

Inspection of Yearsley Grove Primary School

Yearsley Grove, Huntington, York, North Yorkshire YO31 9BX

Inspection dates: 29 and 30 November 2022

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?

Yearsley Grove Primary School is a happy, friendly and welcoming school.

Leaders have a visible presence in school. They speak to families at the beginning and end of the school day at the school gate. Parents and carers appreciate this. The following comment typifies the sentiment of many parents and carers who provided feedback to inspectors: 'The school is a wonderful school. All the staff care a great deal about the children.'

Adults know the pupils well. They develop strong, positive relationships in a caring environment. Pupils value this and benefit from it. They feel safe in school. Pupils know that they can go to an adult if they have a concern.

Pupils know what constitutes bullying. Incidents of bullying are rare. Leaders act swiftly to address them when they occur.

Pupils are respectful and courteous. They speak politely to each other and to adults. School routines are established. Pupils know what is expected of them. Classrooms are calm and settled places. This helps pupils to engage in their lessons.

Pupils enjoy participating in a wide range of lunchtime and after-school clubs. They benefit from opportunities to participate in activities in the local community.

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

Leaders, despite the challenges of the COVID-19 pandemic, have been and are determined to implement a curriculum that meets the needs of all pupils. This ambition is beginning to be realised. Leaders recognise that the curriculum is more developed in some subjects than in others.

Leaders have considered the knowledge and skills that they intend pupils to learn. Teachers use assessments to identify gaps in pupils' learning. They plan work to address these gaps. In several subjects, such as mathematics, planned activities recap pupils' prior learning effectively. In subjects at an earlier stage of development, leaders do not routinely check that what pupils learn is taught in the way that is intended. Teachers benefit from the guidance and support that is provided to them by leaders.

Leaders prioritise reading in the school. From the beginning of Reception, pupils begin to learn the sounds that are represented by letters. Leaders ensure that pupils develop fluency and accuracy in their reading from an early stage.

The support that pupils with special educational needs and/or disabilities receive is a strength of the school. Adults are effectively deployed. They take time to get to know pupils. They adapt tasks well to ensure that pupils know and understand what they are learning.

In the early years, children understand classroom routines. They engage in purposeful and well-planned activities. Staff are attentive to children's needs and support them well. Children listen carefully to instructions. Books are prominent and plentiful. They are used effectively to promote a culture of reading.

Some pupils do not attend school as often as they should. They miss out on work in class. Their absence from school prevents them from making as much progress as they could. Although leaders work with parents to increase attendance, some pupils' attendance still needs to improve.

The opportunity to develop pupils' character is a strength of the school. A range of clubs and activities are offered to support and develop pupils' interests. Opportunities to support the local community through fundraising contribute to 'Yearsley Acts of Kindness'.

The personal, social and health education curriculum enables pupils to consider social and moral issues. Topics are introduced to pupils sensitively and promote discussion. Books have been purposefully selected to address topics such as equality and diversity. Recent work about refugees prompted thoughtful discussion about differences and how we are all unique.

Leaders, including governors, have an accurate view of the school. They have correctly identified the school's priorities and are taking action to address them. Leaders' evaluation of their work is often focused on the implementation of specific actions, rather than its impact on pupils. Leaders recognise the need to ensure that they maintain a sharp focus on checking the impact of their actions.

Leaders have worked with staff effectively to support ongoing professional development. Staff regularly work alongside colleagues to develop their practice. They value these opportunities. The impact on staff's workload is considered carefully by leaders when making strategic decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are proactive in their approach to safeguarding. They are aware that 'it could happen here' and are alert to the signs and symptoms of abuse.

Strong pastoral support ensures that pupils are looked after. Leaders work with families well. They offer additional support where necessary and engage with external agencies appropriately.

Pupils learn how to keep themselves safe. This includes pedestrian training, road safety and cycle training. Leaders have considered local risks that pupils may encounter, such as the location of a river near to the school. Pupils learn about water safety as well as how to swim. Pupils learn how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school as often as they should. They miss out on vital learning and do not make as much progress as their classmates. Leaders should revitalise their work with parents to ensure that all pupils attend regularly and benefit from all that is on offer.
- Leaders do not check that what they intend pupils to learn is successfully implemented in all subjects. The curriculum content is not being delivered consistently well across the board. Leaders need to build on the effective practice in some subjects to ensure consistency across the curriculum.

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	132228
Local authority	York
Inspection number	10242097
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	Local authority
Chair of governing body	Liz Finch
Headteacher	Nigel Walter
Website	www.yearsleygroveprimary.york.sch.uk/
Date of previous inspection	5 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school has a nursery. Children can attend for 30 hours a week.
- The school does not place any pupils with alternative education providers.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteachers, subject leaders and the school's special educational needs coordinator.
- An inspector met with members of the governing body, including the chair of governors.

- An inspector spoke to the school’s improvement partner from the local authority.
- Inspectors undertook deep dives in early reading, mathematics, art and music. 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.
- Inspectors looked at the school’s safeguarding records, including the single central record of recruitment checks. Inspectors also discussed safeguarding arrangements with leaders, teachers, support staff and pupils.
- An inspector visited the school’s breakfast club.
- Inspectors considered 51 responses to Ofsted’s survey, Ofsted Parent View. An inspector also spoke to parents at the end of the school day. Inspectors met with some members of staff and groups of pupils separately to gather their views of the school.

Inspection team

Matthew Harrington, lead inspector	His Majesty’s Inspector
Barbara O’Brien	Ofsted Inspector
David Mills	His Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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