

Boroughbridge Primary School

Address: York Road, Boroughbridge, York, North Yorkshire, YO51 9EB

Unique reference number (URN): 121382

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Attendance and behaviour

Expected standard 

Attendance is a clear priority for leaders. They have an accurate understanding of attendance patterns and monitor attendance closely for different groups of pupils. Most pupils attend school regularly and on time. Leaders follow up absence promptly and work closely with families to address any barriers to regular attendance. Where attendance has been lower, including for some pupils who face additional challenges, leaders provide timely and appropriate support. This includes working with external agencies when needed. Leaders' actions are having a positive impact, and attendance shows an improving picture over time.

Pupils behave well and show positive attitudes to learning. The school is calm, orderly and welcoming. Leaders set clear expectations for behaviour that staff apply consistently. Pupils understand the rules and routines and usually meet them well. Relationships between staff and pupils are warm and respectful, which supports positive behaviour in lessons and at social times. Pupils engage well in their learning and show pride in their work. Bullying is rare. Pupils are confident that staff deal with any concerns quickly and effectively. The school does not tolerate discrimination or unkind behaviour. Pupils who need additional support, including pupils with SEND, benefit from sensitive and well-considered adjustments that help them participate fully in school life

Curriculum and teaching

Expected standard 

Leaders have clear oversight and a secure understanding of the quality of the curriculum and teaching. They review this regularly and take action where improvement is needed. Since the last inspection, leaders have worked to complete the identification and sequencing of essential knowledge in all subjects. Curriculum plans now set out key knowledge clearly and show how learning should build over time. Leaders have also developed assessment approaches. Staff are beginning to use these to check what pupils know and can do.

Leaders have prioritised securing strong foundations in learning from the early years. Communication and language, phonics, writing and mathematics are a clear focus. Pupils at the early stages of reading are taught through systematic synthetic phonics, and staff act swiftly when pupils fall behind. Leaders have strengthened the focus on handwriting and pupils' knowledge of multiplication tables. This work is beginning to improve pupils' confidence and accuracy.

Teaching is typically effective. Teachers know pupils well and use assessment to check understanding. However, pupils do not always have sufficient opportunities to practise and secure their foundational knowledge in reading, writing and mathematics before moving on to new learning. This means that some pupils begin new and more complex learning before key knowledge is fully embedded. This can lead to misconceptions.

The curriculum is inclusive. Teachers adapt content, resources and support so pupils with special educational needs and/ or disabilities can access learning and make progress alongside their peers.

Early years

Expected standard 

Children in the early years receive a positive and nurturing start to their education. Leaders prioritise this phase and have an accurate understanding of the quality of provision. They meet statutory requirements and hold high expectations for all children.

The curriculum is well planned and carefully sequenced across all areas of learning. It identifies the key knowledge and skills children need to develop. There is a strong focus on communication and language, early reading, writing and mathematics. Reading is prioritised from the start. Children in Reception learn phonics systematically and practise sounds regularly, which helps them begin to read with increasing confidence.

Leaders have strengthened the focus on early writing. Staff give children frequent opportunities to develop fine motor skills, form letters correctly and apply phonics in writing. This work is having a positive impact. Children are beginning to write simple words and phrases with greater confidence and accuracy.

Staff know children well and take account of their starting points. They use rich experiences to deepen learning and extend vocabulary. For example, children learn about new life and life cycles through a visit from a chick and explore the woodland area to look for signs of new life. Staff model language carefully and encourage discussion.

Children feel safe, secure and happy. Inclusive practice ensures children with additional needs receive timely support. As a result, most children make good progress and are well prepared for Year 1.

Inclusion

Expected standard 

Inclusion is central to the school's work. Leaders and staff share a clear vision that all pupils, regardless of background or need, should achieve well. Staff know pupils well and are quick to recognise when anyone needs extra support. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities, pupils known or previously known to social care, and pupils facing other barriers to learning or wellbeing. Leaders are responding well to the increasing number of pupils who speak English as an additional language. Pupil premium funding is used well and leaders seek specialist advice. They are developing effective support.

Leaders have high expectations for these pupils. Curriculum adjustments are carefully planned and typically well matched to the needs of individual pupils. Staff adapt teaching so pupils can access learning alongside their peers. Support is reviewed regularly and adjusted when needed. As a result, barriers to learning and wellbeing are reduced for most pupils. Staff receive appropriate training to aid them in this work.

Leaders track pupils' progress closely. They use evidence to plan and review support for disadvantaged pupils. Staff have a clear understanding of the changes they need to make and consistently implement these. Leaders work effectively with staff, families and external professionals, including the virtual school to support pupils and improve their experiences.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's context, strengths and areas for improvement. Since the last inspection, the school has grown significantly and the demographic has changed. The school has an increased number of pupils who speak English as an additional language. Leaders have responded thoughtfully to these changes and have prioritised actions that support pupils' needs and learning. Where aspects of the school's work require further development, leaders take prompt and appropriate action to address these.

Leaders have managed significant building work and ongoing financial pressures effectively. These challenges have been handled carefully and have not detracted from leaders' focus on pupils' education and wellbeing. Leaders continue to act in the best interests of pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities and those who face additional barriers to learning or wellbeing.

Governance is effective. Members of the local governing body understand the school's context and fulfil their statutory duties. They provide suitable support and challenge to leaders and ensure that resources are used responsibly. Governors consider staff workload and wellbeing when making decisions.

Leaders model high expectations and professionalism. Staff feel valued, supported and involved in the school's direction. Staff are extremely proud to work at the school and speak positively about the culture and leadership. Leaders provide appropriate professional learning that helps staff develop expertise and supports improvement priorities.

Relationships with parents and the wider community are positive. Parents are overwhelmingly positive about the care and education their children receive. Leaders also work effectively with other schools and professionals, strengthening support for pupils and families.

Personal development and wellbeing

Expected standard 

Leaders place personal development and wellbeing at the centre of the school's work. The personal development programme is well planned and runs through the curriculum and wider school life. As a result, pupils develop socially, morally, spiritually and culturally. Pupils reflect on values such as kindness, fairness and respect. They understand the difference between right and wrong and usually behave considerately towards others.

Pupils learn about relationships, health and wellbeing through an age-appropriate programme. They understand how to keep themselves safe online and offline and know who to talk to if they have concerns. This helps pupils to manage friendships, emotions and personal wellbeing with increasing confidence.

Pupils learn about fundamental British values, protected characteristics and different faiths and beliefs through assemblies and lessons. While pupils show respect for others, their deeper understanding of these values is not yet secure.

Pupils have opportunities to take on responsibility and contribute to school life. Older pupils act as play leaders and support younger pupils at lunchtime. Pupil librarians take pride in keeping resources organised. The school council helps to organise events and represent pupils' views. These roles support pupils to develop confidence, teamwork and responsibility.

Pupils also benefit from a wide range of opportunities to develop their interests and talents. These include an art club, school sports teams, swimming and bike riding. Visits to places of interest, residential events and sleepovers and outdoor learning opportunities enhance the curriculum and broaden pupils' horizons.

Pastoral support is a priority at this school. Staff know pupils and their families well and are alert to changes in pupils' behaviour or wellbeing. Pupils are confident to seek help when they need it. Leaders ensure support is timely and inclusive. This includes involving external support groups where appropriate. As a result, pupils feel safe, valued and supported.

Needs attention

Achievement

Needs attention 

Over time, published outcomes in national assessments have been mixed and mostly below national averages, particularly at the end of key stage 2. Outcomes in reading and mathematics have been weaker than they should be. Writing at the expected standard is stronger and is the only measure above national levels. However, very few pupils achieve the greater depth standard. The gap between school outcomes and national figures remains wide for disadvantaged pupils, particularly in reading and mathematics.

Current pupils generally demonstrate appropriate knowledge and skills across the curriculum. This is reflected in the quality of their work and their responses in lessons. Younger pupils are developing stronger foundations in language, communication, early reading and number. Pupils' work shows that recent improvements in writing are starting to have a positive impact on work across the curriculum. Early signs of improvement in pupil achievement are evident, but this is at a very early stage.

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

Pupils enjoy coming to Boroughbridge Primary School. They describe it as a happy, kind and safe place to learn. Pupils feel safe. They say that bullying does not occur. They attend school regularly and show positive attitudes to learning. Relationships between pupils and staff are warm and respectful. The school's values of kindness, positivity and honesty are evident in daily school life.

Pupils generally achieve well. They enjoy learning and engage positively in lessons. Over time, outcomes in a number of national assessments have not been as strong as they should be. Leaders have acted decisively to strengthen the curriculum and secure

improvement. They have ensured that pupils learn the right knowledge in a clear order, which helps them build strong skills in reading, writing and maths. Pupils' work and discussions about learning show that this work is beginning to have a positive impact. However, these improvements are not yet consistently reflected in the outcomes pupils achieve. Leaders continue to prioritise this work to support pupils to be well prepared for their next steps. Effective support for vulnerable pupils effectively reduces barriers to learning and wellbeing. These pupils are now starting to make appropriate progress from their starting points.

Pupils have a strong sense of belonging. The school is inclusive and ensures equality of opportunity for all. Leaders remove barriers to ensure that all pupils are included in each aspect of school life. Staff work closely with families to support pupils' wellbeing and to help parents support learning at home. Pupils benefit from a wide range of enrichment activities. These include visits to a local Roman site and museums and purposeful and inspiring outdoor learning in the school's woodland area.

Pupils thrive in this nurturing environment. Behaviour is positive across the school. Classrooms are calm and purposeful. Pupils say staff resolve concerns quickly, which helps them feel confident in building relationships and supports them to be ready to learn.

Next steps

- Leaders should ensure that teaching gives pupils enough time and practice to secure foundational knowledge in reading, writing and mathematics before introducing new and more complex content.
 - Leaders should ensure that the improvement in outcomes for all pupils continues so that pupils are well prepared for their next steps and leave each stage of their educational journey with secure knowledge and skills.
 - Leaders should ensure that pupils' understanding of fundamental British values, protected characteristics and cultural diversity in modern Britain is deep and secure so that they are well prepared for life beyond school.
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About this inspection

The chair of the board of governors in this school is Thomas Preston.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, staff, pupils, members of the local governing body and a representative from the local authority.

The inspector(s) confirmed the following information about the school:

The school uses no alternative provision

The number of pupils on roll at this school has increased significantly since the last inspection.

Headteacher: Emma Ryan

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Alison Ashworth, Ofsted Inspector

Rhian Williams, 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 21 April 2026

School and pupil context

Total pupils

272

Close to 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

252

Close to 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)

24.27%

Close to 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

4.04%

Close to 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

12.13%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	55%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	46%	60%	Below

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	68%	74%	Below
2024/25 (revised)	68%	75%	Below
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	61%	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	81%	72%	Above
2024/25 (revised)	82%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	82%	71%	Above

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	63%	73%	Below
2024/25 (revised)	64%	74%	Below
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	54%	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	24%	46%	Below
2024/25 (revised)	33%	47%	Below
2023/24 (final)	25%	46%	Below
2022/23 (final)	13%	44%	Below

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	36%	62%	Below
2024/25 (revised)	56%	63%	Close to average
2023/24 (final)	38%	62%	Below
2022/23 (final)	13%	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	64%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	75%	58%	Above

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	36%	60%	Below
2024/25 (revised)	44%	61%	Below
2023/24 (final)	25%	59%	Below
2022/23 (final)	38%	59%	Below

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	24%	68%	-44 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	13%	66%	-54 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	36%	80%	-44 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	38%	80%	-42 pp
2022/23 (final)	13%	78%	-66 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	64%	78%	-14 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	75%	77%	-2 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	36%	80%	-44 pp
2024/25 (revised)	44%	81%	-36 pp
2023/24 (final)	25%	79%	-54 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	38%	79%	-42 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)	4.2%	5.2%	Below
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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)	9.5%	13.3%	Below
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	13.6%	16.2%	Close to average

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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