

# Inspection of Osbaldwick Primary Academy

The Leyes/The Lane, Osbaldwick, York, North Yorkshire YO10 3AX

---

|                           |                      |
|---------------------------|----------------------|
| Inspection dates:         | 8 and 9 July 2025    |
| The quality of education  | <b>Good</b>          |
| Behaviour and attitudes   | <b>Good</b>          |
| Personal development      | <b>Outstanding</b>   |
| Leadership and management | <b>Good</b>          |
| Early years provision     | <b>Good</b>          |
| Previous inspection grade | Requires improvement |

The headteacher of this school is Matthew Brown. This school is part of Ebor 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), Gail Brown, and overseen by a board of trustees, chaired by Debbie Clinton.

## **What is it like to attend this school?**

Osboldwick Primary Academy provides pupils with a nurturing atmosphere across both school sites. Pupils are friendly and polite. They enjoy school and being a part of this school community.

Staff are committed to making Osboldwick a welcoming and inclusive school. Pupils behave and attend school well. The school helps children who arrive part way through the school year settle quickly and become part of the school family.

The school has made considered efforts since the previous inspection to raise the ambition and clarity of the curriculum. Pupils now benefit from effective phonics teaching to support them to read confidently. Alongside this, pupils also learn to write with confidence and develop secure mathematical skills. This is helping current pupils to make positive progress through the curriculum.

The school extends pupils' learning beyond the classroom exceptionally well. The school maintains strong links with the local community and the wider city. Pupils take part in enterprise projects which contribute to the community summer festival. Memorable educational visits and participation in prestigious musical events enrich pupils' learning experiences. Pupils benefit from a wide range of opportunities to develop their leadership skills and represent the school through competitions and festivals.

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

The school has identified the important knowledge that pupils need to know and when. The school has carefully planned the curriculum to ensure that pupils in mixed-age classes access the right learning for their year group.

The curriculum is taught in a logical order to build pupils' knowledge. The school regularly checks how well pupils remember their learning. Pupils are familiar with the 'memory lane' part in lessons, during which they revisit prior learning. This is helping pupils remember key facts over time. In some subjects, the school is still developing opportunities for pupils to deepen their learning in lessons. Sometimes, the tasks pupils access in class do not provide enough meaningful opportunities for them to build on prior learning. This limits their ability to make links across their learning.

The school has shaped the reading curriculum to best meet pupils' needs and enjoyment. Children begin learning to read as soon as they join Reception and do so quickly and accurately. For those who need additional support, appropriate interventions help them to become increasingly fluent readers. When pupils join the school at a later point in their school journey, the school ensures that they also have a solid foundation in reading.

The school prioritises well-being and nurture support for all pupils. Pupils with special educational needs and/or disabilities (SEND) benefit especially from this offer. The school's engagement with external agencies and mental health approaches strengthens the school's pastoral care. Most pupils' SEND needs are identified when they join the

school. In lessons, pupils largely receive support from adults in order to access their learning. However, guidance to support pupils with SEND is not arranged with sufficient clarity. Where this is the case, the support for some pupils with SEND is not timely enough or precisely focused on what they need to work towards their individualised targets.

The curriculum in the early years builds children's knowledge well. The indoor and outdoor environments provide many opportunities for children to develop their literacy and number skills. Staff expertise is seen in their interactions with children. Staff discuss, explain and act out new vocabulary so that children quickly develop new language. Children are happy and keen to engage in their learning. They are keen to apply their understanding of number and writing, for example when creating pizza menus and in shopping role play.

Pupils clearly understand the school's expectations of their conduct in and around school. They listen to each other's views and treat each other with respect. Pupils' attendance is good. The school is quick to intervene if attendance starts to lower and makes every effort to find solutions to any issues that arise.

The school develops pupils' character exceptionally well. Pupils have a wealth of opportunities to contribute to the life of the school, trust and wider city. They know how they can make the world a better place. The school has put in place an enhanced personal, social, health and economic curriculum. Pupils remember their learning from these lessons. Pupils reflect on their learning about British values and equalities and hold meaningful conversations about how these can be improved. The school provides pupils with extensive opportunities to think about future careers, healthy relationships and peer pressure. Pupils are also confident in sharing their knowledge of how to stay safe online and within the community.

Those responsible for governance know the school very well. There is clarity and shared direction about the trust and school priorities. This has ensured there is the right focus and direction on shaping the school offer. The school benefits from engagement and partnerships with other schools and expertise within the trust. Staff feel that their professional development is well considered and that their well-being is a priority. Staff are proud to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- On occasion, staff are unsure of what they need to do to provide effective and timely support for some pupils with SEND. This can limit how well these pupils are able to

meet their individualised targets. The trust should work with staff to provide them with the guidance that they need to better help pupils with SEND.

- Staff do not consistently make pedagogical choices that link closely enough to what they intend pupils to learn. As a result, pupils do not deepen their knowledge consistently well across all areas. The trust should work with staff to develop their practice in this area, building on the redesigned curriculum.

## 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 special educational needs and/or disabilities (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

|                                            |                                                                              |
|--------------------------------------------|------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 146028                                                                       |
| <b>Local authority</b>                     | York                                                                         |
| <b>Inspection number</b>                   | 10379407                                                                     |
| <b>Type of school</b>                      | Primary                                                                      |
| <b>School category</b>                     | Academy converter                                                            |
| <b>Age range of pupils</b>                 | 3 to 11                                                                      |
| <b>Gender of pupils</b>                    | Mixed                                                                        |
| <b>Number of pupils on the school roll</b> | 275                                                                          |
| <b>Appropriate authority</b>               | Board of trustees                                                            |
| <b>Chair of trust</b>                      | Debbie Clinton                                                               |
| <b>CEO of the trust</b>                    | Gail Brown                                                                   |
| <b>Headteacher</b>                         | Matthew Brown                                                                |
| <b>Website</b>                             | <a href="http://www.osbaldwick.ebor.academy">www.osbaldwick.ebor.academy</a> |
| <b>Dates of previous inspection</b>        | 15 and 16 November 2022, under section 5 of the Education Act 2005           |

## Information about this school

- The school has been part of Ebor Academy Trust since July 2018.
- The school provides a breakfast club and after-school childcare.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

## Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Michael Watson

Ofsted Inspector

Jo Robinson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025