

# Inspection of Reedness Primary School

Main Street, Reedness, Goole DN14 8HG

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Inspection dates: 3 and 4 July 2025

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?**

Pupils thrive at this small, caring, close-knit school. Staff know pupils well. Parents and carers praise the school's approach to pupils' well-being. Pastoral care is of a high quality. The school has created a strong ethos of personal growth and mutual respect. Staff and pupils share warm, positive relationships. Bullying is rare. If a pupil has a problem, they say that a member of staff would help to resolve it swiftly.

Pupils behave well. They listen to staff and their peers during class discussions. Older pupils support younger ones well in mixed-aged classes. Staff have high expectations of pupils. The curriculum is broad and ambitious. The school is welcoming to all and gives pupils the additional support they need to succeed. In many cases, pupils achieve well. They have the knowledge and skills required for the next stage of their education.

The school has ensured its small size does not limit pupils' opportunities or ambitions. A wide variety of enrichment opportunities are on offer, including sports clubs, visits to local engineering firms and residential trips. The student librarians and 'Kindness Ambassadors' fulfil their roles with pride. The school develops pupils into confident, independent and respectful citizens who contribute positively to their school and wider community.

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

Since the previous inspection, the school's curriculum has undergone significant change. What pupils will learn and in what order is now clearly set out. The important vocabulary and concepts pupils might find difficult are precisely identified. Staff have an effective understanding of how to implement this new curriculum. Pupils' recall of what they have been taught is improving as the curriculum becomes more embedded.

Staff have strong knowledge across a range of subjects. Pupils frequently ask questions and demonstrate enthusiasm for learning. Staff listen to pupils and provide individual support. However, staff do not consistently check what pupils know and can do before selecting learning activities. This impacts how well pupils learn the curriculum and how precisely staff understand its impact.

Ensuring pupils can read accurately and fluently is a priority at the school. Children in the early years learn to read from the very start of their time at school. Staff support pupils who struggle to read effectively. These pupils quickly catch up with their peers. The school has created several inviting reading spaces. Pupils enjoy using these to pick out new books that interest and engage them. The school has deliberately selected books for older pupils to read that broaden their understanding of a wide range of texts.

The early years curriculum is intended to develop children's understanding of words, numbers and the world around them. Staff ask effective questions to develop children's curiosity and vocabulary. However, some of the activity choices staff make are more effective than others in supporting children's learning. While children have access to the outdoor area, this does not support the intended curriculum as well as it might. The learning environment outdoors does not invite children to develop their literacy and

numeracy skills fully, as in other areas. This impacts how well children engage with and learn from the provision available.

Pupils with special educational needs and/or disabilities (SEND) are well supported at the school. The school ensures that pupils with SEND have equal opportunities to their peers. Their needs are identified and met effectively. The school understands the individual needs of pupils with SEND and has high ambitions for them. Pupils with SEND achieve well in many subjects.

Rates of attendance at the school are high. Pupils enjoy coming to school and feel well supported by staff. If pupils struggle to attend, the school takes highly effective action to address this. For all groups of pupils, attendance has improved over time. The school has reviewed its approach to managing pupils' behaviour. This is based on strong relationships and opportunities to reflect. Behaviour is typically very positive at the school.

The school's curriculum for personal, social, health and economic education ensures pupils develop an age-appropriate understanding of staying healthy and safe. Pupils learn about those who are different to themselves. They also learn about different faiths and cultures frequently. Pupils understand and appreciate the importance of tolerance and respect.

Staff, governors and the wider school community are committed to making this the best school it can be. Some governors are new to their role. They have quickly sought to understand the school's strengths and areas for development. They are keen to support the school's improvement journey. Staff work closely together to ensure pupils receive the best educational experience possible. The school considers staff well-being mindfully.

## **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 does not consistently check pupils' knowledge and understanding when selecting new learning activities. This means that pupils do not learn the curriculum as well as they might. The school should ensure that staff adapt new learning more precisely based on what pupils already know and can do.
- In the early years, opportunities for children to develop their literacy and numeracy are more effective in some areas of the provision than others. This impacts how well prepared children are for the next stage of their education. The school should ensure that the intended learning is supported well by precise activity choices and appropriate resources throughout the early years provision.

## 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

<b>Unique reference number</b>	117939
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10322978
<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>	29
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Tomlinson-Leyden
<b>Headteacher</b>	Matthew Herbert
<b>Website</b>	<a href="http://www.reednessprimaryschool.co.uk">www.reednessprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	23 May 2023, under section 8 of the Education Act 2005.

## Information about this school

- The school operates an out-of-school club.
- The school currently 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. 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 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, senior leaders and representatives of the

governing body. Inspectors spoke to teaching and non-teaching staff. Inspectors met with representatives from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and design technology. 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 also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in and out of lessons. They examined the schools' behaviour and attendance records. They spoke to pupils about conduct and expectations at the school.
- Inspectors met with the special educational needs coordinator. They looked at a range of documentation, including education, health and care plans and individual learning plans. Inspectors also checked how pupils with SEND are supported in lessons.
- 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.
- Inspectors considered responses to Ofsted's parent, pupil and staff surveys, including free-text responses.

### **Inspection team**

John Linkins, lead inspector

His Majesty's Inspector

Darren Marks

Ofsted Inspector

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