

Inspection of a good school: Huby CofE Primary School

Tollerton Road, Huby, Tollerton Road, York, North Yorkshire YO61 1HX

Inspection dates: 5 June 2024

Outcome

Huby CofE Primary School continues to be a good school.

What is it like to attend this school?

A strong Christian ethos runs through the school. Pupils thoroughly understand the school values of friendship, perseverance, respect and courage. Pupils demonstrate these values by treating each other with dignity and respect. Pupils feel safe in school. They have trusted adults to talk to if they have any concerns.

The school has high expectations for all pupils, including for those with special educational needs and/or disabilities (SEND). Pupils typically achieve well. They are enthusiastic about their learning and have a keen interest in the different areas of the curriculum.

Pupils behave exceptionally well. Behaviour across school is calm and orderly. At playtime, sports leaders organise games for other pupils. Pupils are supportive of each other. The Year 6 mentors speak proudly about how they support Reception children with their reading. Pupils have a thorough understanding of fundamental British values.

Children begin to learn phonics from the start of Reception. They learn to swim in Reception and continue swimming lessons until the end of Year 6. Children in early years are well prepared for Year 1.

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

The school has designed a curriculum that is ambitious for all pupils. Teachers have strong subject knowledge. They select appropriate activities to deliver the curriculum. Teachers regularly check pupils' knowledge to check their progress throughout the curriculum. This allows teachers to identify and address any gaps in pupils' knowledge and misconceptions well.

In most subjects, leaders have carefully selected the knowledge they want pupils to learn. They have organised this knowledge in a logical order to build in complexity over time. In

a small number of subjects, the content is not sequenced in a logical order. This means that some pupils do not fully develop the knowledge that they need.

Pupils achieve well at this school. Leaders have recently worked to improve the curriculum for early reading. The school has provided additional training for all adults in the delivery of phonics. There is consistency in the delivery of phonics across the school. Adults have thorough subject knowledge and deliver phonics well. The books that pupils read at home are matched to the sounds they have learned. This helps pupils to develop fluency in their reading. The school identifies pupils who are not making expected progress and puts effective interventions in place.

The school promotes a love of reading through a range of strategies. Pupils benefit from guided and independent reading in class throughout the week. They visit the school library at least once a week. Pupils enjoy reading at this school.

The school's provision for pupils with SEND is a strength. On entering the school, pupils' additional needs are identified quickly. Parents and carers report that the school has been supportive and considerate through the process of identifying pupils with SEND. The school has high expectations for all pupils with SEND. These pupils achieve well in relation to their starting points.

Pupils enjoy coming to school. They attend well. Leaders keep a close eye on pupils' attendance. Leaders respond immediately when a pupil's attendance begins to decline.

The school provides well for pupils' wider development. They have access to a range of after-school clubs. Pupil leaders are active within the school and the local community. The 'values champions' select other pupils for a weekly school values award. The school council raises money for local charities. Pupils benefit from a wide range of educational visits. These include visits to a power station, a Roman village and a local museum.

Governors have a strong oversight of the school. The school works closely and productively with the local authority and the diocese. Leaders are mindful of staff workload and well-being. Staff feel well supported and are proud to work at the school. Parents are extremely positive about both the academic education and the pastoral support that the school offers.

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 subjects, curriculum content is not sequenced in a logical order. This means that some pupils do not make the progress of which they are capable. The school should ensure that curriculum content is sequenced appropriately 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 June 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

Unique reference number	121501
Local authority	North Yorkshire
Inspection number	10346345
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of governing body	Karen Cahill
Headteacher	Jane Cunningham
Website	www.huby.n-yorks.sch.uk/
Date of previous inspection	6 June 2019, under section 8 of the Education Act 2005

Information about this school

- Huby CofE Primary School is a smaller-than-average primary school.
- The school does not make use of any alternative provision.
- The school provides a breakfast club and an after-school club for its pupils.
- The school has a governor-led nursery for 3-year-olds.
- This Church of England school is part of the Diocese of York. The last section 48 inspection, for schools of a religious character, took place in May 2022.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- The lead inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher and other senior leaders.
- The lead inspector spoke with the chair and other members of the local governing body.

- The lead inspector also spoke with a representative from the local authority.
- In this small school, inspectors carried out deep dives in the following subjects: reading, mathematics and science. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also evaluated the quality of education in physical education.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors and in lessons. They also spoke to pupils about behaviour and bullying. The inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- 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.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys, including Ofsted Parent View.

Inspection team

Chris Sergeant, lead inspector

His Majesty's Inspector

Sue Richardson

Ofsted Inspector

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