

Inspection of Garton-on-the-Wolds Church of England Voluntary Controlled Primary School

Station Road, Garton-on-the-Wolds, Driffield YO25 3EX

Inspection dates: 5 and 6 June 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

All policies include the strapline 'Respect, Aspire, Achieve', and these aspirations run through the school like a golden thread. This is a small school with big ambitions for pupils' achievement in all aspects of their learning. Pupils achieve well in a range of subjects, including music, reading and mathematics, but some pupils do not achieve as well as they should in some other curriculum subjects.

Pupils behave well, and they are kind, respectful and courteous. All staff get to know each pupil and their family very well in this small school. This helps pupils to feel happy and safe at school.

The school makes the most of its rural location. Pupils enjoy using the extensive grounds. There is an outdoor table tennis table, and pupils take turns politely when they play together. Pupils understand the importance of developing a healthy and active lifestyle. The youngest children ride scooters and bikes outdoors. They develop balancing skills negotiating the sloped playground. The school expects all children to be able to ride a bicycle by the time they leave Reception Year, so they plan the curriculum to help children achieve this.

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

The school recently improved the curriculum for reading and mathematics. Pupils in the early years and key stage 1 benefited from this change straight away. As a result, they achieved well in the national tests in 2023. Older pupils did not have this advantage when they were younger pupils. They did not achieve as well in the Year 4 multiplication tables check or the Year 6 national tests last year. Current pupils are catching up quickly. Work in pupils' books shows that all pupils are achieving well in English, mathematics and science now. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

In some wider curriculum subjects, pupils achieve well. In a few foundation curriculum subjects, the school's expectations of what pupils can achieve are too low. There are insufficient opportunities for pupils to use and apply their extended writing skills across the wider curriculum. Curriculum design is equally ambitious in every subject, but in some curriculum subjects this design is not being implemented well enough. This is limiting the progress that older pupils are making in these subjects.

The school uses assessment well in English, mathematics and science. Assessment is used precisely in the early years. The school questions children skilfully to check their understanding. For example, children solve real-life mathematics problems, such as calculating numbers within 10, through use of the class visual register. Children are achieving well in the early years.

The school identifies pupils with SEND accurately. It adapts the curriculum well to help pupils with SEND achieve. The school organises speech and language therapy

to help children who need this. Children are trained to develop self-care skills independently. A dentist visits to teach children about cleaning their teeth. Dental checks have been scheduled for all pupils in school.

There are high-quality resources that go with the new phonics curriculum. Consequently, reading books are perfectly matched to pupils' phonics knowledge and skills. The school identified that, despite this, some pupils with SEND, and other reluctant readers, lacked confidence when reading aloud. The school introduced a 'reading dog', called Colin, and organised sessions for pupils to read to him. Even the most reluctant readers are very eager to read to Colin when he is in school. This has really improved pupils' confidence and enjoyment of reading.

All staff stated that they are proud to be members of staff at this school. They feel valued by leaders. The settled staff team provides continuity for pupils. Pupils behave well in lessons and staff say that it is a pleasure to teach them.

The curriculum for pupils' personal development is ambitious. Older pupils enjoy two residential visits, one to an outdoor adventurous activity centre and the other to the capital city. Pupils wrote persuasive letters to apply for a place on the Wimbledon tennis trip. The school ensures that all school visits enhance the curriculum.

The school provides well for pupils' moral education. Pupils learned about D-Day and observed a minute's silence on the 80th anniversary. They are learning to be responsible citizens by raising funds for charities such as the air ambulance service. Pupils learn about having a moral purpose to help those who are less fortunate than themselves.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The work set for key stage 2 pupils in some foundation curriculum subjects is too easy. As a result, some pupils in key stage 2 are not achieving as well as they should in these subjects. Leaders should increase the level of challenge, including giving key stage 2 pupils more frequent opportunities to use and apply their extended writing skills, to enable all pupils to achieve the school's ambitious curriculum intent.

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	117977
Local authority	East Riding of Yorkshire
Inspection number	10348506
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair of governing body	Mike Hood
Headteacher	Jamie Baxter
Website	www.gartonprimary.co.uk
Dates of previous inspection	19 and 20 September 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher has changed since the last inspection. The previous headteacher left the school in February 2020. The governors appointed the headteacher in April 2020. The headteacher is executive headteacher of this school and Barmby Moor Primary School.
- The local authority has selected this school to run an enhanced resource provision to meet the needs of eight pupils with SEND. This provision will open in September 2024.
- This school has a Christian character. The Diocese of York completed a section 48 inspection in March 2022. The diocese evaluated the school as good. Section 48 reinspection dates have been delayed as a result of the COVID-19 pandemic.
- This school is much smaller than the average school. Pupils are taught in mixed-age classes.
- The school uses no alternative provision.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met the headteacher, the assistant headteacher, the early years leader and the special educational needs coordinator. The reading, science and geography subject leaders met inspectors separately.
- A meeting was held with two governors, including the chair of the governing body.
- Inspectors held discussions with representatives from the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: early reading, science and geography. For each deep dive, 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.
- In addition to deep dive subjects, inspectors evaluated evidence of pupils' learning in history, mathematics and religious education. Inspectors visited lessons in Nursery and Reception in addition to the early years lessons that were visited during deep dive evidence gathering. Inspectors also evaluated evidence of children's progress and achievement that was presented by the early years leader, including children's written work and photographic evidence of their learning.
- Inspectors met with senior staff who lead the wider curriculum. Inspectors also discussed this with pupils, including in single-sex groups.
- Pupils' behaviour and safety were evaluated at breakfast club, in lessons and at breaktimes and lunchtime.
- 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 reviewed Ofsted Parent View and spoke to several parents before the start of the school day. Inspectors also considered responses to the staff and pupil surveys.

Inspection team

Tracey Ralph, lead inspector

His Majesty's Inspector

Angela Harper

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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