

Inspection of Skipton Parish Church of England Primary School

Brougham Street, Skipton, North Yorkshire BD23 2ES

Inspection dates: 18 to 19 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Lucy Peberdy. This school is part of the Yorkshire Causeway Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Goodwin, and overseen by a board of trustees, chaired by Alison Glover.

What is it like to attend this school?

Pupils are happy at this caring and supportive school. Staff know the pupils and their families well. Every pupil is welcome and valued. There is a genuine sense of community within the school.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils behave well in lessons and at social times. Pupils are supportive of each other and respectful to the adults in the building. Pupils politely greet visitors and hold doors open for them. Pupils feel safe in school. They have trusted adults to speak to and can report any concerns to the 'worry monster.'

Pupils learn how to stay safe online and offline. They understand the difference between healthy and unhealthy relationships. Pupils have access to a range of leadership opportunities. The 'mindfulness mentors' and 'well-being champions' actively support younger pupils at playtimes.

Children in Reception get off to great start to their time in school. They interact with each other in a calm and respectful manner. They learn a curriculum designed to link directly to the subjects they will study in Key Stage 1.

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

The school has designed an ambitious curriculum. Leaders have identified the important knowledge that they want pupils to learn. This knowledge builds towards clearly defined curriculum end points. The school has implemented a lesson structure which encourages pupils to be collaborative and independent. Pupils debate often in lessons and have 'thinking time' before answering questions. This helps pupils to become more independent learners.

In most lessons, teachers regularly check to ensure that pupils learn and remember the intended curriculum. In some foundation subjects this does not happen as well. As a result, some pupils have small gaps in their knowledge in these subjects.

Pupils achieve in line with national expectations in most areas of the curriculum. However, pupils' achievement in writing and in mathematics at the end of key stage 2 was below national averages in 2023. The school has responded to this by introducing a new writing curriculum and adapting the mathematics curriculum to better address gaps in pupils' knowledge. There is clear evidence of positive impact in both of these areas. For example, in mathematics pupils have improved their accuracy when completing calculations. This impact is not currently reflected in published outcomes. Leaders recognise that there is still work to do to further strengthen the writing curriculum. Some pupils need to spend more time securing an understanding of aspects of spelling, punctuation and grammar before moving on to more complex writing tasks.

The school has prioritised reading. Children begin to learn phonics from early in Reception. Teachers have good phonics knowledge and deliver lessons that pupils enjoy and succeed in. As a result, pupils achieve well in phonics. Teachers quickly identify pupils who are struggling with phonics. These pupils receive 'keep up to catch up' support. This support is effective for most pupils. The school promotes a love of reading. Pupils read daily and bring in books they have read to swap with other pupils in their class. Pupils enjoy reading at this school.

The school effectively identifies pupils with SEND. Teachers work with parents and carers, and pupils, to identify how best to support pupils with SEND. Teachers use this information to adapt their teaching so that all pupils access the curriculum. As a result, most pupils with SEND achieve well.

The school has effective procedures in place to support families and ensure that pupils attend school as much as possible. As a result, pupils attend well.

The school provides well for pupils' wider development. Pupils develop a thorough knowledge of different faiths. They learn about the protected characteristics and understand the importance of diversity. The democratically elected school council helps to raise money for local charities. Each week, in the 'Pride of Parish' assembly, the school recognises pupils for their positive behaviours or for displaying the school's Christian values. Pupils take great satisfaction in receiving this recognition.

Trust leaders and those responsible for governance have strong oversight of the school. The school works effectively with the diocese. Staff morale is high. Staff feel valued and are proud to work at the school. Parents are overwhelmingly positive about the education and pastoral care that the school provides.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some pupils move through the writing curriculum too quickly. As a result, some pupils do not develop a secure knowledge of some aspects of spelling, punctuation and grammar. The school should ensure that pupils embed their understanding of the basic skills of writing before they move on in the writing curriculum.
- In some foundation subjects, teachers do not regularly check to ensure that pupils learn and remember the intended curriculum. As a result, some pupils have small gaps in their knowledge in these subjects. The school should ensure that the approach to assessment is fully developed and implemented in all subjects.

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 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	147764
Local authority	North Yorkshire
Inspection number	10323120
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	Board of trustees
Chair of trust	Alison Glover
Headteacher	Lucy Peberdy
Website	www.parish.ycst.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Skipton Parish Church of England Primary School is part of the Yorkshire Causeway Schools Trust.
- The school provides a breakfast and after-school club.
- This Church of England school is part of the Diocese of Leeds. The last section 48 inspection, for schools of a religious character, took place in June 2017.

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 received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, design technology and physical education. 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 their work.
- Inspectors also considered the curriculum in some other subjects.
- 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 pupils' behaviour in a range of situations, including in corridors, at social times, at lesson changeover and in lessons. They also spoke to pupils about behaviour and bullying. Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- The lead inspector spoke with the chief executive officer of the trust and members of the trust board, including the chair of the trust board.
- The lead inspector met with three representatives from the governing body, including the chair of governors.
- The lead inspector met with a representative of the diocese.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Chris Sergeant, lead inspector	His Majesty's Inspector
Matthew Vickers	Ofsted Inspector
Frances Turner	Ofsted Inspector

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