

Inspection of Outwood Primary Academy Alne

Main Street, Alne, York, North Yorkshire YO61 1RT

Inspection dates: 25 and 26 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Michelle Dawson. This school is part of Outwood Grange Academies 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), Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw. There is also a primary executive principal, Jane Clayton, who is responsible for this school and 12 others.

What is it like to attend this school?

This rural village school sits at the heart of the community. The quality of education that the school provides is outstanding. It goes beyond the academic. Pupils are inspired and enthusiastic learners. They thrive in this exceptional school.

Pupils work with high levels of engagement and interest. This begins in the Reception Year where children make a flying start to their school journey. They achieve exceptionally well. The curiosity and enthusiasm that this learning sparks continues through school. Pupils maintain concentration and work together to find solutions when difficulties arise. This includes pupils with special educational needs and/or disabilities (SEND). Pupils are eager to gain new knowledge. They speak with maturity and demonstrate high levels of understanding.

Pupils rise to meet the high expectations that the school sets. The school rules 'be safe, be respectful, be responsible' are demonstrated by the pupils. Pupils know how to keep themselves and others safe. They support one another both in class and as buddies across school. Some pupils run lunchtime clubs and lead mindfulness activities. Pupils attend this nurturing school happily and regularly.

Pupils are extremely well prepared for life beyond the school gates.

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

Pupils achieve well across the school's ambitious curriculum. They gain a depth of knowledge that builds on previous learning. One example of this is the extensive music offer. Pupils learn about notation. They write their own compositions. This begins with a graphic score in the Reception Year and builds to full stave notation in Year 6. The majority of pupils attend lunchtime music clubs throughout the year.

The expertly delivered curriculum embeds and deepens pupils' subject-specific vocabulary. Pupils are articulate. They confidently use this vocabulary in their detailed explanations. For example, in the Reception Year, children explain about electrical circuits, indents in playdough and stippling effects with paint. Throughout the school, pupils become subject experts. In geography, for example, pupils nominate each other to demonstrate their outstanding knowledge.

Learning to read is a high priority. The expertise of staff, daily phonics teaching and extra reading practice means that pupils learn to read quickly. Any children at risk of falling behind receive precise, frequent and expertly delivered interventions. Almost all children catch up before the end of the Reception Year. The prioritisation of reading means that pupils access the full curriculum offer with ease. There is the same precision in English when children are learning to write. Writing begins with accurate pencil grip, and practise in letter formation and dictation to build speed and fluency.

Pupils talk with excitement when they share the books that they are reading. They explain plots, their love of different types of stories and how this makes them feel. Adults model an infectious enthusiasm for books as readers themselves. Pupils respond to this enthusiasm and look to read books by the same authors.

The exceptionally strong start to school that pupils experience in the Reception Year is impressive. The key knowledge children need to be successful with reading, writing and mathematics is secured in Reception. Children demonstrate a deep understanding of number and use physical equipment to show this. They apply mathematical knowledge independently when talking about more or less. Highly skilled practitioners extend children's learning and vocabulary well. They work with sustained concentration. They solve problems together. Children use the vocabulary they have learned to explain and express their ideas to one another.

A culture of respect and consideration resonates through school. Pupils gain confidence as their vocabulary and speaking skills grow. Pupils articulate their views and feelings extremely well. They experience a curriculum that prepares them exceptionally well for life in modern Britain. They develop a deep understanding of fundamental British values such as democracy. They relate this understanding to current affairs accurately. Pupils speak in depth about different cultures and faiths. They benefit from everyday leadership responsibilities as well as ambassador roles. All ambassadors have responsibility for leading assemblies. They coordinate a range of different projects. The diploma, that all pupils work through, provides a rich set of experiences. These experiences are tailored to meet the needs of pupils in the Alne school community. These activities promote active citizenship precisely.

The school has been transformed by the relentless focus on school improvement by leaders in the school and the trust. This exemplary school secures an exceptional education for pupils. Staff benefit from the collaborative, coaching approach of the trust. They feel exceptionally well supported with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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	148330
Local authority	North Yorkshire
Inspection number	10297510
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
Principal	Michelle Dawson
Website	www.alne.outwood.com
Date of previous inspection	Not previously inspected

Information about this school

- Outwood Primary Academy Alne converted to become an academy in April 2021. It is one of 40 schools in Outwood Grange Academies Trust. When its predecessor school, Alne Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is much smaller than the average-sized primary school.
- The school does not use a registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 spoke to the principal, members of the senior leadership team and leaders responsible for safeguarding.
- The inspectors carried out deep dives in these subjects: early reading, English and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work. The lead inspector also spoke to leaders and looked at work for geography and mathematics. The inspectors also visited a lesson and saw mathematics in Reception.
- 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.
- An inspector spoke to parents at the school gate. The lead inspector took account of the views of parents through surveys, including Ofsted Parent View.
- The lead inspector held separate meetings with representatives of the school's academy committee, including the chair, and representatives of the board of trustees including the CEO and the primary executive principal.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

Mel Garlick

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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