

# Inspection of Boothferry Primary School

Newport Street, Goole DN14 6TL

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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?**

Leaders at Boothferry Primary School have established a distinctive school vision based on respect, cooperation and 'international mindedness'. Staff consistently display these qualities through their interactions with pupils. This inspires pupils to value their diverse community of learners. They treat those around them with the utmost respect and kindness. Leaders have shaped a highly inclusive school culture. Pupils feel valued and are proud to be themselves. The school is a very happy place to learn.

The school has established a vibrant curriculum for all pupils. Adults bring learning to life through the many opportunities that the curriculum offers. Pupils in key stage 2 value taking part in science, technology, engineering and mathematics activities provided by local businesses. Some pupils contribute to the Boothferry radio station. Leaders make sure that pupils have many opportunities to explore their talents and interests.

Pupils behave consistently well. They display very positive attitudes towards their learning. Adults apply their high expectations of pupils consistently well. Pupils rise to these expectations by showing independence and resilience when mastering new knowledge. The school makes sure that pupils and families know that it is important to attend school. Attendance is improving. Leaders have created a culture in which pupils enjoy their learning and want to attend school.

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

Leaders have established an ambitious curriculum. The school has clearly identified the most important knowledge that pupils need to learn. Teachers help pupils to make connections between the different aspects that they are learning about. In physical education (PE) pupils secure important skills, such as throwing, catching and quick reactions. They connect these skills to the games that they play, including as tennis and rounders. When studying religious education (RE) pupils develop their understanding of different faiths and world views. They connect their knowledge about creation stories to their growing understanding of different beliefs. Leaders have carefully considered the order in which pupils learn new content across the curriculum. This is increasingly helping pupils to remember more of their learning.

Leaders have made reading a priority. They have made sure that all staff have the training that they need to help pupils to become confident readers. In early years, children learn phonics and quickly master new sounds. Children enjoy curling up with their favourite book or sharing a book with an adult. Across school, adults share carefully chosen stories that inspire pupils to read. Pupils speak with enthusiasm about the way their teachers bring these stories to life. Leaders make sure that pupils with special educational needs and/or disabilities (SEND) have the support that they need to be able to read confidently. This is helping them to become confident readers. However, some pupils who struggle with phonics do not receive the precise support that they need.

Staff give children in early years lots of opportunities to develop their mathematical skills. Children compare the weights of different objects and learn to make different amounts. They become confident with number quickly. Leaders have recently revised the curriculum for mathematics. Pupils have lots of opportunities to rehearse and revisit learning. This is helping them to remember more of their learning. These positive changes have not had time to impact on published outcomes.

The support that pupils with SEND receive is exemplary. If pupils have different starting points, the school makes sure that they learn a curriculum that is just right for them. This is helping pupils to develop their confidence and communication skills. Leaders place no limits on what pupils can do and achieve. Pupils with SEND are flourishing.

Pupils understand difference and diversity. They know that everyone deserves to be respected. This informs the deep respect with which pupils treat everyone around them. Pupils talk with maturity about issues such as healthy relationships. They know how to stay safe when online and the importance of not sharing personal information. Leaders deliberately broaden pupils' experiences by enabling them to take on responsibilities within school. Some pupils help to design a special 'takeover' festival, while others provide support in the school library and at mealtimes. These experiences help pupils to become active citizens within their school community.

Those responsible for governance are knowledgeable about the school. They check that leaders are taking the right actions in the best interests of all pupils. Leaders secure effective support and professional development for staff at all levels. Staff who are new to the profession flourish due to this support. The workload and well-being of all staff is a priority. The school makes sure that staff have the time that they need to carry out their responsibilities effectively. Staff are proud to work in this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The support for those pupils who struggle with phonics is not precise enough. This means that these pupils do not develop the phonics knowledge that they need. The school should provide more effective support for these pupils to enable them to secure their knowledge of phonics.

## 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 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

<b>Unique reference number</b>	117941
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10322979
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patricia Dyson
<b>Headteacher</b>	Mike Sibley
<b>Website</b>	<a href="http://www.boothferryprimary.co.uk">www.boothferryprimary.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 February 2019, under section 5 of the Education Act 2005

## Information about this school

- This is a larger-than-average size primary school.
- The school does not make use of 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 with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the governing body.

- Inspectors carried out deep dives in these subjects: reading, mathematics, PE and RE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- 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 scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, Ofsted's online questionnaire for parents, including free-text comments.
- To gather the views of staff, inspectors took account of the staff survey.

### **Inspection team**

Jen Sloan, lead inspector	His Majesty's Inspector
Chris Fletcher	Ofsted Inspector
Nick Coates	Ofsted Inspector

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