

# Inspection of a good school: Elvington Church of England Voluntary Controlled Primary School

Dauby Lane, Elvington, York, North Yorkshire YO41 4HP

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Inspection date:

28 February 2024

## Outcome

Elvington Church of England Voluntary Controlled Primary School continues to be a good school.

## What is it like to attend this school?

This is a happy, caring and welcoming school. The school's Christian values help to guide the work of the school. The school motto of 'Working together, we can all achieve success' is exemplified by the way staff, pupils and parents work together.

The school has high expectations for the achievement of all pupils. They benefit from a well-constructed curriculum. Pupils, including those with special educational needs and/or disabilities (SEND), flourish and achieve well.

Pupils' behaviour is very good. They are polite and show respect for each other. Everyone plays well together during social times. Pupils feel safe and bullying is very rare.

Pupils benefit from lots of opportunities beyond the classroom, through an extensive range of after-school clubs and pupil leadership roles. Exciting trips and visits take place through 'stunning starts' or 'fabulous finishes', as a way for pupils to start or finish a topic of work.

Parents are overwhelmingly positive and complimentary about the school and the staff. Two parents summed up the views of many, when they said, 'My son is being given the opportunity to flourish in his own unique way,' and 'My daughter wishes school holidays would pass more quickly so she can get back to school.'

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

Leaders have designed and implemented a bespoke curriculum that is broad and balanced and matches the needs of mixed-age classes. Leaders have set out the key knowledge pupils need to know, from early years to Year 6. However, in some subjects, including science, the curriculum is not designed with the same high degree of precision. As a

result, the sequence of knowledge does not start from early years. School leaders are aware of this and have plans in place to make the curriculum equally strong across all subjects. In the vast majority of subjects, the curriculum is very well sequenced so that pupils build their knowledge over time. As a result, pupils enjoy their learning and achieve well.

Teachers revisit prior learning at the start of lessons and regularly check pupils' understanding. Staff make sure that resources and activities are of a high quality to help pupils learn. Teachers present knowledge clearly. They use subject-specific language that develops pupils' vocabulary and builds their understanding.

Early reading is prioritised by the school and is very effective. Staff deliver the new phonics programme with expertise. From the beginning of the Reception Year, phonics is taught with precision. Books are carefully matched to the sounds pupils know. Staff provide effective support for pupils who are at risk of falling behind with their reading. Pupils become confident and fluent readers quickly and achieve highly in the phonics screening check. The school ensures that pupils read widely and often. As a result, pupils develop a love of reading and talk enthusiastically about the books they have read.

Pupils use mathematical vocabulary accurately. Their mathematical knowledge is secure. This vocabulary is introduced in Reception and builds over time. Teachers regularly check that all pupils can use it well, including as part of problem-solving. Pupils are confident mathematicians and achieve well.

Behaviour is very good. Children in the early years settle well at school. Expectations of how all pupils should behave are high. Relationships between adults and pupils are warm and respectful. Across all lessons, pupils focus on their learning. Staff celebrate pupils' successes. From early years, routines are well established. The school works hard to encourage high attendance. When pupils' attendance is not what it should be, the school takes appropriate action to ensure that attendance improves.

The school identifies pupils with SEND quickly. Leaders work closely with external organisations and staff make appropriate adaptations to learning activities. As a result, pupils with SEND learn the same curriculum as their peers and achieve well.

The school values highly pupils' wider development. Staff teach 'the whole child'. There is a carefully planned programme for personal, social, health and economic education. Pupils are taught about respect and kindness. They demonstrate these traits exceptionally well. Pupils have numerous opportunities to contribute to school life, for example as members of the school council, the anti-bullying council or the eco-warrior group. Staff, including the headteacher, regularly volunteer their own time to provide pupils with clubs and activities that develop their talents and interests. For example, pupils can attend clubs such as tag rugby, 'phunky food', chess or gymnastics.

Governors understand and fulfil their statutory duties very well. They provide effective support and challenge to the school. Staff value the way in which the school considers their workload. Staff feel valued and supported in their roles.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- In some subjects, such as science, the sequence of the curriculum does not start from early years. As a result, some teachers do not know precisely what essential knowledge and skills pupils should learn in early years to prepare them for their next steps. The school should continue to develop the curriculum in some subjects, including science, so that subject leaders and teachers know exactly what key knowledge and skills pupils should learn by the end of the Reception Year, in readiness for Year 1.

## 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 February 2015.

## 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>	121531
<b>Local authority</b>	York
<b>Inspection number</b>	10313243
<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>	126
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jodie Sharma
<b>Headteacher</b>	Andrew Buttery
<b>Website</b>	<a href="http://www.elvingtonprimary.org.uk">www.elvingtonprimary.org.uk</a>
<b>Date of previous inspection</b>	21 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is smaller than the average-sized primary school.
- The school runs its own before- and after-school club.
- A new headteacher and a new chair of governors have been appointed since the previous inspection.
- This is a Church of England voluntary-controlled primary school, within the Diocese of York. Its most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in March 2020.
- The school uses one registered alternative provider.

## 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.

- Inspectors spoke with the headteacher, the special educational needs coordinator, the leader of the early years provision, subject leaders, the designated leader for safeguarding and other members of staff.
- An inspector met with four governors, including the chair of the governing body, and a representative from the local authority. An inspector also held a telephone conversation with a representative from the Diocese of York and a member of staff from the alternative provider.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspectors met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at pupils' work. An inspector heard pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed the work of the school and scrutinised a wide range of evidence, including the school's self-evaluation, school improvement plans, wider curriculum plans, attendance and behaviour records, safeguarding files and recruitment checks.
- Inspectors talked to staff about workload, and about the amount and quality of training and support they receive from leaders.
- Inspectors spoke with parents during the inspection. They considered responses, including free-text comments, to the Ofsted Parent View online questionnaire. The responses to the staff and pupil questionnaires were also considered.

### **Inspection team**

Dimitris Spiliotis, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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