

# Inspection of a good school: Airmyn Park Primary School

Percy Drive, Airmyn, Goole DN14 8NZ

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Inspection dates:

18 October 2022

## **Outcome**

Airmyn Park Primary School continues to be a good school.

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

Pupils are very proud of their school. Pupils have confidence and trust in staff. They know that staff care for them and listen to them if they have any worries or concerns. Bullying is very rare and is not tolerated. Pupils describe everyone as friendly.

Leaders and staff have high expectations of pupils. Generally, pupils work hard in lessons and are well supported by staff. Occasionally, a few pupils lose concentration when the work set is not challenging. Pupils enjoy the many rewards they receive for good work and contributions to school life.

Pupils are polite and respectful to visitors and staff. There are good relationships between staff, pupils and parents. Even the very youngest children are respectful and tolerant of each other. Pupils have a strong sense of equality. They say, 'We treat people as we would want to be treated ourselves.'

Most parents and carers appreciate the work the school is doing for their children. The head of school and the staff are highly respected by parents. Parents say they like the 'small school atmosphere', and that their children are well known and learn well. Parents are very positive about the wider opportunities the school offers.

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

The head of school and subject leaders have made sure the curriculum is well sequenced. Pupils enjoy learning a broad and balanced curriculum. Leaders are ambitious about the range of knowledge they want all pupils, including those with special educational needs and/or disabilities (SEND), to develop. Key knowledge is identified and pupils remember it well.

Children are enthusiastic about learning. They make connections with what they have learned before. For example, pupils in history discussed sacrifice in the Mayan civilisation and linked it to some savage practices in the Roman Empire.

Teachers break down complex ideas into small steps. This helps pupils to build their new learning on firm foundations. Usually, teachers set work that challenges pupils to meet ambitious learning goals. However, on occasion, teachers have not had precise guidance and support to help pupils achieve the goals set out in the curriculum in specific subjects.

Phonics is taught very effectively across the school. This helps children in Reception and key stage 1 to learn new sounds quickly. Books are well matched to the sounds children know and the reading age of younger children. A few readers need even more support than they are getting to help them read fluently and catch up. Most pupils read fluently as they are well supported by staff and parents if they are struggling. Leaders have fostered a love of reading across the school. All pupils are keen to complete the new 'reading challenge' to read many different books. Older pupils write reviews and analyse the books they are reading for pleasure.

Children in the early years cooperate well together. Staff are skilful in developing children's communication skills and vocabulary. Interesting activities help children focus exceptionally well on learning. For example, the teacher introduced learning about the human skeleton by reading 'Funnybones' and singing songs about bones. Children were excited by their learning, joined in with the singing. They were able to answer many questions fully and accurately about the human skeleton.

Pupils with SEND are supported skilfully. The school's special educational needs coordinator (SENDCo) works closely with parents and teachers to identify the support each pupil needs. Leaders from the trust support the SENDCo very well. Pupils with SEND are on the same curriculum journey as their peers and supported well by staff. Parents are appreciative of the ways in which the needs of pupils with SEND are met.

Pupils spoke highly of the many clubs that are available for them. They are particularly proud of the school's sporting success. Some parents told inspectors how well the school is identifying children's talents and helping their children 'to shine'. Pupils know they have a voice in school. They are involved in arranging school events and charity collections.

Teachers say that working in a small school means they have a wide range of responsibilities, including subject leadership. They appreciate the way in which the head of school is taking into account their workload. The trust and local governors check that workload is taken into account.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are vigilant and knowledgeable about how to keep children safe. Leaders work with parents and external agencies to make sure pupils are safe. Thorough checks are made on the suitability of adults to work with pupils. Leaders and the trust check the effectiveness of the school's safeguarding procedures regularly.

Pupils are well aware of risks that they might face online and how to manage them. They know to inform adults if there are any online issues. The school teaches children about road safety and how to ride bikes safely.

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

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

- Some subject leaders do not have strong subject-specific pedagogical knowledge. Teachers have not had precise guidance and support to help pupils achieve the ambitious goals in some subjects. Senior leaders should ensure that subject leaders have received targeted training to allow them to support staff to deliver the curriculum effectively.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 predecessor school, Airmyn Park Primary School, to be good in November 2017.

## **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

<b>Unique reference number</b>	145596
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10241384
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nathan Greenfield
<b>Headteacher</b>	Natalie Dodds
<b>Website</b>	<a href="http://www.airmynparkps.co.uk/">www.airmynparkps.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Airmyn Park Primary School converted to become an academy school in May 2018. When its predecessor school, Airmyn Park Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Airmyn Park Primary School is part of the Edukos Trust.
- The interim headteacher, head of school, joined the school on 25 April 2022.
- The school does not use any alternative provision.

## Information about this inspection

- 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 head of school and subject leaders. The lead inspector held a discussion with a trustee, a local governor and the chief executive officer for the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. This involved meeting with curriculum leaders, visiting a sample of lessons, looking at

samples of pupils' work and talking to teachers and pupils. Inspectors also listened to some pupils reading.

- Inspectors looked at curriculum plans with leaders.
- Inspectors reviewed a range of safeguarding documentation, including the single central record. The lead inspector met with the designated safeguarding leader to check how leaders record and respond to safeguarding concerns. Inspectors checked the safeguarding and welfare requirements for children in early years. They spoke with staff about safeguarding and child protection. Inspectors spoke to pupils about safety and how they learn to stay safe.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- Inspectors spoke with a number of parents at the end of the school day. Inspectors analysed responses to Ofsted Parent View, Ofsted's online questionnaire.
- Inspectors met with pupils and staff to consider their views. Inspectors analysed staff responses to Ofsted's online questionnaires.

### **Inspection team**

Jim McGrath, lead inspector

Ofsted Inspector

Trudi Bartle

Ofsted Inspector

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