

# Inspection of a good school: Harrogate, Bilton Grange Primary School

Bilton Lane, Harrogate, North Yorkshire HG1 3BA

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Inspection dates:

5 and 6 October 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Sian James. This school is part of Yorkshire Collaborative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Robinson, and overseen by a board of trustees, chaired by Jenny Baynes.

## What is it like to attend this school?

Pupils flourish at Bilton Grange Primary School. The school has established expectations based on being 'ready, respectful and safe'. Staff consistently model these attributes through their interactions with pupils. This inspires pupils to do the same. Pupils treat those around them with the utmost respect. Leaders have shaped a highly inclusive school culture. Pupils are proud to be themselves. The school is a very happy place to learn.

The school has established a curriculum that helps pupils to secure a deep knowledge of the subjects that they encounter. For example, pupils shared their impressive understanding of perfect cadences in musical phrasing. Leaders have established an extra-curricular offer that significantly enriches pupils' learning. Learning is brought to life by visits and trips, as well as the clubs on offer. Many pupils attend the exceptional school choir. They enjoy the frequent opportunities to rehearse and perform. Pupils participate with pride and enthusiasm.

Behaviour is exemplary. Adults apply their high expectations of behaviour and routines consistently. When pupils struggle to manage their behaviour, they get the right support to help them get back on track. Pupils recognise the importance of their learning, so lessons are calm and focused. Pupils understand that what they learn now will support them in the future.

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

The school has established a broad and ambitious curriculum. Pupils receive expert guidance from teachers across a range of subjects. Pupils find this learning absorbing. As a result, their knowledge is impressive. They talk confidently about the things that they know. This begins in Reception, where children quickly develop their language and interactions. Expert staff make sure that children have a secure foundation for their future study. In music, children develop a deep understanding of 'beat' and 'pulse'. In key stage 2, pupils use this foundation to perform complex melodies. They discuss this music using accurate language. For example, pupils confidently explain how 'adagio' best describes the slower beat of 'The White Cliffs of Dover'.

Children in early years get off to a flying start with phonics. They use their secure knowledge of phonics to become confident readers. Staff are experts in teaching children to read. All children receive high-quality support to help them become fluent readers. Their books are closely matched to the sounds that they know. Throughout the school, leaders invest in carefully chosen literature. This inspires pupils to rate their favourite books and recommend them to others. Older pupils work as 'reading champions'. They support younger pupils by listening to them read. They take their status as role models extremely seriously. They understand that they are 'inspiring future readers'.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. If pupils have different starting points, the school makes sure that they learn a curriculum that is just right for them. Adults work to remove any barriers that pupils might face to their learning. They do this by making sure that pupils have everything that they need to help them understand. Pupils master new knowledge quickly and are confident learners. Pupils with SEND flourish because of this support.

Children in early years develop their mathematical understanding quickly. Staff give children many opportunities to develop their mathematical skills. Children accurately organise objects into sets based on different attributes. This helps them to become confident mathematical thinkers. Adults help older pupils to build their mathematic knowledge step by step. Misconceptions are quickly spotted and addressed. Pupils have lots of opportunities to rehearse and revisit their learning. Pupils confidently explain the strategies that they use to solve problems. This is helping them to become fluent mathematicians.

Pupils understand differences and know that everyone deserves to be respected. One pupil summed this up saying, 'We are a respectful community here.' Pupils talk with maturity about issues such as healthy relationships and consent. Pupils encounter regular stories and scenarios as part of their personal, social, health and economic education. This is helping pupils to secure deep knowledge. They are well prepared for their future lives. Pupils develop their interests through the many school clubs on offer. Leaders make sure that everyone has the chance to take part. This work reflects the inclusive culture that leaders have established.

Those responsible for governance are extremely knowledgeable about the school. They check carefully that leaders are taking the right actions in the best interests of pupils. The

trust and the school deliver highly effective support and professional development for staff at all levels. The workload and well-being of all staff is a priority. This means changes and improvements are sustained.

## Safeguarding

The arrangements for safeguarding are effective.

## 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, Bilton Grange Community Primary School, to be good in March 2015.

## 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

<b>Unique reference number</b>	142198
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10290292
<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>	315
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jenny Baynes
<b>CEO of the trust</b>	Jo Robinson
<b>Headteacher</b>	Sian James
<b>Website</b>	<a href="http://www.biltongrangepharrogate.co.uk">www.biltongrangepharrogate.co.uk</a>
<b>Date of previous inspection</b>	25 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger-than-average-size primary school.
- The school does make use of alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers.
- The inspector met with the special educational needs coordinator.
- The inspector held a meeting with governors, including the chair of the local governing board. The inspector held a meeting with the chair of the trust board and a separate meeting with the trust's chief executive officer.

- The inspector carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector scrutinised a range of other documentation, including records of pupils' behaviour and leaders' evaluation of the school.
- The inspector spoke informally to pupils to gather their views on school life.
- To gather parents' views, the inspector took account of the views of parents from Ofsted Parent View, Ofsted's online questionnaire, including free-text comments. The inspector also talked to parents at the start of the school day.
- To gather the views of staff, the inspector spoke formally and informally with staff throughout the inspection.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

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