowledge well with pupils. Pupils understand the strategies teachers use to help them know and remember more. However, these strategies are less effective in helping pupils to remember important knowledge in foundation subjects.

Work is typically well matched to pupils' needs. Most staff have high expectations of what pupils can achieve. However, on occasions pupils are not encouraged to pay sufficient attention to the accuracy and presentation of their written work.

Pupils with SEND make good progress. Their work is suitably adapted to enable them to access the same curriculum as their peers.

Early reading and the teaching of phonics is clearly a priority for school. Leaders are passionate about this and have invested in both a new phonics programme and school library. Staff are well trained and teach with precision. There is a consistency of phonics practice across the school. As a result, pupils achieve well. Teachers

assess pupils' reading carefully and modify teaching accordingly. Those who need extra support receive tailored sessions to help them catch up. Pupils' reading books match the sounds that they have been taught.

There is a calmness around school. Pupils respect adults and one another. Staff have good relationships with pupils. This is evident from the very start of the day as pupils arrive in school. Pupils benefit from consistent routines and they are motivated to learn. They respond quickly to any adult instructions or reminders on behaviour. Children in early years work confidently with each other and respond well to the high expectations adults have of them. Pupils feel safe.

The school has boosted the capacity of the pastoral team to raise attendance. Attendance is rapidly improving. Staff know the needs of pupils and their families well. They work closely with outside agencies to ensure that pupils get the support that they need.

Pupils' personal development is a strength of the school. Through the curriculum and the school values, they learn about important themes, such as consent, knowing themselves and understanding others. Pupils develop their own faiths and beliefs. They have opportunities to compare and learn about those from different religions. They are well prepared for life in modern Britain. Pupils are able to explain their understanding of protected characteristics and about their work with the wider community. The school curriculum considers different ways it can develop pupils' character, including through providing '100 things to do before you leave Terrington'.

Leaders in school and across the federation know the school well. They have a good understanding of the school's strengths and weaknesses through accurate self-evaluation. Staff feel leaders take their well-being into account. Governors are fully involved in the life of the school. They are ambitious for the school community and have taken strategic decisions to move the school forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, pupils cannot recall what they have been taught as effectively as they should. The school should ensure that the curriculum for each subject provides regular opportunities for pupils to recall and practise learning to help them to remember important learning.
- The school's ambitions for pupils are not consistently reflected in the quality of pupils' written work. The school should take further action to raise staff expectations for the quality and presentation of pupils' written work.

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	121616
Local authority	North Yorkshire
Inspection number	10290102
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair of governing body	Corinne Cross
Headteacher	Sarah Moore
Website	www.terrington.n-yorks.sch.uk
Dates of previous inspection	5 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the FST Primary Schools Federation.
- The school does not use any alternative provision.
- The school is a Church of England School. The school's most recent section 48 inspection took place in April 2019. The next section 48 inspection will be within eight years of this date.

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.

- The lead inspector met with the headteacher, the assistant headteacher and school leaders responsible for personal development, early years, SEND and safeguarding. The lead inspector also met with members of the governing body, and representatives from the local authority and the Diocese of York.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupil's work. Inspectors also explored the curriculum in some other subjects.
- 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.
- Inspectors observed the behaviour of pupils during lessons and at social times.
- The lead inspector spoke to some parents during the inspection.
- Inspectors scrutinised a range of documentation, including minutes of governing body meetings and the school's self-evaluation and development plan.
- Inspectors considered the responses to the online staff questionnaire. They also considered the responses to Ofsted Parent View, Ofsted's online questionnaire.

Inspection team

Paul Martindale, lead inspector

Ofsted Inspector

Sam O'Brien

Ofsted Inspector

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