

Inspection of Bubwith Community Primary School

Church Street, Bubwith, Nr Selby, East Yorkshire YO8 6LW

Inspection dates: 10 and 11 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils at Bubwith Community Primary School are happy. The school has high expectations for what pupils learn. This is realised and reflected in the school's national tests and assessments. Pupils behave well in lessons and across the school. At breaktimes, pupils get on well together. Pupils know that the adults in the school will help them if they have any worries.

Pupils enjoy opportunities to attend an interesting range of after-school clubs. These include a range of sports clubs such as rounders, badminton and football. Pupils value these opportunities as they allow them to develop their talents and interests.

Pupils get the opportunity to discuss and debate on a weekly basis. This includes during reading lessons, where pupils share different points of view. This supports pupils to consider how others feel and think. They use this information well to determine how they can be considerate and make informed decisions.

The curriculum is supplemented with an array of enrichment experiences. This includes a residential trip to an outdoor activity centre. This supports pupils' teamwork skills. Pupils are safe and are taught how to keep themselves safe. This includes road safety, fire safety and water safety.

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

The school has prioritised reading. It has identified and implemented an approach to teaching phonics that supports pupils' small steps in learning. All staff are trained in how to teach pupils to read using this agreed approach. They teach pupils the sounds that make up words accurately. This ensures pupils rapidly learn the sounds they need to read fluently. High-quality texts of all types are celebrated around the school environment, including in the school library. Pupils use these books to practise the sounds they learn in lessons. As a result, pupils quickly become successful fluent readers.

The school has adopted a new curriculum. It is coherently planned, with purpose and clear progression from early years to Year 6. Leaders monitor the impact of the curriculum effectively. Staff have secure subject knowledge to deliver the curriculum. They present information to pupils clearly, which helps pupils understand new concepts. Implementation of the new curriculum is most effective in reading and mathematics. Although the school has made changes to the wider curriculum, gaps in some pupils' knowledge remain. While the new curriculum maps out what pupils need to learn, in some subjects, gaps in pupils' knowledge arising from the previous curriculum remain. As a result, pupils are not fully equipped to take advantage of the new learning on offer. This limits how well pupils build on their knowledge over time.

The school has robust systems for identifying and monitoring pupils with special educational needs and/or disabilities (SEND). The school works proactively with a

range of external agencies to ensure that these pupils receive the support they need. Teachers use pupils' individual plans to help them make adaptations to learning tasks. This is effective, and pupils with SEND access the full curriculum alongside their peers.

Adults in early years model using new vocabulary when speaking to children. Children are supported to rehearse using these words in adult-led sessions. This is effective, and children can be heard using this vocabulary independently when interacting with other children in the provision. Learning activities in the indoor areas are closely aligned with what the children need to learn next. However, the provision outside is not as closely matched to the knowledge and skills children need to develop. As a result, some children do not learn as much as they could from outdoor activities.

Leaders ensure that school, and its activities, are inclusive. Pupils learn how to keep themselves safe online. Pupils have a clear understanding of what to do if they have any concerns. Pupils learn about equality through the curriculum, and pupils have a mature understanding and tolerance of difference. However, while pupils learn about different religions and faiths, some older pupils are unable to recall what is taught in lessons. These pupils' understanding is not accurate and can include some misconceptions. As a result, these pupils are not yet able to understand and appreciate differences across cultural and religious communities.

Staff enjoy working at the school. They appreciate the consideration they receive from leaders regarding their training and workload. Governance at the school is extremely positive. Governors have the expertise and understanding to fulfil their responsibilities well. They are actively involved in the school. This ensures they have an accurate picture of the school. They use this information effectively to support the school to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activities in the outdoor learning environment in early years are not tightly focused on what children need to learn next. As a result, some children do not learn as much as they could. The school should ensure that learning activities outside support children to learn the intended curriculum in preparation for key stage 1.
- Some older pupils struggle to recall what they have been taught about different religions. As a result, some pupils are not as prepared for life in modern Britain as they could be. The school should ensure that teachers check that pupils have learned and remembered what they have been taught about different religions.

- The wider curriculum does not consistently develop pupils' skills and knowledge over time. As a result, pupils cannot build their understanding and have gaps in their knowledge. The school needs to implement the new curriculum carefully to ensure that any gaps in pupils' subject knowledge are addressed.

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	117878
Local authority	East Riding of Yorkshire
Inspection number	10346320
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair of governing body	Frances Ward
Headteacher	Amy Bailiss
Website	www.bubwithprimary.co.uk
Dates of previous inspection	4 and 5 July 2019, under section 5 of the Education Act 2005.

Information about this school

- The school has a breakfast club.
- The school does not use any alternative provision.

Information about this inspection

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 and members of the senior leadership team.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- 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 carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Adrian Fearn	Ofsted Inspector

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