

Inspection of Aiskew, Leeming Bar Church of England Primary School

2 Leeming Lane, Leeming Bar, Northallerton, North Yorkshire DL7 9AU

Inspection dates: 6 and 7 June 2023

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	Requires improvement

What is it like to attend this school?

Pupils love coming to school. It is a place of happiness. Leaders have established an ethos of care, where pupils' academic development and personal growth are important. Adults expect pupils to do their best – and they do. Teachers encourage pupils to develop 'learning powers' to help them succeed. Pupils are taught to persevere, be resourceful, listen and work together to gain success. All pupils are fully involved in learning. As such, behaviour in lessons is good. Pupils show positive attitudes to learning.

The sense of an extended family means that pupils play and learn together well. Behaviour issues are rare because pupils follow the 'golden rules'. Courtesy and good manners are everywhere. Relationships are strong. Pupils speak to each other with respect. Teachers model this behaviour for pupils to learn. Bullying is incredibly rare. Pupils say that teachers would quickly deal with it should it happen. Pupils play happily with other pupils of all ages. Pupils love the playground mud kitchen, the tarpaulins for den building, the monkey bars and the A-frame.

Pupils feel safe because they trust their teachers. Pupils practise routines to keep themselves safe, such as fire drills or short whistle blasts when there is a dog on the field. Certificates distributed in Friday assembly reward things, like handwriting, being pupil of the week or simply being 'awesome'. School clubs, like summer sports or the outdoor club, are popular and well attended.

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

Leaders have developed an exciting curriculum that engages pupils. Each subject is linked by 'golden threads' that connect knowledge. Most subjects have key ideas that link knowledge within a subject. This includes mathematics. However, opportunities for pupils to reason and solve problems are limited. As a result, some pupils struggle to apply their mathematical thinking to solving problems.

The essential learning that pupils should know and remember in each unit of work is identified. In a small number of subjects, like geography and history, this could be more clearly defined to help pupils to develop the depth of knowledge that they could. Leaders pay close attention to the learning at the end of Reception. However, the essential knowledge that children need to be ready for key stage 1 requires sharper clarification in some areas of learning. This will prepare children more effectively for new learning.

Leaders are determined that all pupils read as soon as possible. Daily phonics lessons follow the same routine. Staff have regular training, so that the teaching of reading remains sharply focused. Pupils are taught the sounds that letters make and learn to blend them to read unknown words. Most pupils have mastered all phonics sounds by the end of year 1. Adults check pupils' phonic knowledge regularly and ensure that extra support is given to anyone at risk of falling behind in reading. The

books that pupils read are well matched to pupils' understanding, interest and reading skill. Younger pupils read with increasing confidence.

Adults check regularly to ensure that pupils remember and understand what they are being taught. Adults give help to anyone falling behind. This includes pupils with special educational needs and/or disabilities (SEND). These pupils receive high-quality support, reflecting the school's inclusivity and high expectations of equality. Pupils with SEND access the same curriculum as their peers and play a full part in school life. Adults provide additional help to pupils with SEND, using assistive technology, such as 'speech to text' computer programmes or typing rather than handwriting. Physical support is also offered such as reading rulers on coloured screens, wobble cushions or therapy putty.

Leaders offer a range of opportunities to develop pupils' character and understanding of important issues. A world map in the hall shows the location of different international events, such as the Turkish earthquake or the discovery of a frozen baby mammoth. Residential visits, sporting events, appreciation of the arts, such as an opera experience, or science activities working with the local Royal Airforce base, are only a snapshot of the wealth of activities experienced by pupils. Visits to local places of worship and links to a school in Ghana broaden pupils' understanding of others' faith and cultures.

Governors know the school well. They complete detailed monitoring visits to check on the progress of leaders' improvement priorities. Governors have an accurate view of the school's many strengths and areas that still need work. This means that they can support leaders and make sure that leaders complete the improvement actions needed. Most parents hold the school in high regard. Staff morale is strong. Leaders ensure that staff are respected and valued and that their well-being is considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders put the well-being, welfare and safety of pupils at the heart of the school. Leaders and adults know pupils and their families well. Staff training is regular and targeted at current issues or local risks. Staff note concerns immediately. Leaders act swiftly to help and support pupils and their families. Leaders work with external safeguarding partners or signpost families to other agencies.

Leaders keep detailed records. They ensure that appropriate checks are undertaken of staff who work with pupils. Pupils learn how to stay safe. They learn about road safety, stranger danger and first aid. Pupils also learn how to be safe online and how to be safe around rivers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a few subjects, such as geography and history, is not as well mapped out as it is in others, such as physical education or art and design. In these subjects, the essential knowledge that pupils should learn at the end of a unit of work is not precisely defined. This includes in a small number of the areas of learning in the early years. Pupils then find it difficult to link and remember learning. Leaders should ensure that the knowledge that pupils should learn in each curriculum area is precisely identified.
- Teachers do not provide enough opportunities for pupils to explain their mathematical thinking and solve problems. As a result, pupils' reasoning skills in mathematics are not as well developed as they could be. Leaders should make sure that there are more opportunities to encourage mathematical reasoning, so that pupils become skilled in applying their mathematical knowledge.

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	121472
Local authority	North Yorkshire
Inspection number	10255752
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair of governing body	Sue Richardson
Headteacher	Bethany Stanley
Website	www.aiskewleemingbar.org
Date of previous inspection	13 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school's religious character is Christian. The diocese inspects this separately under section 48 of the Education Act 2005.
- The last section 48 inspection took place in November 2019. It was judged to be good. Section 48 inspections are currently scheduled within eight years of the previous inspection. This cycle has been extended to allow for the period when inspections were paused due to COVID-19 restrictions.

Information about this inspection

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

- This was the first routine graded 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.

- Meetings were held with the headteacher in her role as senior leader, subject leader, safeguarding leader and the special educational needs and/or disabilities coordinator. Meetings were also held with subject leaders, the early years leader, teaching assistants and the school administrator.
- An inspector met five members of the governing body, including the chair of the governing body. Inspectors also met with the senior education adviser from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics geography and languages. For each deep dive, the inspectors discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to pupils and looked at samples of pupils' work.
- An inspector listened to a range of pupils read from different year groups.
- On the second day of the inspection, most pupils in one of the two classes were out of school on an educational visit.
- The inspectors looked at curriculum documents and spoke to leaders about a range of curriculum subjects.
- The inspectors observed pupils' behaviour during lesson visits, at breaktime and at lunchtime. They spoke to pupils about their views of behaviour. A group of pupils gave an inspector a tour of the school.
- The inspectors looked at the single central record of recruitment and vetting checks. They looked at documents and records relating to safeguarding. The inspectors spoke to leaders, school staff, governors and pupils about safeguarding.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.
- The inspectors considered the well-being and workload of staff. They took note of the responses and comments from Ofsted's staff survey, including comments made by staff about their well-being.

Inspection team

Phil Scott, lead inspector

Ofsted Inspector

Roger Ward

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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