

# Inspection of Patrington CofE Primary Academy

Southside, Patrington, Hull HU12 0RW

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Inspection dates: 2 and 3 July 2024

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

The headteacher of this school is Gillian Pepper. This school is part of Ebor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO) Gail Brown, and overseen by a board of trustees, chaired by Rachel Mary Totton. There is also an executive headteacher, Victoria Shaw, who is responsible for this school and three others.

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

Pupils are happy at this nurturing village school. Pupils understand the school values of trust, friendship, and perseverance. They learn about these through collective worship activities.

Pupils learn how to behave through the 'Patrington Path' behaviour curriculum. In addition to learning routines and expectations, pupils learn about their emotions. In classrooms, pupils access 'regulation stations' to help them self-regulate if needed. As a result, pupils display positive behaviours around school.

The school has high expectations for all pupils. Staff understand how to support all pupils with their learning, including those with special educational needs and/or disabilities (SEND). Teachers adapt their lessons effectively to meet the needs of all learners. Parents speak positively about the support the school provides for pupils with SEND.

Pupils have access to a wide range of extra-curricular activities at lunchtime and after school, these include sewing and skateboarding. All pupils have the opportunity to learn a musical instrument. Pupils feel safe at school. They have trusted adults to speak to if needed and can report concerns to the 'I wish my teacher knew' box in each classroom.

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

Since the previous inspection, the school has reviewed and re-designed all areas of the curriculum. The curriculum is ambitious for all pupils, including those with SEND. Leaders have carefully selected the knowledge they want pupils to learn. Leaders have sequenced the curriculum in a logical order. The knowledge that pupils learn builds in complexity over time. The curriculum includes opportunities for pupils to revisit prior learning. This helps pupils to remember more. Pupils in mathematics and physical education (PE) could recall key areas of learning from throughout the curriculum.

Most of the time, teachers choose effective activities to deliver the curriculum. However, in some areas, including early years, the activities chosen to deliver the curriculum are not as effective as they could be. In these lessons, pupils do not make as much progress as they might.

Published outcomes in 2023 for pupils at the end of key stage 2 in reading, writing and mathematics were in line with national averages. However, some of the outcomes at the end of key stage 1 were significantly below national averages. The school has responded to this by implementing a new assessment system for core subjects. This allows leaders to more effectively track pupils' progress and to identify any gaps in pupils' knowledge. Evidence from work in pupils' books shows that this has had a positive impact on pupils' progress across the school.

In the early years, relationships between children and adults are positive. The early years curriculum sets out the information that children will learn. In some areas of the curriculum, the sequence of learning and the vocabulary that children should know is clearly identified. In other areas, however, this information is not clearly identified. As a result, some activities and adult interactions are not sharply focused on exactly what children need to learn.

Reading is a priority at the school. In Nursery, children take part in pre-phonics activities. From the first weeks of Reception, children begin to learn phonics. Staff regularly check pupils' progress through the curriculum. The school identifies pupils who fall behind. These pupils receive support to catch up with their peers. Older pupils enjoy reading. They use the playground 'reading shed' to read at playtimes and enjoy guided-reading sessions in class.

The school quickly and accurately identifies pupils with SEND. Staff have participated in extensive training to help them to identify and support pupils with SEND. Staff support pupils with SEND through effective adaptations in the classroom. As a result, pupils with SEND progress well at the school.

The school has robust and effective procedures to ensure that attendance remains high. These procedures are consistently implemented. As a result, attendance at the school is higher than it was before the COVID-19 pandemic and above national averages.

The school's provision to support pupils' personal development is wide ranging. Pupils learn about relationships in an age-appropriate manner. They understand the protected characteristics and fundamental British values. Pupils take on different leadership roles across school. The 'Pupil Parliament' has successfully campaigned to improve road safety outside the school gates.

Trustees and the local governing body have a strong oversight of the school. They have a good knowledge of the school's strengths and areas to still improve. The school works closely with the diocese. Staff are happy and proud to work at the school. All stakeholders are committed to the continued improvement of Patrington CofE Primary Academy.

## **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 areas, including early years, the activities that are chosen to deliver the curriculum are not as effective as they could be. In these lessons, pupils do not make as much progress as they might. Leaders should ensure that teachers select appropriate and effective activities to deliver the curriculum in all areas.
- In some areas of the early years curriculum, the sequence of learning and the vocabulary that children should know is not clearly identified. As a result, some activities and adult interactions are not sharply focused on exactly what children need to learn. The school should focus on developing the full early years curriculum to provide high-quality learning opportunities for children in the early years across all areas of learning.

## 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

<b>Unique reference number</b>	145190
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10323100
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Mary Totton
<b>Headteacher</b>	Gillian Pepper
<b>Website</b>	<a href="http://www.patrington.ebor.academy">www.patrington.ebor.academy</a>
<b>Dates of previous inspection</b>	1 and 2 February 2022, under section 5 of the Education Act 2005

## Information about this school

- Patrington CofE Primary Academy is part of Ebor Academy Trust.
- The school provides a breakfast and after-school club.
- This Church of England school is part of the Diocese of York. The last section 48 inspection, for schools of a religious character, took place in April 2024.

## 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and PE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at social times, at lesson change-over and in lessons. They also spoke to pupils about behaviour and bullying. Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- The lead inspector spoke with the CEO of the trust and members of the trust board.
- The lead inspector met with two representatives from the governing body, including the chair of governors.
- The lead inspector met with a representative of the diocese.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Chris Sergeant, lead inspector

His Majesty's Inspector

Tim Scargill-Knight

His Majesty's Inspector

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