

# Inspection of a good school: Great Ouseburn Community Primary School

Main Street, Great Ouseburn, York, North Yorkshire YO26 9RG

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Inspection date: 26 October 2023

## Outcome

Great Ouseburn Community Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy coming to school and learning with their friends. They attend very well. Pupils are friendly, polite and respectful to each other and to adults. Pupils are kind to each other.

Pupils behave very well. The school is a calm and orderly environment. Pupils are proud of their school. Bullying is extremely rare. Leaders and pupils say they do not tolerate it. Pupils know that if they are worried staff will help them. Pupils have great trust in staff and there are positive relationships.

Pupils have a strong sense of equality. They say, 'Everyone should be kind to each other and appreciate each other's differences and views.'

Leaders and teachers have high expectations of all pupils and are ambitious for them. Teachers plan lessons that encourage all pupils, including pupils with special educational needs and/or disabilities (SEND), to contribute well. Pupils say that learning is 'fun'.

The headteacher and staff are exceptionally well respected by parents, carers and pupils. Parents appreciate the work that the school is doing for their children. They say they are 'grateful to have such a wonderful school in the village.' This is a school at the centre of its local community.

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

The school has an exciting, bespoke curriculum. It develops pupils' knowledge and expertise across a broad range of subjects. The curriculum is carefully sequenced from early years to Year 6. Pupils with SEND follow the same curriculum as others. Parents appreciate the very effective support given to these pupils.

Leaders have identified the important knowledge they want pupils to know and remember over time. There are clear subject plans, which describe what pupils should know and by

when. In most subjects, pupils build up a deep understanding over time. Teachers plan exciting activities that capture pupils' interests. For example, visits to Eden Camp and Elvington Air Museum are skilfully integrated into the history curriculum. These visits provide memorable experiences for pupils.

Well-trained staff teach phonics very effectively across the school. Pupils learn new sounds quickly. Books are well matched to the sounds being learned. Those who find phonics, and reading, more difficult get the support they need to catch up. Pupils are avid readers. They enjoy the wide range of books in their classroom libraries. Parents make a significant contribution to pupils' reading. They understand how their children learn to read and make sure there is regular reading at home.

Mathematics is taught exceptionally well. Every day starts with pupils using four operations, known as 'UFOs', to practise and develop fluency in number. The school steadily builds up pupils' proficiency in problem-solving and mathematical reasoning. Teachers check pupils' work regularly in class. Teachers clear up any misconceptions quickly. Pupils say they 'enjoy maths and like the challenging work.'

Pupils are enthusiastic about subjects in the wider curriculum, such as history. Teachers have strong subject knowledge. In history, for example, teachers use artefacts and sources of evidence well to bring the subject to life. Pupils learn about diversity in history. For example, pupils learn about civil rights in America, Asian servicemen and the contribution of women in the Second World War. The school has identified the key knowledge pupils need to achieve a deep understanding of the history being studied. However, pupils do not consistently achieve these ambitious learning goals.

Across the school, pupils cooperate exceptionally well with adults and each other. The foundations for this start in the early years where children are attentive, cooperative and enjoy working together. There are lots of opportunities for children to develop their knowledge in mathematics and reading. Adults ask questions that develop children's vocabulary and language. Children listen well when adults are reading to them. The school joins up activities to enrich children's learning. For example, when children are reading 'The Little Turtle at Sea', they visit an aquarium and do an environmental project. Children in early years are well-prepared for moving into Year 1.

Pupils enjoy a range of sports, social events and clubs. Pupils know the importance of rules and how democracy helps them make decisions as a class. They learn about different faiths and cultures. Pupils visit a range of places of worship and work on multi-faith projects. They enthuse about the school choir, with almost two thirds of the school being members.

Staff enjoy working in the school. Leaders and governors are considerate of staff's well-being and workload. Governors are ambitious for the school. They have the expertise to support the school as it continues to grow.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of foundation subjects, the school is not delivering the ambitious goals that are described in the curriculum plans for these subjects. This means that pupils' understanding is not extended or developed as much as it could be. The school needs to review the support provided to staff for the planning and delivery of these subjects so that pupils are challenged to deepen their understanding equally well in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121393
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10290079
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris France
<b>Headteacher</b>	Nick Oswald
<b>Website</b>	<a href="http://www.greatouseburn.n-yorks.dbprimary.com">www.greatouseburn.n-yorks.dbprimary.com</a>
<b>Date of previous inspection</b>	4 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The number of pupils has doubled in size since the previous section 8 inspection.
- Two new classrooms were opened in September 2023 to accommodate increasing pupil numbers. The existing building was refurbished and some classrooms were increased in size.
- The school does not use any alternative education provision.
- During the inspection, pupils in Years 3 and 4 spent the day off site visiting a museum.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- The inspectors met with the headteacher, senior leaders and subject leaders. The lead inspector held discussions with the chair of governors and three other governors.

- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also listened to some pupils read.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. The inspectors considered how the school supports pupils' personal development.
- The inspectors spoke with a number of parents at the start and end of the day. They analysed responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors analysed pupil and staff survey responses.

### **Inspection team**

Jim McGrath, lead inspector

Ofsted Inspector

Judy Shaw

Ofsted Inspector

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