

Inspection of Bempton Primary School

37 School Lane, Bempton, Bridlington YO15 1JA

Inspection dates: 30 and 31 January 2024

Overall effectiveness **Good**

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?

This is a school where pupils are nurtured in all aspects of their development. Staff and pupils have warm relationships. There is a strong sense of family at the school.

Pupils make positive progress through most subjects in the curriculum. They enjoy learning. Teachers make lessons interesting. Pupils often read for pleasure, both individually and with their teachers. Pupils with special educational needs and/or disabilities (SEND) are well supported and included fully in the school community.

Pupils are well behaved at the school. They are polite and kind to each other. Pupils rarely experience bullying. Teachers deal with bullying swiftly when it does occur.

Pupils experience a range of opportunities to broaden their interests, responsibilities and aspirations. For example, pupils visit Bempton cliffs to observe birds. They then produce artwork, based on their visit, in the style of a local artist. Pupils join leadership teams, such as sports leaders, in school. They support the work of local charities such as The Hinge Centre in Bridlington.

Pupils are happy and safe at this school. They have trust in the adults who care for them. Pupils are confident to discuss any issues that are troubling them.

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

The school has great ambition for pupils. It has designed a curriculum that enables all to succeed. The school has prioritised the development of the English, reading, mathematics and early years curriculums. This development has been very successful. The curriculum in these areas is well designed. It enables pupils to progress well. Children in early years are provided with a strong foundation of knowledge and skills in preparation for key stage 1.

The school has used research to inform its development of the curriculums in English and mathematics. Teachers are knowledgeable about the content to be taught in these subjects. They are well trained. Teaching uses a variety of techniques to help pupils know and remember more information. For example, 'flash back 4's' and 'diving deeper' tasks are used to address misconceptions and deepen learning well. The curriculum in some foundation subjects is not as well developed. This can limit the progress pupils make in some foundation subjects.

Pupils with SEND are well supported. The school ensures that pupils with SEND are quickly identified and that support plans have suitable and achievable targets. The school provides a wealth of support for pupils with social and/or emotional needs. For example, teaching assistants, trained in providing emotional support, help pupils to discuss their feelings and find strategies to cope.

The school has ensured that pupils develop a love of reading. Pupils are introduced to a 'super seven' list of high-quality texts each year. These cover various themes and genres, such as traditional tales, classics and diversity. Pupils enjoy reading and talk enthusiastically about the stories that teachers read to them. The school has recognised that developing pupils' ability to write in depth is now a priority. A new approach to developing pupils' writing skills has been introduced and is being refined.

The school has invested in the teaching of phonics. The staff who teach phonics are very well trained. They deliver the phonics programme expertly and consistently. As a result, pupils make rapid progress. Pupils who are weaker readers are swiftly identified. They receive timely and frequent support to ensure that they keep up with their peers.

Pupils behave very well and have positive attitudes to learning. In early years, children are taught about routines. They confidently organise themselves at the start of the day. Pupils behave well in lessons and during the less structured time of the school day. They are courteous and polite to adults. Most pupils attend school regularly.

Pupils are taught an effective programme of personal development from early years onwards. The taught curriculum includes friendships, body changes, keeping healthy and how to celebrate others' differences. Pupils grasp opportunities to become leaders and influence the life of the school. For example, pupils in an eco-club organised the planting of trees on the school site. Pupils who are members of the school council organise whole-school events in support of charities.

The school provides a variety of after-school clubs such as football, craft, mindfulness and dance. Pupils are taught well to be aspirational. They receive careers talks from visitors such as pilots, farmers, authors and games designers. The school's aspirations for pupils now and in the future are high.

Leaders have made successful improvements to the school. They have a thorough and accurate understanding of the school's strengths and areas that require further development. Leaders have invested in high-quality training for staff to ensure they are highly skilled and able to lead their areas of responsibility incisively. Staff are proud to work at the school. The school ensures they have an acceptable work-life balance. Governors hold the school's leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's new approach to writing in greater depth is not fully embedded. Some pupils do not make the progress of which they are capable. The school should ensure there are opportunities for pupils to use the knowledge they have learned in writing more often.
- The curriculum in some foundation subjects is not as well developed as it is in core subjects. This means that, in some subjects, pupils do not develop a thorough and in-depth grasp of new knowledge. This limits the progress that pupils make. The school should ensure that the curriculum in foundation subjects is further refined and is comparable in quality to the core subjects.

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	117825
Local authority	East Riding of Yorkshire
Inspection number	10297286
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	Local authority
Co-chairs of governing body	Dorothy Price and Anne Watkinson
Headteacher	Mary Doody-Greaves
Website	www.bemptonprimary.co.uk
Date of previous inspection	2 October 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post for two years.
- The school provides a breakfast club.
- The school does not use any alternative providers of education.

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 with the headteacher, other leaders, staff and pupils. They met with officers from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. 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.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND were addressed. They observed pupils at various times of the school day.
- Inspectors gathered information from online surveys. They considered the views of staff, pupils and parents.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Chris Carr, lead inspector

His Majesty's Inspector

Ruth Beckett

Ofsted Inspector

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