

# Inspection of a good school: Austhorpe Primary School

Austhorpe Lane, Leeds, West Yorkshire LS15 8TP

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Inspection dates:

7 and 8 December 2022

## Outcome

Austhorpe Primary School continues to be a good school.

## What is it like to attend this school?

This is a vibrant and welcoming school. There is a happy atmosphere where being part of the school community is celebrated. It is a close-knit school community where staff encourage pupils to 'SHINE'. The vision for pupils to achieve success and be happy and healthy in a nurturing and inclusive environment is at the heart of the curriculum. Teachers have high expectations for all pupils. They support pupils to do their best. Pupils enjoy learning in a nurturing, safe environment. They can take part in a variety of enrichment clubs, trips and activities.

The school is a busy and exciting place to learn. Pupils are eager to do their best. They are proud of their school. Pupils enjoy holding positions of responsibility. They relish the opportunity to have their say in the running of the school.

Pupils behave very well. If incidents of poor behaviour or bullying do occur, pupils are confident that staff will sort them out effectively. Pupils are kept safe. They have good relationships with staff. They know they can talk to adults they trust about their worries. 'Worry boxes' are available in class if pupils prefer to remain anonymous. Leaders provide effective pastoral support for pupils, if needed.

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

Leaders have redesigned their curriculum. They have considered the essential knowledge that pupils need to know in each subject. There are a broad range of subjects. Focused enquiry questions help pupils to apply their knowledge and skills. Pupils can make connections in their learning. For example, Year 6 pupils use their knowledge about ancient Egyptians to discuss moral issues related to the opening of the tomb of King Tutankhamun.

The order of content in the curriculum develops pupils' knowledge over time. Leaders have thought about what they want pupils to learn from the Reception Year through to Year 6. For example, from the Reception Year, children are immersed in the joy of reading

from their first days in school. They begin to use language that will support their learning in subjects such as history and science as they move through school.

Leaders for most subjects, such as reading, mathematics and history, ensure that the important knowledge pupils need to know is identified for teachers. Subject leaders for some curriculum subjects are knowledgeable and skilled. They provide appropriate guidance to teachers, when needed. However, some subject leaders are new to their roles. They have yet to develop the necessary skills to provide sufficient challenge and support to teachers and lead their subjects as effectively

Reading is cherished at Austhorpe. It is at the heart of the curriculum. Displays around the school highlight the joy of reading. There are two well-stocked libraries with a rich diversity of texts for pupils to enjoy, and they do. Staff promote the importance of reading for pleasure and for information. Topics of learning often link to a relevant class book. Pupils are avid readers. They talk enthusiastically about their favourite books and authors. Children in the Reception Year start to learn to read straight away. The books pupils read match the sounds they know. Leaders make sure that staff can teach phonics well. Pupils become confident, fluent readers. Those who need help with reading, including pupils with special educational needs and/or disabilities (SEND), receive extra phonics and reading sessions.

Leaders ensure that pupils with SEND can access the curriculum well. Children in the Reception Year have their needs identified early. They enjoy effective adult support and specific teaching, when needed. Teachers help pupils to access the curriculum by tailoring the way they teach to meet pupils' needs. They use a range of resources and extra support to help pupils to understand and remember. Teachers support pupils who speak English as an additional language well. Personalised learning helps these pupils to achieve their best.

The school's curriculum to promote pupils' personal development is of good quality. Pupils learn the importance of equality, diversity and democracy. They learn to stay physically active and to express themselves with confidence and clarity. They enjoy learning a musical instrument. There is a rich variety of extra-curricular clubs. These include different sporting activities, such as yoga to support mindfulness. Pupils are proud of their roles as subject ambassadors and prefects.

Most staff feel privileged to work at Austhorpe. They feel supported and valued by leaders and governors. They are proud to be part of the school community.

Parents and carers are largely supportive of the school and staff. Typically, they value the way their children have 'the very best opportunities to develop as well-rounded individuals'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is continual focus on safeguarding. They know the school community well. There are robust practices in place. Governors and trustees check regularly that there is a strong safeguarding culture in the school. Staff have received appropriate training. Concerns are quickly identified. Leaders work together with external agencies to provide vulnerable families with the help and support they need. Pupils say they are kept safe in school. They learn about potential risks and how to keep themselves safe. They learn about fire safety and the risks associated with drugs and alcohol. They understand the importance of online safety.

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

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

- Some subject leaders are new to their roles and are in the early stages of monitoring the implementation of their subject area. Therefore, they do not provide appropriate levels of challenge and support to teachers to make sure that the curriculum is implemented as intended. Senior leaders should ensure that new subject leaders develop the necessary skills to lead their area of responsibility 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 second ungraded inspection since we judged the predecessor school, Austhorpe Primary School, to be good in March 2011.

## **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>	146213
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10255773
<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>	215
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Tulley
<b>Headteacher</b>	Amanda Lightfoot
<b>Website</b>	<a href="http://www.austhorpeprimary.org">www.austhorpeprimary.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school runs before- and after-school clubs for pupils, including the 'Rise and SHINE' childcare provision, during term time.
- The school does not use any alternative providers.
- The headteacher provides support and guidance to other schools within the trust, to share good practice.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator and some subject leaders.
- Deep dives were carried out in reading, mathematics and history. The inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and met with some pupils to consider their learning.

- The inspector met with the chair of the local governing body and several governors, the chair of trustees, the director of primary education for the trust and the chief executive officer for the trust.
- To check the effectiveness of safeguarding, the inspector reviewed the school's policies and procedures, met with the designated safeguarding leads, and spoke with pupils and staff.
- The inspector spoke with some parents at the start of the school day. The responses to Ofsted's questionnaires for parents, staff and pupils were taken into account.

### **Inspection team**

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

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