

Inspection of a good school: Leconfield Primary School

Leconfield Primary School, Arram Road, Leconfield, Beverley, East Yorkshire HU17 7NP

Inspection date: 8 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending this school. There are respectful relationships between adults and pupils. Pupils are supportive of one another. They listen carefully to other people's opinions. Pupils move around the school sensibly. They learn to develop their independence from an early age. Pupils feel safe in school. Bullying is rare. Pupils are confident that staff will help them if they have any concerns.

In some subjects, leaders have not considered what pupils should learn carefully enough. As a result, pupils do not build on what they know and can do. Subject leaders do not make thorough checks on the quality of the curriculum in their subjects. This means that they do not have an accurate understanding of how well pupils are learning.

Pupils enjoy taking part in a wide range of extra-curricular experiences, such as rugby club and choir. They learn how to stay safe, including when using the internet. Leaders encourage pupils to take on responsibilities in school. For example, pupils apply to become the year 6 'headers'. These pupils enjoy their role as ambassadors for the school, welcoming visitors and organising fundraising events.

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

Leaders are working to further improve their curriculum. In some subjects, leaders have thought carefully about the important knowledge that they want pupils to learn. In mathematics, the 'small steps' of knowledge that pupils must learn are clearly identified. Learning builds on what pupils already know. Teachers have strong subject knowledge and support pupils to develop their reasoning skills. However, in other subjects, such as art and geography, important subject-specific knowledge is not clearly identified. Some pupils have gaps in their knowledge. They do not develop the depth of understanding they should in these subjects.

Leaders know how important it is for pupils to enjoy reading. Teachers encourage pupils to read in a variety of ways. For example, the school's 'resident readers' visit classrooms to read stories to the pupils. Children learn to read as soon as they start at school. Well-trained staff skilfully help children to read with increasing confidence. Pupils, including those with special educational needs and/or disabilities (SEND), are given extra support if they fall behind. This helps them to quickly catch up with their peers.

Where leaders have considered carefully how to use assessment, such as in early reading and mathematics, they check whether pupils have remembered the important knowledge that they want pupils to learn. This helps teachers to address any gaps in pupils' knowledge and to further strengthen their curriculum. However, there is not a consistent approach for all subjects. This means leaders do not know how well pupils are learning in all subjects.

The early years staff know their children well. There are strong links between home and school. Children enjoy exploring the purposeful learning environment that staff have created for them. They are encouraged to be independent from a young age. There are consistent routines and high expectations. Staff have given careful thought to what children will learn each term. As a result, children are well prepared for Year 1. Across the school, pupils behave well both in lessons and during social times. They are keen to learn and enjoy helping each other.

Leaders ensure that staff have the training and support to meet the needs of pupils with SEND. They work alongside external specialists to provide further advice and guidance. Support plans contain detailed information and clear strategies about how to meet the needs of pupils with SEND. This helps teachers and support staff to ensure these pupils access the curriculum alongside their peers.

Leaders and teachers promote a respect of different cultures and ideas. Pupils are respectful of people with different backgrounds or beliefs. One pupil, typical of many, said, 'We should treat others as we expect to be treated ourselves.' Pupils take on roles in regular school forums. This allows them to play an active part in the life of the school. For example, one group of pupils is supporting the community to develop a sensory garden in the local area.

Staff are proud to work at the school. They appreciate that school leaders are approachable and considerate of their workload and well-being. Teachers who are new to the profession receive effective support. Governors have a detailed understanding of the school's strengths and what it needs to do to improve.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding of pupils is a priority in school. Staff know pupils and families well. There are effective systems for the reporting and recording of information. Leaders arrange regular training so that staff are well equipped to recognise any signs that could

indicate pupils are at risk or suffering from harm. Leaders carry out checks to make sure new staff are suitable to work with children.

Leaders help pupils to learn about how to keep themselves safe. Pupils learn how to stay safe online. They know there are trusted adults available throughout the day who they can talk to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the 'small steps' of knowledge that pupils must know and remember. Pupils do not learn as well in these subjects as they do in others. Leaders should work with teachers to ensure that pupils build consistently strong knowledge across all subjects.
- In some subjects, leaders do not carefully check that pupils have learned the planned curriculum. As a result, leaders and teachers do not always know when pupils have gaps in their knowledge. Leaders should ensure that there are systems in place to accurately identify what pupils know and remember.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2017.

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	117872
Local authority	East Riding of Yorkshire
Inspection number	10255832
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair of governing body	Liz Pollard
Headteacher	Katie Tracey
Website	www.leconfieldprimary.org.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- The school provides a before- and after-school club for pupils.

Information about this inspection

- 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 met with senior leaders, including school leaders and representatives of the local governing body. Inspectors spoke with teaching and support staff.
- Inspectors undertook deep dives in reading, mathematics and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects. An inspector listened to some pupils read.
- Inspectors scrutinised important safeguarding documents, including the single central record. Inspectors spoke to pupils about what they learn to keep themselves safe.

- Inspectors met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- Inspectors considered the responses to the Ofsted Parent View survey, as well as responses to Ofsted's staff questionnaire and pupil survey.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Helen Stout

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023