

Amotherby Community Primary School

Address: Meadowfield, Amotherby, Malton, North Yorkshire, YO17 6TG

Unique reference number (URN): 121370

Inspection report: 30 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 ●

Pupils' attendance is high. It continues to be high over time. This is evidenced across different pupil groups. Pupils with special educational needs and/or disabilities, as well those who are disadvantaged, attend well. Leaders maintain a sharp focus on attendance trends. They analyse attendance well. Leaders take intelligent and supportive action to enable pupils to attend regularly. Where needed they monitor pupils' attendance to ensure that it improves. As a result of this work, the number of pupils who are regularly absent has decreased significantly. Pupils want to come to school. They articulate how they enjoy attending regularly.

Behaviour around school is exemplary. Routines are deeply embedded and expectations are high. These start in the early years where positive relationships and attitudes to learning are established. Pupils have highly positive attitudes to learning. They are eager to get on with work and share their achievement across the curriculum. Older pupils are role models to others. Leaders are experts in supporting pupils if they find it challenging to manage their behaviour or emotions. Staff are effective in supporting pupils to work and play together harmoniously. Pupils learn in classrooms free from disruption. Incidents of serious misbehaviour are rare. Pupils are clear on what constitutes as bullying. They know the adults that care for them would sort it out if it was reported.

Expected standard ●

Achievement

Expected standard ●

Pupils do well. Their achievements in national tests have improved over time. Pupils are typically ready for their next stages in education. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities.

Pupils make progress from their starting points. Leaders ensure that pupils build on strong foundations to support future learning. Pupils show increasing competency in applying their writing, reading and mathematical skills across the curriculum. For example, they use knowledge of statistics in geography and science and write at length linked to history. Exercise books demonstrate pupils' progress through the curriculum well. For the youngest pupils, reading and transcription skills are a priority. They make a positive start learning to read. Their accurate handwriting and spelling skills are seen in their work.

Pupils talk confidently about their learning, particularly in core subjects such as mathematics and handwriting. In some other wider curriculum subjects, their knowledge is not as secure or detailed.

Curriculum and teaching

Expected standard 

Since the previous inspection, leaders have worked swiftly to improve the curriculum. Pupils benefit from a broad and well-sequenced curriculum. It is designed in an effective way. It supports pupils to build and connect their learning over time. It is clear what pupils need to know and remember as staff work through it. Staff are suitably trained to implement the curriculum as leaders intend.

The school's approach to teaching ensures that pupils have the opportunity to revisit and embed skills. It supports pupils' development in reading, writing and mathematics well. The mathematics curriculum enables pupils to practice number fluency regularly and then apply skills to new learning. Teachers' improved understanding of pupils' starting points means that tasks are typically well matched to pupils' age and stage of learning. Occasionally the implementation of the curriculum is not precisely matched to pupils' needs. When this happens, opportunities to move learning on, or revisit learning are not as highly effective as they could be. Generally, pupils benefit from adaptations to learning when these are needed. Resources such as writing slopes, pencil grips and scaffolded writing resources are used well.

Reading is taught with precision. Pupils benefit from clear strategies enabling them to make a positive start to learning to read. Pupils are proud and avid readers.

Early years

Expected standard 

Children make a positive and bright start to their time in school. Staff foster warm and caring relationships. This helps children feel safe and well cared for. Routines and expectations are clear. Children thrive in understanding how each day will be organised and what adults expect of them.

The curriculum in the early years is well structured. The school has identified what they want children to know and be able to do in readiness for Year 1. It supports children to achieve well. They demonstrate this readiness in their play and learning. The provision is typically well matched to these aims. Children benefit from purposeful opportunities to practice their learning. On the whole, staff use assessment well. They use this information to enhance the provision further. This information is also used to enable children to revisit and embed their learning.

Staff are skilled at engaging with children. They use their interactions to steer children's thinking appropriately. Children talk enthusiastically about their current learning about the seaside. They practice the sounds they know to help write words like 'crab' and 'starfish' with confidence. Children benefit from quality phonics teaching. They read with confidence using the sounds they know.

Children with special educational needs and/or disabilities are well supported. Staff use communication strategies and adaptations well to support their learning where needed.

Inclusion

Expected standard 

Leaders take appropriate and swift action to ensure that the needs of pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are met. Leaders ensure that the needs of individuals are well understood by staff. They ensure that support in class and through interventions are well matched to pupils' individual needs. This means pupils who need additional support typically receive the support they need. It enables them to learn alongside their peers and access the full school offer. Leaders' expectations of all pupils are high. Staff also share the same aspirations. This helps to ensure that pupils can fulfil their potential.

Leaders regularly review the progress that pupils make, ensuring that additional support has the intended impact. Pupils with SEND benefit from personalised support plans that are carefully matched to their areas of need. Staff and leaders work together effectively to ensure plans to support pupils are clear and purposeful. Where needed, staff access pertinent and relevant training. They receive guidance from professionals in speech and language, as well as in trauma, to remain skilled in supporting pupils.

Leaders work well with a range of external partners, making appropriate referrals where needed. They work with health care professionals and those from social care to ensure that pupils' needs are well met. Leaders ensure that the pupil premium strategy is allocated effectively.

Leadership and governance

Expected standard 

Leaders have worked effectively to address the issues raised at the previous inspection. Collaborative working between leaders, governors and the staff has ensured the school's vision and improvement priorities are understood well. There is a shared and celebrated understanding that all pupils will do well. Leaders model high expectations to everyone. They want the very best for pupils, staff and the whole school community.

Leaders are astute about the school's work and its impact. They know there is more to be done to ensure the school is the very best it can be. Leaders, including governors, are ambitious. The work to strengthen the curriculum, particularly in English and mathematics, has been impactful. Leaders know where areas of the school's work need further refinement.

Governors are well skilled. They provide appropriate challenge and support to the school. They work collaboratively with other stakeholders to be assured of the work of the school. They fulfil their statutory duties well.

The school's approach to professional learning has helped to ensure that staff are suitably skilled. This work supports staff to implement the curriculum well and meet the needs of pupils. Leaders make use appropriate of expertise beyond the school to shape their work. Staff workload and wellbeing is considered appropriately by leaders and governors. The school supports staff well. Staff have leaders that they can approach if they need help. They are all proud to be part of the team. Additionally, governors take steps to support leaders' own wellbeing.

Parents are typically very positive about the school. They appreciate the further rigour that there now is to the curriculum. They know pupils are supported well to achieve their best.

Personal development and wellbeing

Expected standard 

Pupils benefit from a coherently planned offer which encompasses the personal social and health education (PSHE) curriculum as well as wider enrichment opportunities. Leaders' work to refine the PSHE curriculum is effective. It enables pupils to build knowledge about the wider world as well as reflect on issues important to them and their community. For example, this includes more learning linked to online safety and the use of artificial intelligence. Pupils also learn about healthy lifestyles and choices. They know about risks linked with alcohol and smoking. They also understand how their bodies change as they get older.

Leaders carefully track pupils' participation in the school's personal development offer. As a result, a wide range of pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, benefit from this offer. This includes the school's leadership opportunities, such as being part of the 'eco team' or on the school council. Pupils are proud to hold these roles. The school's work to celebrate difference means pupils live out fundamental British values across the school day. The school shines a light on different cultures and experiences through the 'celebrate everyone' reading book collection across school.

The school carefully considers how to support pupils with their wellbeing. Trained staff provide support for emotional development. This sits alongside a curriculum that helps pupils understand they need to eat well and exercise to support their physical and mental wellbeing.

The school's wider enrichment opportunities are carefully considered. Pupils make use of museums and visit cities to bring aspects of the school's curriculum to life. They use a local mill to bring aspects of design and technology to life, as well as visits to local cities to understand the life of the Vikings. After-school clubs help pupils to explore their talents and interests. The school's artist in residence works with pupils to create pieces of artwork which are proudly displayed around school.

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

Pupils are proud to attend Amotherby Community Primary School. They talk with confidence and passion about different aspects of school life. From the friendships they have to their learning in lessons, they share the positive difference the school makes to them.

Pupils' behaviour in lessons and around school is exemplary. Their positive attitudes to learning allow everyone to learn in classrooms that are quiet, calm and focused. This begins with children in the early years who are eager to learn and play with each other. Bullying is rare, with concerns dealt with promptly. Pupils feel safe. They acknowledge the adults who help them feel safe in school. They know someone will listen to them if they have a worry.

Leaders and staff know pupils well. Warm and caring relationships foster confidence and resilience in pupils. Leaders and staff have high aspirations for pupils. These ambitions and highly positive attitudes to learning mean that pupils succeed both academically and pastorally. Pupils achieve well. They are well prepared for their next stages in learning.

Pupils celebrate their achievements in different ways. Pupils who read regularly proudly display their reading champion badges so others can acknowledge their success. House and vice captains show pride in their responsibilities. House points are something to be gained and celebrated by everyone.

The school raises and promotes aspirations beyond the classroom. Pupils talk animatedly about visits and events. Pupils benefit from meeting and talking with adults in different job roles as part of careers week. In science, pupils learn about job roles that link to their topic of learning. Visitors to school, such as the local member for parliament, help pupils understand democracy. This helps pupils become confident and resilient future citizens.

Next steps

- Leaders should support teachers to embed highly consistent pedagogical choices to support all pupils with their learning.
 - Leaders should continue their work to ensure that pupils build deep and connected knowledge and skills across the wider curriculum.
-

About this inspection

The chair of the board of governors in this school is Stewart Morris.

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 headteacher and other school leaders during the inspection. Inspectors spoke with representatives from the local governing body, staff and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Lucy Wade

Lead inspector:

Emily Stevens, His Majesty's Inspector

Team inspector:

Alison Ashworth, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

177

Below 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)

10.73%

Below average

What does this mean?

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

National average: 26.3%

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

1.13%

Below 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

12.43%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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	58%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	48%	60%	Below

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	82%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	71%	73%	Close to average

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	66%	72%	Below
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	55%	71%	Below

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	69%	73%	Close to average
2024/25 (final)	93%	74%	Above
2023/24 (final)	62%	73%	Below
2022/23 (final)	55%	73%	Below

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	50%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	57%	44%	Above

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	81%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	86%	60%	Above

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	63%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

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	56%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	57%	59%	Close to average

‘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	50%	68%	-18 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	57%	66%	-9 pp

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	81%	80%	2 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	86%	78%	7 pp

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	63%	78%	-15 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 pp

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	56%	80%	-23 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 pp

‘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)	3.7%	5.2%	Below
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

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)	6.3%	13.0%	Below
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	15.6%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright