

Inspection of Camblesforth Community Primary Academy

Mill Lane, Camblesforth, Selby, North Yorkshire YO8 8HW

Inspection dates: 10–11 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Overall effectiveness at previous inspection

Not previously inspected

What is it like to attend this school?

Leaders and staff have created a positive learning environment. Pupils feel safe and cared for. Relationships across the school are harmonious. Pupils told me that bullying does not happen at this school. They are confident that if they have any concerns adults will help them. Playtimes and lunchtimes are happy social events. Pupils' attendance is good. Pupils enjoy coming to school.

Leaders, including those from the trust, have successfully improved the school over the last two years. Pupils are now attaining better in reading and mathematics. Leaders are not complacent and remain focused on improving learning in the basics. However, their work to develop the wider curriculum is at an earlier stage. There is now a stable teaching force in place. Pupils and parents like these arrangements. Leaders are ensuring that all staff are well trained.

'Hub time' and 'hub club' help pupils' personal development. Roles like being a school councillor and a restorative champion grow pupils' citizenship skills. Pupils are taught how to adopt healthy life styles. There is a range of clubs for pupils to attend. While pupils learn about other world religions, this aspect is not fully developed. Parents appreciate how the school nurtures their children's development.

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

Since becoming an academy, leaders have focused on getting the basics right. Their actions have ensured that pupils behave well in lessons and at other times throughout the day. Pupils understand the importance of good attendance. Leaders go the extra mile to support pupils who have too high an absence level. Pupils' welfare, and social and emotional development are strengths of the school. Dedicated lessons and lunchtime clubs help pupils to learn how to express their views and feelings. Pupils explained to me how 'check-ins' with staff helped to identify how they were feeling each day. The trust has put in place stable teaching arrangements. They have created class arrangements designed to better meet pupils' needs. These changes have restored parental confidence. Leaders' actions have placed the school on a secure platform for further improvement.

Leaders have developed the approaches to teaching reading, writing and mathematics. Staff carefully plan for the specific needs of pupils with special educational needs and/or disabilities (SEND). They check the progress of these pupils regularly. Teachers plan mathematics teaching effectively. Pupils now attain well in this subject by the end of Year 2 and Year 6. Pupils' achievement in writing has not been as strong. Leaders have clear plans for further improving pupils' writing. Extra support from the trust has started this term.

Reading has a high profile in school. Pupils are now reading more regularly. Older pupils told me how much they were enjoying reading the new books available in

classrooms. Phonics is taught in a structured way from Nursery to Year 2. Most pupils develop secure phonics knowledge. Younger pupils generally have books which are well matched to their phonics knowledge. Pupils are now attaining better in reading. However, key stage 2 pupils' progress has not been high enough in the last two years. The new head of school knows the steps needed to continue improvements in reading. Teachers are receiving relevant training to develop their teaching of reading.

Leaders have recently turned their attention to the teaching of other subjects. Expertise from the trust is supporting the planning and delivery of art teaching. This is beginning to develop pupils' knowledge and skills in this subject. However, this work is at a very early stage of implementation. There is some evidence that pupils' work on portraits has improved. However, pupils' knowledge of the work of famous artists is patchy. In history, planning does not support pupils' learning effectively. Pupils are not retaining important knowledge. They do not build their learning in a sequenced way. The school's planning for foundation subjects needs a more thorough consideration.

Pupils' behaviour is good. Pupils understand the school's behaviour code. They know the consequences of 'wow, good, wobbly, or unacceptable' behaviour. There is an atmosphere of mutual respect. Pupils display good manners and are polite. Pupils attend school regularly and are punctual for the start of the day. There have been no exclusions in recent years. Pupils have a good understanding of what bullying is. They told me that they believed it did not happen at their school.

There is a range of opportunities for pupils' personal development. Teaching encourages pupils to adopt healthy lifestyles. Pupils can explain why the 'daily skip' is important for physical development. Leaders have a well-tailored plan for developing physical education (PE) and sport. Pupils are now engaged in a range of competitive sports. The leader for PE checks that all pupils can take part in sport or active clubs. Weekly 'hub time' for all pupils helps develop their citizenship skills. When I talked to pupils they displayed caring and tolerant attitudes. Leaders have recognised that the teaching about world faiths has been sporadic. The recently revised approach is beginning to enrich pupils' understanding of the diversity of world faiths.

Children settle well into the routines in early years. Staff provide nurturing guidance for children. Nursery and Reception children behave well. Adult-led learning helps children develop their phonics knowledge from Nursery. Similarly, children develop secure number knowledge when working with the teacher. However, when children select activities sometimes staff do not fully develop these opportunities. As a result, reinforcement of learning in writing and mathematics can be missed. There are positive links with parents. They are involved with ways to support their child's learning outside of school. By the time children leave Reception, they are well prepared to start Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is a high priority of everyone in school. Staff know what steps to take if they have any concerns. They receive regular safeguarding training to update their understanding. Procedures to identify pupils at risk are robust. The school seeks help for pupils and their families promptly. Leaders complete careful safeguarding checks for all staff, trustees, governors and volunteers. This ensures that they are suitable to work with children. The daily 'check-in', completed by pupils when they arrive in school, helps staff evaluate how pupils are feeling at the start of the day.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Revised approaches to the teaching of reading are relatively new. Teachers are developing their understanding of these approaches. Previous expectations for pupils completing work have not been sufficiently demanding. Pupils' progress in reading by the end of Year 6, while improving, has not been strong in the last two years. Leaders need to embed developments to the teaching of reading. Teachers need to continue to receive training on the teaching of reading.
- Improvements to the planning of subjects such as art and history are at a very early stage of development. While there is emerging evidence of a positive impact in art, the effect in history is far less clear. Pupils do not learn, retain and build on important knowledge in these subjects effectively. Leaders need to ensure that there is well-sequenced planning for foundation subjects. Teachers, many of whom are at an early point in their careers, need training as subject planning continues to develop.
- Staff sometimes miss opportunities to reinforce Reception children's learning. This happens when children are choosing learning activities. Consequently, this restricts how well children can demonstrate learning in a more independent way. Leaders need to consider how to develop this in writing and mathematics.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143139
Local authority	North Yorkshire
Inspection number	10110535
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	Board of trustees
Chair of trust	Tricia Ellison
Headteacher	Dave Card
Website	www.camblesforth.ebor.academy
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Ebor Academy Trust in January 2017.
- The current head of school was appointed in April 2019.
- The school started Nursery provision in September 2019.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the head of school, the subject leader for history and mathematics, the trust's leader for art and the leader for PE.
- I met with staff involved with the provision for pupils with SEND and those staff who provide support with pupils' personal development.
- We considered a range of safeguarding information and documentation provided by the school and available on the school's website. We met a range of staff to consider their understanding of the school's safeguarding procedures. Pupils told us how the school helps them to stay safe. I met with the headteacher and the school's designated safeguarding leader.

- I had separate meetings with three members of the local governing board and the trust's hub leader.
- We considered four subjects in detail: reading, mathematics, art and history. These deep dives included discussions with the head of school and subject leaders, lesson visits, review of pupils' books, consideration of art work on display, listening to pupils read, discussions with pupils and discussion with teachers where we completed lesson visits.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Gill McCleave

Ofsted Inspector

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