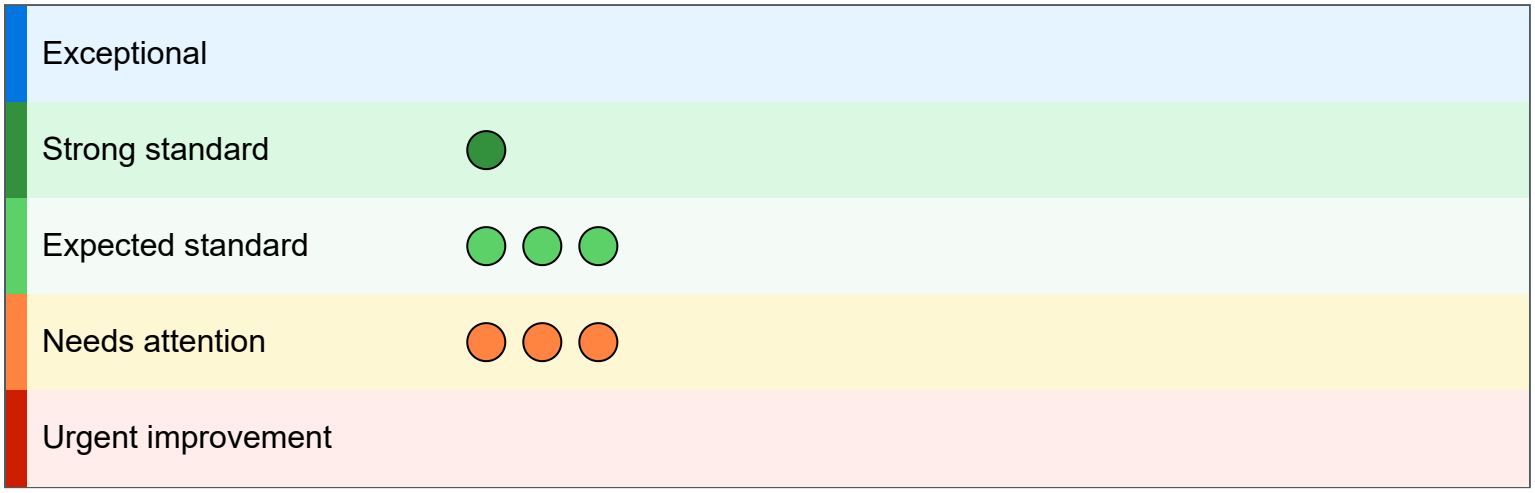
Oyster Park Primary Academy

Address: Watling Road, Ferry Fryston, Oyster Park Primary Academy, Castleford, West Yorkshire, WF10 3SN

Unique reference number (URN): 141144

Inspection report: 24 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard

Pupils have a wealth of opportunities to support their personal development and wellbeing. Pupils' safety and readiness to cope with life beyond school are central to everything the school does. This starts in the Nursery Year. Pupils benefit from age-appropriate relationships, sex education and health education. They learn the importance of equality and inclusion and show tolerance and consideration towards others. High-quality pastoral care helps pupils to manage their worries, ease their anxieties and be ready to learn.

Pupils gain important life skills from the early years to Year 6. Pupils' 'passports' identify a wide range of experiences for pupils to achieve before leaving Oyster Park. Pupils develop a deep understanding of fundamental British values and diverse cultures and beliefs. They are informed about potential career options. They take pride in representing the school in competitions and events with other schools, including sports and musical performances. Pupils learn to socialise effectively and be aspirational.

The curriculum is highly effective in supporting pupils to recognise risks and how to keep themselves safe, including online, around water and from drugs or alcohol. Pupils enjoy various trips, themed weeks and workshops supported by external experts. These enrich pupils' learning and their understanding of the wider world. For example, the whole school recently enjoyed a week focusing on the democratic process, and visitors to school inform pupils about different faiths and cultures. Pupils become confident and resilient and achieve success through their participation in residential outdoor adventure experiences, such as learning to play musical instruments and taking part in singing performances.

Pupils take an active part in shaping the school’s extra-curricular clubs. Pupils’ talents and interests are nurtured. Leaders track closely the pupils who participate in the school’s clubs, trips and activities. They ensure that all pupils can take equal advantage of the range of opportunities on offer.

Expected standard

Early years

Expected standard

Children make a positive start to school life. Many enter the school with skills well below those typically expected. Leaders have revised the curriculum and teaching so more children gain the essential knowledge and skills needed to learn successfully. Staff prioritise language development, model vocabulary clearly and give targeted support to help children communicate confidently. Children in Reception increasingly secure phonics knowledge and develop important reading and mathematics skills. The school’s improved approach to early writing focuses on physical development, pencil grip and accurate letter formation.

Children receive positive support for their personal, social and emotional development. Staff build warm, positive relationships and ensure children feel safe and happy. Children follow

routines, meet behaviour expectations and learn to take turns, share, listen and become independent. Most make suitable progress from their individual starting points.

Staff adapt teaching to meet the needs of disadvantaged pupils and those with special educational needs and/or disabilities. They check learning carefully and provide timely support, so children catch up and keep up. Staff work closely with parents and carers to meet children's needs.

Children take part fully in school life, joining clubs and activities with older pupils. These experiences, alongside the coherent curriculum, prepare them well for Year 1.

Inclusion

Expected standard

Leaders accurately identify pupils' individual needs and barriers to learning. Staff receive appropriate training and provide well-designed support for pupils with special educational needs and/or disabilities (SEND) and for disadvantaged pupils. They work closely with parents, carers and external professionals to ensure these pupils receive the right support to access the curriculum, succeed and feel happy in school. Staff in the school's 'Harbour' and 'Lighthouse' provisions deliver tailored support and learning that meet pupils' sensory, social, emotional and mental health needs effectively.

Leaders precisely check the impact of learning support and interventions for pupils with SEND. They ensure that interventions are timely and have a positive impact, and they act quickly when staff need to adapt their approaches. For example, they help teachers adjust their teaching or use suitable resources so pupils can learn more effectively.

Leaders use additional funding effectively to ensure disadvantaged pupils receive the right support. They make sure these pupils learn alongside their peers and fully access the school's enrichment opportunities. They review provision for pupils regularly to make sure funding is allocated in pupils' best interests. External professionals praise the school for going 'above and beyond' and acting as a 'beacon of belonging' for vulnerable pupils known to social care.

Leadership and governance

Expected standard

Leaders have driven rapid, purposeful improvement since the school joined the new trust a year ago. They work proactively with external professionals and other schools to improve the school. The trust brings greater capacity, strategic oversight and a sustainable approach to raising standards. Leaders at all levels have embraced the pace of improvement with enthusiasm while ensuring changes are manageable and sustainable.

Governors and trustees provide secure direction for the school that reflects the school's ethos and context. They deploy resources effectively, balancing support and challenge while considering staff wellbeing. Leaders model professionalism and high expectations, creating a culture where staff are ambitious for all pupils. They ensure that the school is a safe and trusted place for pupils and families.

The trust involves staff and governors meaningfully in shaping the school's priorities and improvement work. Professional development is well designed, evidence-informed and

impactful, with time allocated for staff to deepen their expertise and support meaningful, pupil-focused change.

Leaders support staff well, set a clear ambition for better pupil outcomes and maintain an appropriate focus on staff workload. Staff value the high-quality professional development on offer, feel empowered in their roles and enjoy working at the school. Leaders understand the community and the complex barriers pupils face. They ensure that additional funding is used effectively to support disadvantaged pupils. The school is a haven for families. Parents and carers are largely appreciative of the school and the support it provides.

Needs attention

Achievement

Needs attention

Pupils' attainment in reading, writing and mathematics has been below national averages for the past 3 years. Variability in the curriculum and teaching means some pupils do not achieve as well as they should.

Many pupils start school with significant barriers to learning, but leaders ensure disadvantaged pupils catch up quickly. As a result, disadvantaged pupils achieve broadly in line with similar pupils nationally by the end of Year 6. Pupils with special educational needs and/or disabilities receive precise support that helps them achieve well from their individual starting points.

Leaders have strengthened the curriculum so more pupils secure important knowledge and skills, develop fluency and move through learning successfully. This has increased the proportion of pupils passing the Year 1 phonics screening check and the Year 4 multiplication tables check.

The new trust has renewed the school's ambition for pupils, improving checks on learning and strengthening leaders' oversight. These actions are appropriate, but sustained improvement in outcomes is not yet evident.

Attendance and behaviour

Needs attention

Too many pupils do not attend school regularly. Leaders have a clear understanding of the reasons for absence and track attendance closely. They work effectively with external agencies and provide guidance to parents and carers to address barriers to attendance. When some pupils are absent more often, including those with special educational needs and/or disabilities, leaders provide carefully tailored support. Leaders promote and encourage the importance of regular attendance, starting with the youngest children. They help parents and pupils to understand the impact of absence on learning and achievement. This work is beginning to improve the attendance of some pupils. However, it is too early to tell if the improvements will be sustained or consistent over time.

Pupils benefit from a calm, highly nurturing environment where caring relationships and consistent routines support their positive behaviour and attitudes. Staff greet pupils warmly

each morning, helping them settle quickly, feel safe and engage well with learning. Pupils respond well to the school's high expectations and behave respectfully. They understand that bullying or discrimination are not tolerated. Leaders analyse behaviour patterns carefully and ensure that pupils with additional behavioural needs receive appropriate support and help them to understand their emotions and make positive choices.

Curriculum and teaching

Needs attention

Pupils experience varied teaching. In some classes, pupils benefit from high-quality teaching, but in others they do not learn the curriculum in a consistently effective way. Some teachers do not use their checks on pupils' understanding precisely to meet their individual learning needs. On these occasions, gaps remain in pupils' knowledge, and some pupils do not learn or achieve as well as they should.

Leaders understand clearly where teaching and the curriculum are effective and where they need to improve. Their recent work to strengthen the curriculum and teaching is positive and helping more pupils gain important knowledge and skills and build their understanding across subjects. However, this is not yet consistent in every year group or class.

Pupils receive precise support in early reading and communication. Staff prioritise vocabulary development and generally teach phonics well. Pupils practise and apply their reading skills in different subjects, and younger pupils enjoy reading alongside older pupils.

The curriculum is broad and ambitious. Pupils approach learning with enthusiasm. Disadvantaged pupils, those with special educational needs and/or disabilities and those with education, health and care plans or personal education plans have their needs met well. They receive tailored support and suitable adapted learning so they can access the curriculum successfully.

What it's like to be a pupil at this school

The school provides a warm, welcoming environment where pupils build close, positive relationships with staff. Pupils feel safe and trust staff to support them. From the early years, pupils learn to behave well and develop positive attitudes to learning. Clear routines and high expectations help pupils feel secure and part of a nurturing community where they learn to 'care, aspire and succeed'. Pupils know staff will address any poor behaviour or bullying. They know that staff will help them because, as some pupils put it, staff 'love and care' for them.

Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils benefit from the school's inclusive ethos. Pupils and families who need additional help receive timely, sensitive support, making the school a vital source of stability and care.

Children in the early years make a positive start to school. Staff work closely with parents, carers and external professionals to identify and remove barriers to learning. Pupils across the school receive appropriate support for their social, emotional and mental health needs.

They enjoy a wide range of extracurricular activities that enrich their learning and broaden their experiences.

Pupils have not achieved the standards they should over time. Overall attainment for the last 3 years has been below the national average. Teaching quality is inconsistent, and some teachers do not use assessment effectively to close gaps in pupils' knowledge. The school's recent move to a new trust has begun to strengthen the curriculum and teaching, but it is too early to tell if these actions will improve pupils' outcomes.

Attendance has been low over the last few years. Some pupils, including those with SEND, are absent more regularly. Leaders have introduced appropriate strategies to improve attendance, but these actions have not yet had time to show sustained impact.

Next steps

- Leaders should make sure attendance rates improve for all pupils and that persistent absence reduces, so that overall attendance is at least in line with national averages.
- Leaders should continue to embed their actions to improve consistency in the curriculum and teaching and further support teachers to use assessment strategies effectively to help pupils overcome barriers to learning.
- Leaders should ensure that all teachers know how to address gaps in learning effectively so that all pupils progress through the curriculum and achieve well.

About this inspection

This school is part of Castleford 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 (CEO), George Panayiotou, and overseen by a board of trustees, chaired by Adam Fletcher.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteachers, the designated safeguarding lead, the family support workers, some subject leaders, the school's business manager, the chair of governors and one other governor, the director of people and human resources for the trust, the chair of the trust board, a trustee, the CEO of the trust and the director of primary education for the trust during the inspection.

The inspectors confirmed the following information about the school:

The school joined the Castleford Academy trust in February 2025.

The school does not currently make use of any alternative provision.

The school provides nursery provision for children from the age of 3 years.

Headteacher : Jodie Chapman-Kemp

Lead inspector:
Stephanie Innes-Taylor, His Majesty's Inspector

Team inspectors:
Neil Butler, Ofsted Inspector
Hannah Cuddy, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 24 February 2026

School and pupil context

Total pupils

364
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

53.56%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.22%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

35.44%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (revised)	43%	62%	Below
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	74%	Below
2024/25 (revised)	54%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	52%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	72%	Below
2024/25 (revised)	46%	72%	Below
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	58%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (revised)	59%	74%	Below
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	65%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25 (revised)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	47%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (revised)	56%	63%	Close to average
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Close to average
2024/25 (revised)	47%	59%	Below
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25 (revised)	44%	69%	-25 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	47%	66%	-20 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	65%	80%	-14 pp
2022/23 (final)	47%	78%	-32 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25 (revised)	47%	78%	-31 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (revised)	53%	81%	-28 pp
2023/24 (final)	65%	79%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-23 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.7%	5.2%	Above
2023/24 (3 term)	8.2%	5.5%	Above
2022/23 (3 term)	8.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	26.7%	13.3%	Above
2023/24 (3 term)	29.1%	14.6%	Above
2022/23 (3 term)	28.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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