

Inspection of Knavesmire Primary School

Trafalgar Street, York, North Yorkshire YO23 1HY

Inspection dates: 11 and 12 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils receive a wonderful start to their education. They have many opportunities to develop academically and emotionally. Leaders are highly ambitious for what pupils can achieve. Pupils rise to meet their teachers' expectations. Achievement at this school is exceptional. Pupils are enthusiastic, engaged and have a love for learning. Classrooms buzz with purposeful chatter as pupils debate and discuss exciting content in lessons.

Pupils are independent and curious. They like to ask questions and are keen to find out more. They listen attentively to adults and follow instructions respectfully. Pupils chat happily as they move around school. They play beautifully together outside, enjoying the outdoor library and selection of books.

Pupils talk nicely to each other. They are polite and articulate. They know what bullying is but say it does not happen. They know that staff would do the right thing if it ever did happen.

Pupils would recommend the school to others as its safe, welcoming and there are lots of fun things to do. Pupils like the fact that you don't have to be brilliant at something to join in. They say everyone gets on well and is encouraged to take part in the 'huge' range of clubs on offer.

Pupils are expected to work hard and contribute to the life of the school. They take their playleader roles seriously and enjoy being part of the pupil action groups.

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

Leaders give pupils a wonderful primary school experience. By the time they leave Year 6 they are very well prepared for secondary school. The curriculum is exciting, packed full of interesting knowledge and has a purpose. 'The Big Idea' concept takes pupils on a journey of discovery, challenge and ultimately to an end point where they can show off what they have learned.

Nothing is left to chance in the curriculum. Knowledge has been successfully organised into year groups. For example, in geography, children in early years learn about the classroom and playground environment. In Year 1, pupils use the forest school provision. As pupils then move through the school they study the human and physical geography of the local area before learning all about York city centre in Year 6. This helps pupils to accumulate knowledge over time. The high-quality curriculum and the expert way in which teachers implement it leads to exceptional achievement for pupils at school.

Leaders have created a culture where reading is celebrated. The school library is full of high-quality texts that pupils enjoy. The 'Knavesmire 99' encourages pupils to read and listen to 99 suggested texts. Pupils love this challenge. In early years,

children receive a well organised, structured approach to learning phonics. They quickly learn the sounds that letters make and can apply this knowledge to their reading books. Pupils are given books that match their reading knowledge. This means they can read fluently and at times with expression. Staff, including teaching assistants, deliver high-quality reading sessions. Children in early years show high levels of concentration. They participate with real enthusiasm in lessons and demonstrate wonderful respect for others.

Leaders have invested heavily to support pupils with special educational needs and/or disabilities (SEND). Staff provide one-to-one support where required and appropriate adaptations to the curriculum are made. Staff have high expectations for pupils with SEND. The curriculum is not narrowed or unnecessarily simplified. Pupils with SEND are challenged and expected to access the same curriculum as their peers. As a result, these pupils achieve well. Pupils without SEND but who may be at risk of falling behind are effectively supported. Staff regularly check pupils' understanding, if they assess that a pupil needs additional time and support, it is swiftly put in place.

The school's aims encourage pupils to 'know more, be positive, care for each other and all succeed together'. The 'Knavesmire character' helps pupils to meet the school's aims. The curriculum, assemblies, trips, and an extensive range of clubs support pupils to be 'creative, take risks, be resilient and be aspirational'. For example, the Year 6 trip to Barcelona includes a visit to see works by Miró and Gaudi. Leaders want pupils to have experiences that will ignite their imagination and make them want to know more. Leaders have created a list of 50 things pupils will do before they leave Knavesmire. These activities and challenges make pupils try new things and develop personal skills and interests. Leaders consistently promote the extensive personal development of pupils. They provide exceptional experiences that add further richness to the curriculum.

Pupils consistently demonstrate wonderful self-control. They are deeply engaged in their learning and have highly positive attitudes towards their education.

School leaders, trustees and governors provide exceptional leadership. They make decisions based on research and evaluate if any new initiatives will benefit the pupils. Governors and trustees hold school leaders to account for the performance of the school with appropriate challenge and support. The determination for all pupils to be successful is a priority shared at all levels of leadership.

Leaders provide extensive training opportunities for staff and give subject leaders time and support to develop their own leadership roles. The consideration given to staff's well-being and workload means that staff enjoy working at the school and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads (DSLs) work with members of staff from the multi-academy trust to ensure that safeguarding procedures and incidents are frequently monitored. As a result, school leaders have an additional level of quality assurance that pupils are being kept safe. Regular updates, on top of training, mean that there is no complacency.

All staff know it is their responsibility to be vigilant and report any signs of concern immediately. DSLs keep detailed records of reported incidents and monitor any pupils who they have concerns about. Leaders have created an open, sharing culture so staff feel comfortable to report any worries they have. This often results in no further action required but maintains a high level of protection for pupils.

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](#)' 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	142760
Local authority	York
Inspection number	10211880
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	Board of trustees
Chair of trust	Ian Wiggins
Headteacher	Adam Cooper
Website	www.knavesmireprimary.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provision.
- The school joined the South Bank multi-academy trust in April 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 did deep dives in the following subjects: early reading, mathematics, art, physical education and geography. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it is like to attend this school.
- Inspectors looked at curriculum documents from a range of subjects.

- Inspectors listened to a range of pupils read from different year groups.
- Inspectors met with the special educational needs coordinator, members of the governing body, the chief executive officer and trustees.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors spoke to early career teachers and their mentors.
- Inspectors spoke to parents and observed pupils at breaktime and lunchtime.
- The lead inspector spoke to staff at the alternative provision.
- Inspectors considered the responses made by parents to Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil survey.

Inspection team

David Milligan, lead inspector	His Majesty's Inspector
Lynn Chambers	Ofsted Inspector
Sarah Hubbard	His Majesty's Inspector

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