

Inspection of Camblesforth Community Primary Academy

Mill Lane, Camblesforth, Selby, North Yorkshire YO8 8HW

Inspection dates: 28 and 29 November 2023

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

The headteacher of this school is Dave Card. This school is part of the Ebor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gail Brown, and overseen by a board of trustees, chaired by Rachel Totton.

What is it like to attend this school?

Camblesforth Community Academy is a welcoming and inclusive small school. Pupils feel safe and happy here. They appreciate the daily 'check-ins' with staff, which help them to identify how they are feeling. Pupils all have adults to whom they can speak if they have any worries or concerns. Bullying incidents are rare and dealt with quickly. Pupils are rightly proud of their school and all the wonderful things they know and can do.

The school provides a varied set of personal development experiences for pupils. This includes making sure pupils attend educational visits and residential trips. Pupils talk proudly of their leadership roles as restorative ambassadors, student councillors and members of the trust parliament. They show an excellent understanding of democracy. Pupils relish these roles, and they take them seriously. There are plentiful opportunities for pupils to develop interests in sports and music. During the inspection, pupils were joyfully singing in the choir. Participation in extra-curricular activities is high.

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Many achieve well, including children in the early years. Pupils embody the school's values of excellence, belonging, opportunities and respect. They are respectful towards their peers and adults.

Parents and carers are overwhelmingly positive about the school. One parent spoke for many when they described the school as 'a small school with a big heart, where children learn and flourish.'

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

Since the previous inspection, leaders have improved the quality of education that pupils receive.

In the early years, children get off to a strong start. Teaching is sharply focused on developing children's communication and language. Adults skilfully model effective speaking and listening skills. They interact positively with children. As a result, children quickly learn to develop positive relationships with their friends. They learn to take turns and follow routines. Adults use assessment well to make changes to the provision. This ensures that the learning environment is stimulating and interesting. The early years curriculum is well planned, and it is linked effectively to the Year 1 curriculum. Children are exceptionally well prepared for their next phase of learning.

The school is determined that every pupil will learn to read. This begins the moment children arrive in the Nursery. The school's reading curriculum is well planned and progressive. Staff have received training to deliver the school's phonics programme. When pupils are learning to read, they are given decodable books that match the sounds they have been taught. This helps pupils to read accurately and with

increasing confidence and fluency. Pupils who fall behind with learning to read receive extra 'catch-up' sessions. The school encourages pupils to develop a love of reading. For example, staff read aloud to their classes each day, which pupils enjoy. In addition, staff provide pupils with the opportunity to borrow books from the school library. Pupils talk about their favourite books enthusiastically.

The school has focused on refining the curriculum and identifying what it wants pupils to know in each subject. Leaders have thought about the mixed-age classes and how best to develop the curriculum so that pupils do not unnecessarily repeat the same content. However, in a few subjects, the curriculum is less well developed. In these subjects, pupils do not sufficiently build on prior learning, which leads to gaps in their knowledge.

Pupils with SEND are well supported. The school identifies pupils' needs early, and teaching is adapted to meet the needs of these pupils within the classroom. Additionally, adults support pupils well. This contributes to the ability of pupils with SEND to follow the curriculum alongside their peers.

Pupils are fantastic ambassadors for their school. They understand the clear expectations for behaviour. Pupils, including children in the early years, behave well. The school environment is calm and purposeful. Leaders have rigorous systems in place to make sure pupils attend regularly. Pupils' rates of attendance are high.

The school's aspirational personal, social, health and economic education curriculum supports pupils' personal development well. What is taught in class is also covered in a well-thought-out programme of assemblies. Because of this, pupils have an in-depth understanding of the importance of the fundamental British values. They learn the importance of treating people with equality, fairness and respect. The curriculum promotes an age-appropriate awareness of life in modern Britain.

Trustees and governors understand their statutory duties thoroughly, and they fulfil their responsibilities diligently. They use their detailed knowledge of the school to hold it to account effectively. Staff value the opportunities for training and the consideration of their workload and well-being.

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 minority of foundation subjects, the curriculum is not fully developed. In these subjects, the content does not precisely build on pupils' prior knowledge. This means some pupils do not consistently develop their knowledge sufficiently before moving on to new learning. The school must ensure that the curriculum in

all subjects precisely identifies the crucial knowledge that pupils need to learn and the order in which they need to learn it.

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

Unique reference number	143139
Local authority	North Yorkshire
Inspection number	10290311
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Board of trustees
Chair of trust	Rachel Totton
Headteacher	Dave Card
Website	www.camblesforth.ebor.academy
Dates of previous inspection	10 and 11 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary.
- The school is part of the Ebor Academy Trust.
- The school does not currently use any alternative provision for any of its pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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.
- Inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample

of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum in some other subjects. They spoke with pupils and reviewed samples of work in these curriculum areas.
- Inspectors listened to pupils read with a trusted adult.
- Inspectors met with the headteacher and other leaders. The lead inspector spoke with the chief executive officer, the chair of the trustees and the chair of the governing body.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the view 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' interest first.
- Inspectors observed pupils' behaviour in lessons and at social times.
- Inspectors reviewed a wide range of documentation, including that relating to behaviour and attendance. Inspectors also examined the school's self-evaluation document and the school improvement plan.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Jean Watt, lead inspector

Ofsted Inspector

Stu Mills

Ofsted Inspector

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