

Inspection of a school judged good for overall effectiveness before September 2024: Forest of Galtres

Anglican/Methodist Primary School

Station Lane, Shipton-by-Beningbrough, York, North Yorkshire YO30 1AG

Inspection date:

10 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principal of this school is Hannah Holmes. This school is part of Hope Sentamu Learning 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), Helen Winn, and overseen by a board of trustees, chaired by Jane Lewis.

What is it like to attend this school?

This is a school where pupils thrive. They achieve exceptionally well. Staff have the highest expectations for what pupils can achieve and how they should behave. Staff teach pupils the behaviours that they need to be successful in their learning. Pupils are highly engaged in lessons. They are enthusiastic and focused. Beginning in the early years, children learn to be independent and motivated. Pupils are eager to learn and keen to share their achievements.

The school teaches pupils to be highly respectful of each other. Pupils show genuine care and empathy for their peers. Pupils learn to respect differences in others and their own uniqueness. Staff build relationships with pupils that are rooted in care and ambition for what pupils are capable of achieving. Relationships between pupils and staff are a significant strength of the school.

Leaders and staff are relentlessly focused on supporting pupils to achieve. 'Flourishing for all, diversity and challenge' is not just a motto, but a reality in this school. Pupils,

including children in the early years, experience a very well-constructed curriculum that prepares them extremely well for their next stage and beyond.

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

Pupils with special educational needs and/or disabilities (SEND) are quickly identified and exceptionally well supported. This identification begins in the early years. Pupils, including pupils with SEND, achieve very well because their needs are well understood and skilfully met by staff. Pupils receive just the right support at just the right time.

The curriculum that pupils learn is extremely ambitious. It is successfully designed to give pupils the knowledge and skills they need and a broad understanding of the wider society in which they live. Staff present the curriculum clearly and consistently through the 'learning cycle'. Pupils enjoy the way that staff deliver learning. Staff check to ensure that pupils have remembered what they have been taught. This ensures they are ready for the next stage of learning. Pupils develop rich connections between different aspects of learning with high levels of confidence.

Reading is given the highest priority. Children in the early years are supported to develop their vocabulary in a range of different areas. The phonics curriculum is well constructed and consistently taught. Pupils quickly learn to become fluent readers. These reading skills help them to be highly successful across the curriculum. Pupils who need help with reading are quickly identified. The support these pupils receive is closely matched to the parts of reading they find difficult. Leaders ensure that staff get the training they need to be expert teachers of reading.

The school has developed a culture of high attendance. Staff in the early years work with parents to develop this from children's earliest experiences in school. The school ensures that there are a range of strategies that promote the importance of attendance to both pupils, and parents and carers. Leaders have created a school that pupils are excited to attend. Therefore, attendance is high and pupils do not miss out on their education.

Pupils' broader development is of a high quality. Pupils play a leading part in their school through multiple roles of responsibility. These opportunities allow them to make a genuine difference to peers in the school. Pupils, especially those with SEND and those who are disadvantaged, make excellent use of a wide range of activities and experiences beyond the classroom. Pupils are keen to share their knowledge of protected characteristics. Carefully chosen texts and assemblies help pupils understand issues in society such as racism, sexism and homophobia. Pupils know how to debate and consider other people's opinions. For example, pupils learn specific sentences that they can use during debates and discussions with others.

Leaders' ambitions for pupils are reflected in what pupils achieve. The school has a consistent focus on checking that its actions are making a difference to all pupils. The trust has robust systems that give those responsible for governance a clear picture of the school. Leaders' actions since the last inspection have improved the quality of education. Staff feel valued and important. Leaders consider the workload and well-being of staff.

Parents speak in effusive terms about the work of the school and its impact on their children.

Safeguarding

The arrangements for safeguarding are effective.

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 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 second ungraded inspection since we judged the school to be good for overall effectiveness in April 2013.

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 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	143289
Local authority	North Yorkshire
Inspection number	10346627
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	Board of trustees
Chair of trust	Jane Lewis
CEO of the trust	Helen Winn
Principal	Hannah Holmes
Website	https://fog.hslt.academy/
Date of previous inspection	9 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of Hope Sentamu Learning Trust.
- The school does not use alternative provision.

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.
- The inspectors met with the principal, the assistant principal and other senior leaders. Inspectors met with the chair of the governing body and other governors. The inspectors also met with trustees and the CEO.

- 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 children's interests first.
- The inspectors examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school.
- The inspectors considered the responses to Ofsted's online survey for parents, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Neil Butler

Ofsted Inspector

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