

Inspection of Escrick Church of England Primary School

Carr Lane, Escrick, York, North Yorkshire YO19 6JQ

Inspection dates: 6 and 7 December 2022

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

Ofsted has not previously inspected Escrick Church of England Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Escrick Church of England Primary School is a happy and welcoming school at the heart of the village. It is a place where pupils are truly able to flourish. The school's well-maintained grounds, including a forest school, provide pupils with opportunities to explore and grow in confidence. Links with organisations in the village, and further afield, enable pupils to contribute positively to projects in the local area.

Leaders have high expectations and aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations well. The school's ethos and values support pupils to become responsible and respectful individuals. Pupils recognise that their actions have consequences. They value, and benefit from, the range of opportunities available to them.

Pupils behave well. A small number of pupils, sometimes, find it difficult to meet the school's expectations. The school's nurturing approach supports these pupils effectively. Over time, they begin to settle into school routines.

Pupils feel safe in school. They trust adults and know that they can speak to someone if they are worried about something. Incidents of bullying are rare. Leaders respond quickly when they occur.

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

In recent years, the school has experienced considerable change. The number of pupils on roll has increased rapidly. This has led to the creation of a new class. In addition, the COVID-19 pandemic required adaptations to be made to teaching and the support provided to pupils and their families. Leaders have managed these changes admirably. They have remained resolute in keeping the needs of pupils at the heart of their decision-making. Pupils are benefitting from this.

Leaders have developed the curriculum to ensure that it meets the needs of all pupils, including those with SEND. Careful consideration has been given to implement the changes that have been made. Some of these changes were introduced at the beginning of the academic year.

In September, a new phonics scheme was implemented. From the start of Reception, children learn the sounds that letters make. They begin to form sounds and progress to words from an early stage. Leaders and teachers monitor the progress of pupils to ensure that no one falls behind. Assessment is used carefully to identify gaps in learning. Leaders act swiftly to address these gaps.

Pupils develop a love of reading as they progress through the school. They enjoy opportunities to read in the school day or to listen to stories read by their class teacher.

In most subjects, the curriculum has been designed to break learning down into smaller steps. Leaders implemented a new programme in September to do this in mathematics. The impact of this is beginning to be seen with pupils becoming increasingly fluent in solving number problems. In some subjects, such as history, leaders have not clearly defined the knowledge that they expect pupils to acquire. Leaders are aware of the need to further develop this aspect of the curriculum.

Pupils with SEND are supported effectively. They complete work in lessons that matches the expectations recorded in their support plan. They are supported to achieve the curriculum's objectives. Leaders work effectively with external agencies to provide support to pupils. Staff and pupils benefit from the wealth of experience and knowledge available to them in school.

In Reception, activities are designed to support children's interests. Adults interact well with children and form strong relationships. Singing songs and nursery rhymes or playing games provide opportunities to develop children's communication and language. Leaders are knowledgeable of the expectations of the early years curriculum. Children are prepared well for moving into Year 1 by the end of the year.

Leaders have implemented a broad range of opportunities to develop pupils' character. Carefully chosen projects enhance the school's curriculum. Through these, pupils are able to understand, appreciate and respect difference in the world. For example, pupils learned about different cultures and communities through studying the Shang Dynasty. During the inspection, pupils celebrated their learning with parents and carers by opening a Chinese restaurant. Pupils are also provided with opportunities to develop their own interests. A group of pupils enthusiastically explained to an inspector how a link with a local university has enabled them to learn about sustainable food production through aquaponics.

The local governing board maintain strategic oversight of the school. The wealth of experience within this group has supported leaders to make challenging strategic decisions. Leaders take staff well-being and workload seriously. The staff work as a close team. There is a collegiate approach in what they do.

Safeguarding

The arrangements for safeguarding are effective.

The school has robust processes in place to check that adults, including volunteers, are suitable to work with children.

Leaders ensure that staff remain alert to causes for concern. They provide regular training and updates. Staff are knowledgeable about statutory guidance. Leaders work effectively with outside agencies to support families.

The school's personal, social, health education curriculum teaches pupils how to keep safe, including online. They learn how to keep physically and mentally healthy.

Pupils have benefitted from workshops to support their mental health and well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not clearly defined the crucial knowledge that pupils need to learn in all subjects as they progress through the school. Teachers do not consistently know the precise knowledge that pupils need to learn in some subjects. Leaders should continue to develop the school's curriculum, so that key knowledge is identified to enable them to accurately identify gaps in pupils' learning.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	148120
Local authority	North Yorkshire
Inspection number	10229009
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Board of trustees
Chair of trust	Ian Dolben
Headteacher	Emma Miller
Website	www.escrickprimaryschool.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the South York Multi-Academy Trust (SYMAT).
- The number of pupils with special educational needs and/or disabilities is above the national average.
- Approximately half of the number of pupils live outside the school's catchment area.
- The school does not place any pupils with alternative education providers.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteacher, subject leaders and the school's special educational needs coordinator.
- Inspectors undertook deep dives in early reading, mathematics, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited activities that were taking place in school during the inspection.
- Inspectors looked at the school's safeguarding records, including the single central record of recruitment checks. Inspectors also discussed safeguarding arrangements with leaders, teachers, support staff and pupils.
- An inspector met with representatives from the local governing board, the chair of trustees and the chief executive officer of SYMAT.
- An inspector also met with a representative of the Diocese of York.
- Inspectors considered responses to Ofsted's survey, Parent View. An inspector also spoke to parents at the end of the school day. Inspectors also reviewed the outcomes of recent surveys carried out by leaders.
- Inspectors met with some members of staff and groups of pupils separately to gather their views of the school.

Inspection team

Matthew Harrington, lead inspector	His Majesty's Inspector
Peter Heaton	Ofsted Inspector

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