

# Inspection of Askwith Community Primary School

Askwith, Otley, West Yorkshire LS21 2HX

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Inspection dates: 9 and 10 November 2022

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Askwith Community Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Askwith Community Primary School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

There were many highly positive comments from parents and carers, which capture the essence of this remarkable school. All parents who gave their views would recommend this school to others. Parents and pupils know how lucky they are to belong to this very special school community.

Parents praise the dedication and professionalism of the staff at Askwith. Leaders have achieved the perfect balance between motivating pupils to achieve the highest academic standards alongside an equally ambitious commitment to pupils' wider personal development. These highest of expectations are realised by pupils.

Pupils' behaviour is exemplary at all times of the school day, and in every single lesson visited by inspectors. There is no bullying. Pupils know that staff would not tolerate it if it happened. Staff have extremely high expectations of pupils' behaviour and conduct. Staff show pupils how to treat everyone with the utmost respect by the way that they conduct themselves. This makes everyone feel happy and safe in school.

Pupils run their own clubs independently. Pupils learned to ring hand bells last year and now lead a bell-ringing club for younger pupils. Leaders are teaching pupils all the skills they need to be effective leaders themselves one day.

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

The headteacher has established a healthy and supportive staff culture of mutual respect and teamwork. The outstanding leadership of leaders at all levels is appreciated by the entire school community.

Every single member of staff is proud to work at Askwith. All staff support each other and 'pull together'. This is the key to their success. They are relentless in their pursuit of excellence in all aspects of their work.

Leaders have grouped pupils of different ages together into four mixed-age classes. Teachers manage the challenge of mixed-age classes consistently well. Teachers adapt the curriculum carefully to make sure that all pupils excel. They ensure that each pupil's learning is perfectly matched to their age and ability.

Leaders have planned an ambitious curriculum in every national curriculum subject. They have thought carefully about how and when they will teach procedural methods in mathematics. Teachers share the curriculum strategy with parents. This achieves consistency in the calculation strategies pupils use at home and in school. Leaders give pupils frequent opportunities to apply their procedural knowledge to solving mathematical problems. As a result, pupils are achieving exceptionally well.

Leaders provide pupils with a successful balance between knowledge acquisition and opportunities to work scientifically. Leaders enhance the science curriculum with visits and workshops. Pupils meet female scientists and engineers to challenge gender stereotypes. Boys and girls have equally high career aspirations in science

and the arts. Leaders enhance pupils' spiritual education by the 'awe and wonder' that is frequently planned within the curriculum.

Teachers use assessment exceptionally well. Leaders have designed 'essential knowledge checks'. They check pupils' understanding of connected learning and new learning frequently. Teachers create personalised learning plans for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND achieve well.

There is some inconsistency in the implementation of the early years curriculum. This is because some staff are very recently appointed. Leaders are still training new staff. As a result, some staff are still developing ways to skilfully question children when they are learning through play. However, leaders have accurately identified this. It is the key priority on the school improvement plan. Leaders' 'lesson study' training model is working, and early years provision is improving rapidly. There is convincing evidence that leaders are improving this area rapidly.

Early years staff are already experts in the teaching of early reading, writing and mathematics. Children are reminded every day how to hold a pencil correctly. Children practise correct letter formation daily. As a result, children's handwriting is clearly legible. Children read, write and count at least as well as they should for their age. Every single child in Reception Year achieved the early learning goals for word reading, number and numerical patterns in the 2022 statutory test.

Staff build on these excellent foundations in Year 1. The curriculum for the teaching of early reading and phonics is taught consistently well by all staff. Teachers make sure that all pupils keep up with the phonics programme. They provide reading books that match pupils' phonics knowledge. Staff hear pupils read every day. Pupils quickly learn to read with confidence and fluency.

Pupils achieve exceptional results in reading and mathematics at every statutory assessment point. As a result, Year 6 pupils are extremely well prepared for the next stage of their education. Leaders thread pupils' moral education throughout the curriculum. For example, teachers read a novel to pupils in Years 5 and 6 about refugees. This helped pupils understand about the rights of all human beings and our responsibilities towards each other.

In addition to achieving well in their learning, all pupils, including those with SEND, are developing confidence rapidly. This is because of the outstanding curriculum for pupils' personal development. Leaders are determined that pupils leave this small village school with the confidence they need to succeed at secondary school. Leaders empower all pupils to 'find their public voice'. Pupils learn to be effective advocates for themselves and others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that all staff and volunteers are suitable to work with children.

Leaders work well with other professionals to keep pupils safe. Leaders keep detailed records of any safeguarding concerns and the actions they have taken as a

result. Leaders work closely with colleagues in secondary schools, sharing information appropriately when pupils transfer at the end of Year 6.

The multi-academy trust provides regular safeguarding training for all staff. Leaders ensure that all staff are knowledgeable about any local risks to pupils' safety.

Pupils learn about risks to their safety.

## **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

<b>Unique reference number</b>	142189
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229030
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jenny Baynes
<b>Headteacher</b>	Elaine Nayler
<b>Website</b>	<a href="http://www.askwith.n-yorks.sch.uk">http://www.askwith.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Askwith Community Primary School converted to become an academy school in August 2015. When its predecessor school, Askwith Community Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- This school is part of the Yorkshire Collaborative Academy Trust.
- The school does not use alternative provision.

## 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 this into account in their evaluation of the school.
- Inspectors met the headteacher, assistant headteacher, the early years leader and the special educational needs coordinator. The reading, mathematics, science and geography subject leaders also met inspectors.

- A meeting was held with three governors, including the chair of the local governing body. The chair of trustees of the multi-academy trust spoke to the lead inspector separately. The lead inspector also met the chief executive of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour and safety were evaluated on arrival at school, at breakfast club, in the dining room and at breaktimes.
- Senior safeguarding leaders met inspectors to discuss recruitment and safeguarding records.
- Inspectors spoke to parents during the inspection. Inspectors also reviewed Ofsted's online survey, Ofsted Parent View, and survey responses from staff and pupils.

### **Inspection team**

Tracey Ralph, lead inspector

His Majesty's Inspector

Jane Clayton

Ofsted Inspector

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