

# Inspection of Askrigg Voluntary Controlled Primary School

Yorebridge, Askrigg, Leyburn, North Yorkshire DL8 3BJ

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Inspection dates: 19 and 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Good

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

Pupils are well behaved in lessons and at playtimes. Bullying seldom happens and pupils feel safe in school. Pupils know they can talk to the adults about any concerns.

Pupils who attend this school are also educated on the sites of two partner schools in the federation, West Burton Church of England Primary School and Bainbridge Church of England Primary and Nursery School. The three schools operate together across three sites. Pupils return to their registered school for a celebration assembly every Friday. This contributes to the sense of community in each individual school.

Leaders have high expectations of what pupils can achieve and they deliver a broad curriculum. However, the early years curriculum is not sufficiently detailed to prepare pupils for Year 1. Learning plans are in place for pupils with special educational needs and/or disabilities (SEND). In some cases, these plans do not fully reflect the pupil's primary need. Therefore, some interventions do not bring about rapid learning and catch up.

Pupils enjoy the variety of experiences linked to the curriculum, such as taking part in the Wensleydale tournament. This involves pupils showcasing their musical talents in front of others.

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

Leaders reorganised the year groups across the three federated schools from September 2022. Where possible, pupils are taught in single age classes. Pupils appreciate the new arrangements. One commented, 'It makes a difference. We don't have loads of empty chairs in class and we know each other better now.' Leaders also revised the subject curriculum to make it more ambitious.

Pupils learn to read through a well-sequenced, highly-structured phonics programme. Staff deliver the scheme with consistency. The books that pupils read closely match the sounds that they know. This helps pupils to become fluent readers. Leaders ensure that the reading books used in lessons reflect a range of different cultures and genres. Older pupils have an extensive knowledge of authors and clearly enjoy reading.

Subject leaders are knowledgeable about the curriculum areas they lead. The goals and ambitions of the curriculum are clear. However, in some subject areas, such as history, the objectives are sometimes too broad and the planning less detailed. This leads to some inconsistencies in the quality of the delivery of the curriculum. As a result, some pupils struggle to understand aspects of the new learning. Leaders are aware of this. They provide training and coaching to members of staff. Through this, leaders gain a valuable insight into what needs to change in the curriculum.

In early years, the curriculum is less well developed. Leaders are not explicit about what should be taught, and when, to prepare children for Year 1. Staff do not routinely model language sufficiently well to broaden the children's vocabulary. Some pupils have difficulty working independently and accessing the learning areas. This distracts others from what they are learning. Staff sometimes focus on the task they are assigned to rather than re-directing children to more meaningful learning.

Leaders seek advice and support from partner agencies to support pupils with SEND. However, the support for pupils with SEND is inconsistent across school. Some pupils with SEND have individual plans, but their specific needs are not clearly defined. This means that leaders do not sufficiently address and monitor the needs a pupil may have. Some pupils on catch-up programmes miss out on valuable learning with their peers. Leaders work with the local secondary school, parents and services to ensure a smooth transition for pupils moving into Year 7.

In personal, health and social education, pupils develop a strong understanding of equality and protected characteristics, such as disability. Pupils learn about cultural diversity in modern Britain. This is brought to life by a residential visit to a city. Pupils are knowledgeable about the major world religions and what it means to be a person of faith. Many pupils are active citizens, championing the reduction in the use of plastics.

Leaders have effective systems in place to improve pupils' attendance. Staff have high expectations of pupils' behaviour. Pupils are polite, courteous and respectful of one another. Pupils gain confidence through their varied leadership roles. The respect ambassadors present the school's unique Good Samaritan awards in assembly to promote the 'respect code'. They remind other pupils of the school values and encourage positive behaviour.

The governing body has a deep understanding of the needs of the school community. They were fully involved in the strategic decision to change the organisation of the school. Governors offer effective challenge and support to senior leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and members of the governing body are fully aware of the school's safeguarding procedures and receive up-to-date training on child protection issues. Leaders work with partner agencies to support pupils and families who are in need.

Pupils learn about keeping safe, both online and offline. Year 6 pupils appreciate their visit to Crucial Crew, a practical workshop on everyday safety, organised by emergency services.

Leaders are determined that pupils learn about water safety and how to swim. In addition to the timetabled lessons, they provide extra-curricular swimming sessions for pupils and their families.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders' expectations for what children in the early years can achieve is not sufficiently ambitious. The curriculum lacks the necessary detail for all staff to understand exactly what should be delivered in the areas of learning. This means that some children do not learn as much as they should. Leaders should ensure that they set out the exact knowledge they want children to learn in a sequenced, logical order, so that children will be prepared for their next stage in education.
- Leaders have not identified the precise needs of some pupils with SEND. Therefore, the strategies and targets that are set out in their personal plans are not precise enough. As a result, the curriculum is not consistently well matched to their specific needs. Leaders should ensure that the needs of pupils with SEND are clearly identified. The improvement targets for these pupils should be precise and well matched to these needs.
- Leaders are in the process of further revising the curriculum. The intent and ambitions of the curriculum are clear. However, the guidance for teachers is less detailed in some subject areas. This leads to some inconsistencies in the delivery of the curriculum. Leaders should ensure that all curriculum guidance contains the level of detail that staff need to fully deliver the intended 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

<b>Unique reference number</b>	121602
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10255602
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Ryding
<b>Co-Executive Headteachers</b>	Charlotte Harper and Eleanor Harrison
<b>Website</b>	<a href="http://www.b-a-wb.co.uk">www.b-a-wb.co.uk</a>
<b>Date of previous inspection</b>	11 December 2019, under section 8 of the Education Act 2005

## Information about this school

- This school is part of the BAWB Federation. Some pupils who attend this school are dual registered at West Burton Church of England Primary School or Bainbridge Church of England Primary and Nursery School.
- All schools in the federation are led by the co-executive headteachers. Subject leaders and the school's special educational needs coordinator work across all three sites.
- Children in early years and pupils in Year 1 are educated at the Bainbridge Church of England Primary and Nursery School site. Pupils in Years 2 and 3 are educated at the Bainbridge Church of England Primary and Nursery School. Transport is hired to transfer the pupils from their registered schools to the site where they are educated.
- Although this school has a religious character, it is not subject to section 48 inspections.
- The school does not currently use any 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 school leaders and have taken that into account in their evaluation of the school.
- Inspectors visited all three school sites. They observed the transfer procedures between the school sites.
- Inspectors met with the co-headteachers and the special educational needs coordinator. Meetings were also held with the early years leader, curriculum subject leaders, class teachers and pupils. Further meetings were held with early career teachers.
- The lead inspector met with representatives of the local authority and the Leeds Diocese.
- Inspectors carried out deep dives into early reading, English, mathematics, music and history. For each deep dive, inspectors looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at books and samples of work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To inspect safeguarding, inspectors spoke to staff and governors. A range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors spoke to pupils about their views of the school. As well as speaking to parents at the school gate, inspectors considered responses to Ofsted's online survey, Ofsted Parent View. The views of staff were taken into account through a number of meetings, as well as their responses to Ofsted's staff survey.

## Inspection team

Mary Cook, lead inspector

His Majesty's Inspector

Jenny Thomas

His Majesty's Inspector

Dawn Foster

Ofsted Inspector

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