

Inspection of Flamborough C of E (VC) Primary School

Carter Lane, Flamborough, Bridlington YO15 1LW

Inspection dates: 7 and 8 February 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Adults have high expectations of what pupils will learn across the curriculum at Flamborough C of E (VC) Primary School. Pupils discuss their learning well in subjects like science and history. They are enthusiastic about their knowledge of Anglo-Saxon life. Pupils are happy and feel safe.

Adults use the behaviour rules consistently around the school. Pupils behave well. In lessons, pupils are respectful to adults and each other. Pupils have a clear understanding of bullying and say it does not happen. Leaders' records support this. If there are disagreements, teachers help pupils to resolve any differences.

In lessons, assemblies and at 'Icthus Club,' pupils develop a deep understanding of different religions, such as Christianity and Judaism. Community members of different faith groups have talked to pupils about their experiences. This has helped pupils to understand prejudice. They know how to treat others fairly.

There are many opportunities for pupils to develop their talents and interests. At fencing club, pupils receive certificates for achievement. Educational visits linked to the curriculum help pupils gain deeper knowledge about the subjects they study. Pupils especially enjoyed the visit to Eden Camp as part of their learning about the Second World War.

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

Leaders have put in place a well-sequenced curriculum in all subjects. Curriculum leaders have strong subject knowledge from the training they have accessed. They check on, and improve teaching in the subject they lead. In lessons, teachers choose tasks that help pupils to remember key knowledge from the curriculum. Currently, leaders do not have a system in place to check what pupils can remember over time in the foundation subjects. They are currently developing these systems.

Leaders use appropriate resources to support pupils with special educational needs and/or disabilities (SEND). These pupils access the same curriculum as their peers. Pupils have specific targets to help them meet their individual goals. Teachers check the targets. In some lessons, teachers do not set tasks that allow pupils with SEND to secure the most important knowledge effectively.

Early reading is delivered with consistency. It starts straight away in Reception. Pupils enjoy taking part in phonics lessons and learn to read quickly. The books pupils read match the sounds that they are learning. Teachers encourage pupils to use their knowledge of phonics when writing. All staff, including those who teach additional phonics sessions, teach phonics with the same approach. Pupils catch up quickly in reading.

Reading is celebrated in many ways across the school. Pupils like to choose books from the library shed with the help of the school librarians. Visits to the local library

encourage pupils to read more. Pupils are motivated to read by collecting points for reading and swapping them for badges.

The curriculum in early years is well organised and sequenced. Through stories, adults identify vocabulary they want children to know and use. Adults ask questions that extend children's language. Children respond to adult requests and behave well. During the inspection, children concentrated at length when ordering their class story in small groups. Children have many opportunities to be active outdoors.

There is a carefully considered personal, social, health and education curriculum in place to support pupils' well-being. In assemblies, pupils value the time to reflect using peace candles. Pupils talk about examples of democracy, such as electing a prime minister. They liked helping their local community by donating food parcels after Harvest Festival.

At playtimes, teachers encourage pupils to keep active. Pupils complete challenges such as running around the school track. They are especially proud of reaching the next level of a recent small schools' football competition. Pupils know how to eat healthily and keep a healthy mind.

Leaders have worked with local partners to improve the systems to check pupils' attendance. This work has had a positive impact on pupils' attendance. Leaders have communicated the importance of attending school to parents and carers. Most parents speak highly of the school.

Governors and leaders work well together to improve the school's provision. Governors have an in-depth knowledge of the school's improvement priorities. They support and challenge the leadership team appropriately. Teachers are well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have trained staff effectively in order to identify pupils who may be at risk. All adults know how to report any concerns they may have. Leaders work with local partners to make sure families get the help they need. There is a comprehensive and regular training programme in place. Leaders and governors have undertaken safer recruitment training. They ensure that all adults who work in/or visit the school have undergone the required checks. Pupils know the rules which keep them safe when using online technologies. Adults have also made sure pupils have a clear understanding of how to stay safe around water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' systems do not check what pupils know in the foundation subjects. Pupils' gaps in knowledge and/or misconceptions in these subjects are not addressed. Leaders should ensure that teachers purposefully check what pupils know across the breadth of the curriculum.
- Teachers do not adapt tasks for pupils with SEND consistently well. Pupils with SEND do not make the progress of which they are capable in some subjects. Leaders should make sure that teachers are trained to set appropriate tasks so pupils with SEND access the curriculum as well as their peers.

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](#)' 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

Unique reference number	117976
Local authority	East Riding of Yorkshire
Inspection number	10241012
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	94
Appropriate authority	The governing body
Chair of governing body	Tammy Leppington-Smith
Headteacher	Debbie Organ
Website	www.flamboroughprimary.co.uk
Date of previous inspection	11 December 2019, under section 8 of the Education Act 2005

Information about this school

- This school does not use alternative provision.
- The school is part of the Diocese of York.
- A new headteacher is in post since the last inspection.
- The most recent section 48 inspection of the school's religious character took place in May 2016. The next inspection will take place within eight years of the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, curriculum leaders and other staff. An inspector met with governors, a director of education for the Diocese of York and a school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with leaders with overall responsibility for safeguarding and looked at school safeguarding records. They also reviewed the single central record of recruitment checks.
- Inspectors considered responses to Ofsted's staff questionnaire and responses to Ofsted's Parent View survey, including free-text responses.
- Inspectors talked to pupils and parents to gather their views on school life. Inspectors also reviewed school documentation.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector

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