

Inspection of Easington CofE Primary Academy

High Street, Easington, Hull HU12 0TS

Inspection dates: 26 and 27 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

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 Debbie Clinton. 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 belong to a school that sits within the heart of their community. The school provides pupils with an environment where they feel safe and included. Pupils appreciate the care and warmth shown to them by staff. The school has high expectations for all pupils. It has developed a very individualised approach to ensure these expectations are met. Pupils achieve well. They develop knowledge and skills beyond those taught in academic subjects, which prepares them well for their next steps.

Pupils access an offer of wider experiences which opens up their view of the world beyond their local community. The school ensures that all pupils access these opportunities. These include attendance at a variety of extra-curricular clubs, such as skateboarding, dance and yoga, as well as sporting events and competitions. Pupils are eager to share their learning from the visits they have been on.

Children in the early years and those joining the school at other points in the school year, settle in quickly. There is a calm atmosphere within the school. Pupils want to learn and do well. They understand the school values which include compassion and friendship. Pupils know that these help everyone get along well together. Behaviour is positive in lessons and around school.

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

Since the last inspection, the school has renewed the wider offer in place for pupils. Reflecting that pupils who attend this school, live in a small rural location, leaders have designed a range of experiences for pupils to be a part of. This helps to develop their wider interests. Some of these opportunities are purposefully woven through the curriculum. For example, in physical education (PE) pupils learn conventional sports alongside more unusual ones such as fencing and curling. Other opportunities are provided by ensuring pupils have the chance to become involved in local or regional projects. Recently pupils explored the unique history of their area with a local historical group.

Pupils, including those with special educational needs and / or disabilities (SEND), embrace the experiences that the school offers them. They are taught how to stay safe and keep themselves healthy. The school ensures that initiatives to promote positive physical health, such as the tooth brushing programme, are undertaken by all pupils.

The school has recently taken decisive action to review and revise its curriculum. This has been carefully considered to meet the needs of the mixed-aged classes and with the local context in mind. The curriculum clearly identifies the knowledge that pupils need to learn from early years to Year 6. Teachers have clarity in knowing what to teach and when across the range of curriculum subjects. However, when in lessons, some pupils, including those with SEND, experience learning that does not always build on what they know or address the gaps in knowledge that they have. Learning is not always adapted quickly

enough to enable these pupils to deepen their knowledge and understanding. This means that over time, in some subjects, pupils' learning is insecure.

The school prioritises the teaching of reading. Pupils receive phonics teaching bespoke to their needs. This includes ensuring those who are at risk of falling behind their peers, receive the right support to catch up. Pupils read books that match their phonics knowledge. This helps pupils to develop their confidence and reading fluency.

Pupils behave extremely well in this school. They enjoy school and most pupils attend well. However, attendance remains a high priority. There is a strong pastoral offer in place for both pupils and their families. The school has systems which not only identify if pupils have any additional needs related to SEND, but also any wider needs related to behaviour or attendance. Once identified, the school ensures that the right help and support is available for these pupils.

Although part of a smaller community, pupils at the school have a very good understanding of differences between themselves and others. They talk confidently about what discrimination may look like and why it is important to respect others, no matter what those differences may be.

The trust, as well as local governors, know the school well. They are dedicated to securing the best outcomes for their pupils. In this small school, staff have many areas of responsibility. The trust is mindful of this and works collaboratively with staff to help them fulfil their roles while supporting their 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)

- Learning is not adapted well enough to meet the needs of some pupils, including those with SEND, consistently across school. Where this is the case, pupils do not develop their knowledge well enough across the curriculum. The school needs to ensure that learning is suitably adapted so that all groups of pupils progress through the curriculum well.

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	145189
Local authority	East Riding of Yorkshire
Inspection number	10346700
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	Board of trustees
Chair of trust	Debbie Clinton
CEO of the trust	Gail Brown
Headteacher	Gillian Pepper
Website	www.easington.ebor.academy
Date(s) of previous inspection	19 and 20 May 2022, under section 5 of the Education Act 2005

Information about this school

- Easington CofE Primary Academy is part of Ebor Academy Trust.
- A new headteacher and assistant headteacher have taken up post since the last inspection. The headteacher of this school is also the headteacher of another local primary school.
- 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.
- Nursery and reception places are provided at the school. However, at the time of the inspection there were only four children attending this provision.
- The school does not use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- 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 had discussions with the headteacher and other members of the leadership team and wider staff.
- The lead inspector had a discussion with governors, including the chair of governors, a representative from the trust board, the CEO and director of education for the trust. In addition, the lead inspector spoke on the telephone to a representative from the diocese.
- Inspectors carried out deep dives in early reading, mathematics and computing. For each deep dive, 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. An inspector listened to pupils' reading to a familiar adult.
- For some other subject areas, inspectors scrutinised the curriculum and pupils' work in books.
- Inspectors had discussions with groups of pupils about their experience of school. They observed pupils' behaviour in lessons and at social times.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupils surveys as well as holding discussions with parents and carers during the school day.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

James Leech

Ofsted Inspector

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