

Inspection of Burton Pidsea Primary School

Church Street, Burton Pidsea, Hull HU12 9AU

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Burton Pidsea Primary School are valued and cared for well. Relationships are positive and nurturing. Smiles and good humour are seen throughout the school. Pupils are happy and safe.

The school is ambitious that all pupils, including those with special educational needs and/or disabilities (SEND), will do well. These high expectations are not being met as a result of a curriculum that requires further refinement and embedding, and as a consequence of teachers having insufficient knowledge of the subjects that they teach. Pupils are keen to learn and to do their best.

Pupils behave well and show positive attitudes to their learning. They are polite, courteous and welcoming of visitors. Pupils say that rare instances of poor behaviour are dealt with swiftly by adults.

Pupils benefit from undertaking leadership roles such as school councillors and playground leaders. Through these roles, they make valuable contributions to the school's improvement plans. Their views and actions impact positively on their peers. Pupils are highly inclusive and welcoming. They celebrate the differences between people. They show high levels of respect towards each other and adults. However, pupils have limited understanding of faiths and cultures represented in modern Britain.

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

The school is committed to providing a high-quality education. Leaders have planned a broad and ambitious curriculum. The important knowledge that they want pupils to learn has been identified and mapped in a clear sequence that runs from early years to Year 6. The mixed-age classes have been well considered to ensure that pupils' learning builds on what they have learned before. However, the planned curriculum requires further refinement. Curriculum plans in some subjects have been implemented recently. They are not embedded. Leaders have not evaluated the impact of the school's curriculum plans. In some subjects, teachers do not have the subject knowledge necessary to plan and teach lessons in which pupils learn the knowledge outlined in the school's curriculum.

Pupils with SEND are supported well. The school has the same high level of ambition for these pupils. Teachers make appropriate adaptations to the curriculum to ensure that, wherever possible, pupils with SEND access the same curriculum as their peers.

Reading is a high priority. The school has recently introduced a well-structured phonics programme. Pupils apply their phonics knowledge well when reading books that are closely matched to their ability. Further staff training is necessary to ensure that the programme's approaches to the teaching of reading are consistently applied.

Pupils respond well to adults' high expectations of their behaviour. In lessons, pupils listen to their teachers and follow instructions. In early years, children cooperate, play together positively and share equipment. The school has focussed heavily on improving the attendance of pupils. It works with external agencies to improve the poor attendance of some pupils. Efforts to improve attendance further are having positive results.

Children in early years are prepared well for the next stage of their education. They follow an ambitious curriculum. The curriculum is founded on a secure understanding of child development and early education. Activities are planned and adapted to ensure that children learn well across all areas of learning. The children are confident and independent.

Through the curriculum for personal, social, health and economic (PSHE) development, pupils learn how to look after themselves and lead healthy lifestyles. They consider and discuss their goals and ambitions for the future knowledgeably. They learn about what it means to be members of the school and local community. However, they do not have sufficient knowledge of the different faiths and cultures represented in wider British society and the world.

Some staff and governors are new to the school and their leadership roles. All leaders are deeply committed to ensuring the best possible outcomes for pupils. Leaders and governors share high levels of ambition. They have identified priorities for improvement and have clear improvement plans in place. The full impact of the improvements made has not been evaluated. Staff enjoy working at the school. Leaders are caring and considerate of staff well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff have not had access to subject-specific training for some subjects. This prevents staff from delivering subject content to pupils as effectively as they could. The school should ensure that staff are fully trained and have the subject knowledge that they require to deliver the curriculum well.
- Curriculum development in some subjects is at an early stage. The school has developed curriculum plans but staff have only recently begun to implement these. This means that pupils' do not know and remember the key knowledge that has been identified in these curriculum plans. The school should continue to embed the newly introduced curriculum plans so that pupils build their knowledge over time.

- Pupils have limited opportunities to learn about different faiths, cultures and life in modern Britain. They are not prepared well for life beyond the school gates. The school should make sure that pupils gain a rich understanding of different faiths and cultures, and why they matter.

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	117839
Local authority	East Riding of Yorkshire
Inspection number	10240274
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Pamela Barker
Headteacher	Angela Wright
Website	www.burtonpidseaprimaryschool.co.uk
Date of previous inspection	7 October 2021, under section 8 of the Education Act 2005

Information about this school

- This school is much smaller than the average-size primary school.
- The headteacher took up post in January 2024.
- The school does not use alternative provision.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school. Inspectors met with the headteacher. They also met with the chair of governors and members of the governing board.
- Inspectors carried out deep dives in early reading, mathematics, physical education, and art and design. For each deep dive, the 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 pupils' work.

- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- Inspectors took account of responses to Ofsted's online survey, Parent View, the pupils' survey and the staff survey. Inspectors spoke informally with parents at the end of the school day.
- During the inspection, inspectors met with groups of pupils, both formally and during less structured parts of the day.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

Angela Harper

Ofsted Inspector

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