

Wilberfoss Church of England Primary School

Address: Storking Lane, Wilberfoss, York, North Yorkshire, YO41 5ND

Unique reference number (URN): 149646

Inspection report: 23 June 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Leaders develop a learning culture where pupils want to do well. As a result, pupils enjoy school and attend well. Leaders ensure that parents and carers and pupils are clear about why high attendance matters. Leaders' positive relationships with families impacts upon pupils' positive rates of attendance. Leaders are very supportive of families and know them well. Leaders work collaboratively with families to remove barriers to attendance. Persistent absence rates are low.

Pupils' manners are exemplary, and they have warm relationships with peers and staff. Pupils' views of behaviour at the school are very positive. They understand what bullying is but say they rarely have to report it. Pupils, including children in the early years, feel safe and well cared for in school. Routines are well embedded across the school. Pupils have a clear understanding of the school's rules. They behave consistently and with integrity, both in lessons and at playtimes. Older pupils are positive role models for younger children. Staff make well-considered adaptations for pupils who may require support to help regulate their behaviour.

Inclusion

Strong standard 

Leaders create a welcoming culture where everyone is included. They ensure that staff are well equipped to identify barriers to pupils' learning and wellbeing at an early stage. This means they can swiftly provide the help that pupils need. As a result, pupils' needs are consistently met.

Pupils with special educational needs and/or disabilities and those who are disadvantaged learn alongside their peers and are supported to do well. Leaders ensure that these pupils receive appropriate adaptations in lessons that help them to be successful. As a result, they achieve very well from their starting points. Leaders work closely with parents and carers and external agencies to ensure that the support pupils receive is precise and closely matched to pupils' needs.

Pupils who are known (or previously known) to social care receive high-quality pastoral support from staff in school. Leaders know families well and act in a timely manner to reduce pupils' barriers to learning.

Leaders consider how best to support disadvantaged pupils through their use of the pupil premium funding. This enables leaders to reduce pupils' barriers to learning and wellbeing effectively and to broaden their experiences. Leaders ensure that staff receive high-quality training to support pupils very well, including how to implement the pupil premium strategy to full effect.

Personal development and wellbeing

Strong standard 

By the time they leave the school, pupils are very well prepared for life in modern Britain. Leaders have developed a cohesive and ambitious personal development curriculum. The

curriculum is enriched with educational visits and wider opportunities. These include residential visits, trips to places of worship and visits from people who extend pupils' understanding of fundamental British values. Pupils develop their financial literacy through fundraising projects for charities.

Leaders ensure that pupils receive a breadth of opportunities to develop emotionally, socially, morally and spiritually. A wide range of activities and leadership opportunities are available at the school. These include pupil librarians and play leaders. Pupils talk about these roles with enthusiasm, explaining how they help to improve their independence.

Leaders ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, have equality of access to extra-curricular activities and events. Pupils participate excitedly in the broad range of sporting, music and arts opportunities that leaders provide. Clay club and dance are particularly popular activities that the school provides. Leaders check participation in clubs carefully and make adjustments and adaptations to ensure that all pupils are included.

Pupils are proud to attend the school. They know how to stay safe, both online and offline, and how to keep healthy, both physically and mentally. Pupils have a good understanding of risk and are given many early opportunities to develop independence and resilience. Bullying and discrimination are not tolerated, and pupils understand and respect difference. They understand that some people are protected by law. Through their tolerance and respectful views, pupils contribute to the highly inclusive ethos of the school.

Wellbeing support for pupils is highly effective. Staff know pupils and families well, and they seek the right support for pupils who need help to improve their wellbeing.

Expected standard

Achievement

Expected standard

Pupils generally secure the knowledge they need in reading, writing and mathematics. Leaders emphasise the importance of reading within the curriculum. The impact of this is reflected in outcomes in the phonics screening check and in reading at the end of key stage 2. Pupils attain more highly than their peers nationally at the end of key stage 2 in reading, writing and mathematics. This has consistently been the case over time.

On the whole, pupils remember what they have learned over time across a range of subjects. Staff generally act quickly to close gaps in pupils' knowledge. However, some pupils' knowledge is not as well embedded as it could be. For example, in history, some pupils remember their most recent topics well but do not recall learning from earlier years in as much depth. Leaders know this. They have made changes to the way lessons are structured to ensure that previous learning is revisited.

Curriculum and teaching

Expected standard 

Leaders have devised a well-considered curriculum across all subjects. It is ambitious and carefully tailored to pupils' needs. Leaders have recently made changes to the curriculums in reading, writing and mathematics. These changes have further strengthened the curriculum and enable pupils to develop their depth of knowledge. This supports pupils to secure the skills and knowledge they need to be successful as they move through school. Children in the early years secure phonics knowledge that supports them with early reading fluency. Reading is prioritised throughout the school. From the start of their education, pupils learn to communicate well. Teachers emphasise the important vocabulary and language that pupils must master in each lesson and stage of their education. The skills pupils need to communicate with confidence are still developing.

Teachers consistently follow agreed approaches to teaching the curriculum. Most teachers explain new concepts in a way that helps pupils to understand the important information they need to know. Teachers generally use assessment effectively across the school. They use questioning to check pupils' understanding and identify misconceptions. This helps pupils to develop core skills in reading, writing and mathematics effectively.

Pupils with special educational needs and/or disabilities and disadvantaged pupils receive high-quality support. Staff have personalised the strategies they use so that these pupils can access learning alongside their peers.

Early years

Expected standard 

The early years gives children a positive start to their education. The curriculum is carefully designed to ensure that children make effective progress from their starting points. Staff form warm and positive relationships with children. They establish clear and consistent routines that children understand. This means that children feel safe and have a sense of belonging from an early stage. Staff interactions with children are generally effective and usually support children to develop their language and vocabulary. For the most part, adults model language well and use questioning to extend children's thinking.

Staff prioritise securing the foundations in early reading, writing and mathematics. This focus is evident across all areas of learning. Children have access to a wide range of stories, songs and rhymes that develop their vocabulary and love of books. Children with special educational needs and/or disabilities receive effective support because staff identify and understand their needs well.

Leaders focus on ensuring that children receive high levels of care and education. The statutory early years welfare requirements are met. By the end of the early years, children are well prepared for the next stage of their education.

Leadership and governance

Expected standard 

Leaders and those responsible for governance know their school and its context well. Leaders take action to evaluate the impact of the school's provision, but this could be more accurate in some areas of the school's work. Governors and trustees meet their statutory

duties and demonstrate an appropriate and strategic understanding of the school. They have ensured that there is a clear vision for the school that underpins leaders' work. Leaders want all pupils to achieve well, including those who are disadvantaged and those with special educational needs and/or disabilities. This is evident in the way that leaders prioritise inclusion. They act consistently in the best interests of pupils and focus on continuing to improve outcomes for all pupils. They have high expectations of what pupils can achieve.

Leaders are considerate of workload and wellbeing, and staff feel well supported and proud to work at the school. Leaders ensure that training for staff is closely linked to the school's priority areas. This ensures staff continually develop their knowledge, skills and understanding. Leaders are role models of high expectations and professionalism. Leaders develop constructive relationships with parents and carers and the wider community. These relationships are successfully established at the start of pupils' time at the school and contribute to high levels of parental engagement. Parents are supportive of the school and value the education and care that their children receive.

What it's like to be a pupil at this school

Pupils feel a deep sense of belonging and pride at this school. They enjoy attending and engage well in their learning. Pupils are greeted by adults who care about them. Younger pupils enjoy a well-resourced playground where they play well with their peers. Pupils are polite and have positive relationships with peers and staff. Pupils' views of behaviour at the school are very favourable. They understand what bullying is and say that it is rare. If disagreements do occur, pupils know how to report them and say they will be dealt with quickly. Pupils, including children in the early years, feel safe and well cared for in school. Routines are embedded, and staff's expectations are high.

Pupils benefit from a well-thought-out curriculum that extends beyond the classroom into opportunities such as sporting events and performances in a theatre. These opportunities enrich pupils' school experience. All pupils, including those with special educational needs and/or disabilities (SEND), those who are disadvantaged and those who face other barriers, are supported to attend very well. Pupils are keen to learn and enjoy the topics they cover in lessons. Generally, teachers explain new concepts clearly and model examples well. They help pupils to improve their work. Pupils achieve well in their reading, writing and mathematics and are prepared for the next stage of their learning. This is reflected in high proportions of pupils attaining well in national tests.

Pupils say they enjoy lessons. Teachers help pupils with SEND by using appropriate adaptations to support them. Pupils have lots of opportunities to develop their language and communication because teachers give them time to discuss their learning with their peers. Highly effective adaptations to tasks, alongside adjustments to the curriculum, help all pupils to practise and apply their learning.

Next steps

- Leaders should ensure that staff teach the curriculum consistently well across year groups and subjects so that all pupils achieve their potential.
 - Leaders should ensure that staff in the early years consistently maximise opportunities to engage in high-quality discussion and interactions with children to support early language development.
 - Leaders should continue to refine and improve their processes for evaluating their actions so that priorities for improvement lead to consistently strong standards across all areas of the school's work.
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About this inspection

This school is part of The Education Alliance multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Scott Ratheram, and overseen by a board of trustees, chaired by Karen Dow.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, head of school and a range of staff and pupils. They met with the CEO and other representatives from the trust. Inspectors also met with representatives from the board of trustees and the local governing body.

This school is registered as having a Church of England religious character. It is in the Diocese of York. Its last section 48 inspection was in May 2019.

The school currently uses no alternative provision.

Executive Headteacher: Kris Henderson

Lead inspector:

Amy Blackburn, His Majesty's Inspector

Team inspectors:

Alison Ashworth, Ofsted Inspector

Karen Smith, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

218

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

4.59%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.67%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.26%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	87%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	90%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	87%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	90%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.9%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.6%	13.0%	Below
2023/24 (3 term)	5.1%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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