

Inspection of Dishforth Airfield Community Primary School

Short Road, Dishforth Airfield, Thirsk, North Yorkshire YO7 3DL

Inspection dates: 7 and 8 June 2023

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

Outstanding

What is it like to attend this school?

Pupils thrive at this exceptional school. Staff expectations for pupils' behaviour and achievement are very high. Pupils behave extremely well in lessons and are highly enthusiastic about their learning. They talk confidently about what they know and take pride in their work. Pupils with special educational needs and/or disabilities (SEND) are well supported and make excellent progress. Staff know how to get the best out of every child. At social times, pupils play harmoniously together. There is no bullying. Pupils often organise self-directed games involving most of the pupils in the school. Anyone who wants to play is welcome to join in.

There is a wide range of high-quality opportunities for pupils to engage in beyond the school curriculum. For example, pupils have worked with professional musicians, including a jazz trio and a harpist.

Many pupils have a parent or carer in the armed forces. Pupils are extremely well supported through strategies like the 'parents away' club, which they attend when a parent is deployed overseas.

Pupils are extremely proud of themselves, each other and their school.

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

Leaders have created a safe, happy and highly ambitious school community. Curriculum planning is extremely well thought through. Leaders identify clearly the important knowledge that they want pupils to secure. Pupils' learning is sequenced so that important knowledge is revisited often and becomes more complex over time. Staff teach and manage mixed-age classes exceptionally well. They help new starters to integrate into this caring school community very quickly. Teachers identify what pupils already know and understand what they need to learn next. They explain clearly, step by step, what pupils need to know and do. Staff skilfully draw out and address pupils' misconceptions. Pupils' ability to recall and explain their learning is impressive. They learn and use subject-specific vocabulary precisely. Teachers expertly check pupils' understanding. If necessary, they adapt their teaching to make sure pupils learn well. Support for pupils with SEND is extremely strong across the school, including for some pupils with a high level of need. Staff know how to support and challenge these pupils.

Reading leaders are very knowledgeable. All staff use a consistent approach to help pupils learn to read quickly. Reading books match the sounds that pupils know. Pupils thoroughly enjoy reading.

Children get off to a superb start in the early years. Teachers' planning is as well thought through as in the rest of the school. Teacher-led sessions are delivered with precision. Staff draw children's attention to what they need to know and remember. Children learn very well. Activities are highly purposeful. They help children to develop a wide range of knowledge and skills. For example, children quickly develop

the fine-motor skills they need to use scissors and write letters. They show high levels of focus and engage well with tasks. Staff skilfully help children to build vocabulary. Children are very well prepared for the demands of the curriculum in Year 1.

Pupils' behaviour is exceptional. Teachers build positive relationships with pupils. Behaviour in lessons is calm. Pupils engage with genuine enthusiasm and stay on task exceedingly well. They do not give up, even when the work that is set by teachers is challenging.

The curriculum for pupils' personal, social and health education (PSHE) curriculum is thoughtfully planned and sequenced. Pupils are very well prepared for life in modern Britain. They remember and understand the PSHE curriculum extremely well. For example, pupils have detailed knowledge of other cultures and religions, democracy and what makes a healthy friendship. They show high levels of sensitivity and maturity when discussing these topics. Pupils participate in 'LORIC', which is a scheme of learning that develops leadership, organisation, resilience, initiative and communication. They gain confidence and work very effectively in teams.

Leaders and staff are excellent role models. Pupils show high levels of respect to staff, each other and visitors to the school. There are a wide range of clubs that provide for pupils' different interests. Almost every pupil in the school has attended at least one club this academic year. A series of educational visits are tied to the planned curriculum. For example, pupils take inspiration from visiting the Yorkshire Sculpture Park to create their own innovative artwork. They explain how the visit influenced their artwork and the skills they used to create it. Other educational visits build pupils' cultural knowledge. For example, pupils visit the theatre to watch high-quality performances such as 'Oliver Twist'.

The leadership team is deeply committed to providing pupils with the very best curriculum and pastoral care. Governors are experts in education. They support and challenge leaders to continually develop the school. Teachers describe a supportive ethos. Workload is well managed. Leaders ensure that staff access high-quality training and coaching. Subject leaders receive very effective support. They are confident in their roles. There are regular opportunities for collaborative working.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders make sure that pupils are safe and families are well supported. Pupils talk to adults about any worries they have. Staff understand their responsibilities in keeping children safe. They know how to report concerns. Record-keeping is detailed. Leaders act quickly and effectively when concerns about pupils are raised. They make timely referrals to external agencies when needed. Pupils feel safe.

The PSHE curriculum is well designed to help pupils keep themselves safe, including online. Pupils learn about water and road safety, and about how to look after their mental health. The neighbourhood policing team helps pupils to learn about topics such as coping with peer pressure.

Leaders carry out appropriate checks to make sure staff and visitors are safe to be in school.

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.

School details

Unique reference number	121332
Local authority	North Yorkshire
Inspection number	10240546
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair of governing body	Jim Brown
Headteacher	Julie Lyon
Website	www.dishforthairfieldprimaryschool.com
Date of previous inspection	4 November 2021, under section 8 of the Education Act 2005

Information about this school

- The proportion of pupils who leave and join the school, other than at the end of Year 6, is well above average.
- The proportion of pupils with SEND is well above the national average.

Information about this inspection

The inspector(s) 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.
- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with two members of the governing body.
- Deep dives were carried out in these subjects: early reading, mathematics, geography and art. 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, where appropriate, looked at samples of pupils' work.

- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire and the responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Jim Hindess

Ofsted Inspector

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