

Inspection of a school judged good for overall effectiveness before September 2024: Staynor Hall Primary Academy

Staynor Link, Selby, North Yorkshire YO8 8GE

Inspection dates:

1 and 2 July 2025

Outcome

Staynor Hall Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Alexandra Winter. 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?

Pupils are proud to be part of the Staynor Hall community. They enjoy the wide range of learning the school offers them. Staff take care of pupils well. Pupils value the support they have from the staff they work with. Pupils live out the school's values in their attitudes to learning. They show determination and self-belief in their daily actions.

The school and trust share the same high ambitions for pupils. The curriculum enables pupils to rise to these aspirations. Pupils develop skills and knowledge across the curriculum and do well.

Starting in early years, high expectations for behaviour are set by the school. Pupils work in calm and productive classrooms. Pupils talk about their learning with enthusiasm. They are skilful in providing support and challenge to each other as they talk about their learning.

A rich range of opportunities brings learning to life for pupils. The school enables pupils to experience life beyond the local area. Pupils visit cities, the coast and a wide range of places of worship. It helps pupils understand a range of cultures. Pupils are proud of their local community work. They help local charities and keep the local area free from litter.

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

The school's curriculum is highly ambitious. From early years, the key learning and skills pupils need to succeed are identified across the curriculum. The school's careful consideration of its curriculum for mixed-age classes across school is effective. Staff and pupils are clear on how learning is adapted to meet the needs of different aged pupils in each class.

The school makes regular checks on what pupils know and remember. This enables pupils to recall their learning well. Pupils know how quizzing and regular checks on learning help them to gain new knowledge and understanding. Pupils show increased independence when they find work more challenging. They use 'hints' or talk to a buddy to problem solve together. In lessons, pupils talk about their learning with their peers with confidence. The school enables them to explain their thinking well. Children in early years talk about their learning with the same enthusiasm. This might be describing the dinosaur forest they have built with friends or how many pirates are on their ship.

The school supports pupils at the early stages of reading well. Pupils benefit from clear phonics teaching. Staff are consistent in their approach to teaching the chosen phonics scheme. The two-year-old children in 'Tiny Steps' delight in singing familiar nursery rhymes. Children in Reception Year enjoy sharing books together. The school has made careful links across the curriculum to help pupils to write with purpose. However, pupils' opportunities to write independently and at length vary across the school. This limits their ability to apply their writing skills consistently and build the stamina to write at length in preparation for their next steps in education.

Pupils with special educational needs and/or disabilities (SEND) are supported well. The school uses a range of dedicated staff and other professionals to identify and meet individual needs effectively. Pupils with SEND learn well alongside their peers. Where needed, the school supports pupils with SEND through a wide range of impactful resources and adaptations.

Pupils are proud to receive 'wow' recognition for their learning and their behaviour. Staff consistently use the language linked to the school's behaviour policy. This helps pupils stay on track. For example, children and pupils in Reception Year and key stage 1 enjoy using the mantra 'high energy' to help them keep focused on their learning. When pupils find it challenging to manage their behaviour and emotions, staff skilfully support them to get back on track as quickly as possible.

Pupils' personal development offer is well considered. It enables pupils to show respect to each other and other cultures, faiths and communities. Pupils take on a range of roles in school, such as well-being ambassadors. Each role has purpose. Members of the school council are proud about their work to develop the sensory garden and improve breaktimes. The school is effective in helping pupils understand how to stay safe. Pupils are clear on the concept of consent and how to keep themselves safe online. Pupils live out fundamental British values in daily school life.

Staff are proud to work here. They benefit from a supportive culture where they work collaboratively across the school and the trust. It helps staff reflect on and improve the school's work. Local governors, representatives from the trust and trustees provide clear support and challenge to the school. They work effectively with leaders to move the school forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is an inconsistent approach to providing pupils with opportunities to apply their physical writing skills and build stamina in their writing. As a result, some pupils are not well supported to develop the writing skills they need for their next stages in education. The school should further develop opportunities for pupils to apply their knowledge and skills in their writing in order to strengthen their confidence and fluency.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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

Unique reference number	141880
Local authority	North Yorkshire
Inspection number	10346556
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	Board of trustees
Chair of trust	Debbie Clinton
CEO of the trust	Gail Brown
Headteacher	Alexandra Winter
Website	www.staynorhall.ebor.academy
Dates of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Ebor Academy Trust.
- There have been changes in leadership since the previous inspection. The headteacher joined the school in September 2021.
- The school does not use any alternative provision.
- The school offers a breakfast club and wraparound childcare.
- The school offers nursery provision for two- and three-year-olds.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, inspectors reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors spoke with the headteacher and other leaders in the school.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at pupils' work. Inspectors held discussions with leaders responsible for attendance and behaviour.
- To evaluate the effectiveness of safeguarding, 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 gathered views of parents in person and through responses to Ofsted's online survey, Ofsted Parent View, including any free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through pupil meetings.
- Inspectors spoke with representatives from the local governing body, the chair of trustees, other leaders within the trust and the CEO from the trust.
- Inspectors observed pupils' behaviour in classes, at the breakfast club and at social times.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

Nicky White

His Majesty's Inspector

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