

The Boyle and Petyt Primary School

Address: Beamsley, The Boyle and Petyt Primary School, Skipton, North Yorkshire, BD23 6HE

Unique reference number (URN): 121621

Inspection report: 3 March 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.

Expected standard

Attendance and behaviour

Expected standard 

Pupils' rates of attendance are typically close to the national average. This includes pupils with special educational needs and/or disabilities. Leaders ensure that parents and carers understand the importance of regular attendance. A small number of pupils miss school more frequently. Leaders understand the barriers that these pupils face and use a range of effective strategies to support them to attend school more often.

Pupils behave well. The school's rules of 'friendly, ambitious and brave' are understood by pupils and staff. Positive relationships between pupils and staff are evident, which helps pupils to feel safe and happy throughout the school day.

Pupils generally demonstrate positive attitudes to their learning. Occasionally, pupils drift off task when teaching is less effective. When this happens, teachers make appropriate use of the school's behaviour policies to help pupils to refocus on their learning.

Discrimination, harassment and abuse are not tolerated at the school. On the rare occasions when bullying occurs, it is dealt with quickly and effectively. Leaders ensure that any such issues are resolved with care and consistency. Leaders have created a culture in which pupils care for, and look after, one another. As a result, the school is calm and welcoming.

Inclusion

Expected standard 

Leaders quickly identify any additional needs that pupils may have, including any special educational needs and/or disabilities. This helps leaders provide the additional support that pupils might require, for example through carefully tailored interventions. When required, support is also sought from other services, such as educational psychologists and speech and language therapists.

Leaders take suitable action to reduce any barriers to pupils' learning or wellbeing. The impact of this support is monitored through a structured approach, which helps leaders to review whether any changes to provision are needed. As a result, leaders promptly identify, and respond to, any emerging or changing needs that pupils may have. Leaders have ensured that staff have appropriate training about how to support pupils with additional needs. On the whole, this training has allowed staff to be able to support pupils appropriately. On occasion, this support is not as precise as it needs to be.

Leaders understand pupils' needs well. This helps leaders to ensure that additional funding, including pupil premium funding, is used appropriately. For instance, leaders use additional funding to reduce any barriers that may prevent pupils from attending clubs or visits.

Personal development and wellbeing

Expected standard 

Leaders have refined the curriculum for personal, social and health education (PSHE) to ensure it identifies the important knowledge pupils should learn. Pupils can speak about how to stay safe online, manage risks and eat healthily. They also demonstrate an understanding

of healthy relationships. In a few parts of the curriculum, pupils' knowledge lacks depth. For example, a few pupils are less sure about how to support their mental health. Leaders are taking appropriate action to ensure that pupils' knowledge of the PSHE curriculum is consistently secure.

Pupils benefit from trips, such as to a pantomime and a local talent show. They also enjoy a visit to the local river, which helps to develop their knowledge of the local area, including how to look after it. Leaders track participation in these opportunities to ensure that those who will benefit the most engage in this offer.

Additional opportunities are also planned as part of the wider personal development programme. For example, pupils have leadership roles, such as book monitors, to develop their understanding of responsibility. 'House captains' organise events in school, including a recent paper aeroplanes competition. This helps pupils to develop leadership skills. They enjoy these opportunities to contribute positively to the wider school community.

Leaders consider how to prepare pupils positively for life in modern Britain. They invite visitors from other faiths and cultures to speak to pupils about their experiences of the world. Pupils also visit places of worship to support their spiritual development. This encourages pupils to develop respect for, and tolerance of, difference.

Pupils' wellbeing is a priority. Effective pastoral support is provided for pupils who need extra help to feel positive about themselves.

Needs attention

Achievement

Needs attention 

Pupils' progress through the curriculum is variable. Weaknesses in teaching mean that some pupils develop gaps in their knowledge that are not swiftly identified and addressed. Some pupils cannot always connect new content to what they already know in their learning. As a result, these pupils do not build rich bodies of knowledge in each subject. Some pupils are not as well prepared for their next steps in education as they should be.

Pupils' understanding in reading and mathematics is typically secure. This is reflected in tests at the end of key stage 2, in which pupils' attainment is typically above national averages. Younger pupils also achieve well in the phonics screening check at the end of Year 1. Pupils' achievement in writing is less secure. Although some pupils produce extended pieces of writing with confidence, others, particularly younger pupils, have gaps in their learning. This is due to weaknesses in how well staff identify and address gaps in pupils' writing knowledge. As a result, some pupils do not secure the basic skills they need to move on to more complex writing.

Curriculum and teaching

Needs attention 

In some subjects, the curriculum does not clearly set out the knowledge and skills that pupils should learn. This makes it difficult for staff to design learning activities that emphasise the

important information that pupils should know. Leaders have identified this and are taking the appropriate action.

The quality of teaching varies. Teachers do not always use appropriate pedagogical strategies to be able to deliver the curriculum well in all subjects. Assessment is not used consistently well to identify and close gaps in pupils' knowledge. This includes gaps in basic skills, such as spelling, sentence structure and number. In addition, at times, pupils do not have sufficient opportunities to revisit prior learning. This means that some pupils cannot make connections between new and previous learning.

Leaders use an appropriate phonics programme, which is typically taught well. This generally enables pupils to develop their understanding of letter sounds and apply these to longer words and phrases. Pupils are encouraged to develop an interest in texts from a wide range of genres and authors.

Staff know pupils well, including the specific barriers to learning that some pupils face. Professional learning opportunities have supported teachers in providing some adaptations to help these pupils to access the curriculum. However, these strategies are not used consistently well. Some pupils do not progress from their starting points as well as they could.

Leaders have identified variability in the quality of the curriculum and teaching. They have created appropriate action plans and begun to take actions. Their actions to address these weaknesses are at an early stage.

Early years

Needs attention 

The curriculum in the early years does not identify precisely what children should know and be able to do. At times, the curriculum focuses on the activities children will complete, rather than the knowledge they should acquire. This makes it difficult for staff to check whether children are developing the knowledge that they need to be ready for the next stage of education. Despite this, the care and support children receive means that almost all children begin Year 1 well prepared for future learning.

Typically, opportunities to develop new vocabulary are modelled well by staff. This helps children to learn new words, such as 'herbivore' and 'carnivore', and to develop their language and vocabulary.

Phonics is prioritised in the early years. Children generally learn to read accurately and fluently. Staff regularly read stories, which provoke children's curiosity and encourage them to read other books in the provision.

Leaders accurately and swiftly identify any barriers to learning that children may have in the early years. Staff are skilled to be able to identify these barriers and act on them quickly. Children with special educational needs and/or disabilities are typically supported well. Leaders provide suitable additional support for these pupils, including working with external agencies when appropriate.

Children in the early years are nurtured and cared for. They build secure relationships with staff, which help them to feel safe in the environment.

Parents and carers spoke highly of the support they are given when their children first start at the school. Relationships between staff and parents are very positive.

Leadership and governance

Needs attention 

A number of changes in leadership over recent years have slowed the school's ability to make the necessary improvements. New leaders have accurately identified the areas of the school's provision where improvements are needed. However, much of this work is in the early stages and it is too early to see the impact of this. Currently, pupils do not consistently benefit from a high-quality curriculum that is taught well. Leaders have recently begun to strengthen the professional learning programme for staff to accelerate these improvements. For example, staff have benefited from opportunities to learn about strategies to support pupils with special educational needs and/or disabilities. However, the impact of this is not consistently evident in classroom practice. In addition, some leaders do not demonstrate sufficient oversight and understanding of their areas of responsibility. This means they do not regularly check whether their actions are having the desired impact, which hinders how quickly improvements are made.

Leaders and governors understand the school's context well and act in the best interests of pupils. Governors understand their roles and have appropriate processes in place to ensure that their safeguarding responsibilities are met. More recently, the governing board has improved its systems to gather the information that it needs to challenge leaders more effectively. Nevertheless, governors have not provided sufficient support and challenge to school leaders historically to lead to sustained improvements, particularly in the quality of teaching across the school.

Many parents and carers recognise recent improvements in the school's communication. They are proud that their children attend the school.

Staff feel well supported. They appreciate that leaders consider their workload when implementing new strategies.

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

Pupils, parents and carers and staff are proud to be part of The Boyle and Petyt Primary School. Pupils play harmoniously together on the school's playground. They build positive relationships with staff and with each other. Bullying is rare. No one is left out. Pupils who need additional support typically receive the help that they need. This means that barriers to their learning or wellbeing generally reduce. Pupils say that they feel safe in school and enjoy the different opportunities they are given. As a result, pupils attend well.

Pupils typically demonstrate positive attitudes to their learning. They are attentive to staff. In the main, pupils generally achieve well in national tests at the end of key stage 2. However, in some areas of the curriculum, the knowledge that pupils should learn is not sufficiently clear. In addition, pupils experience inconsistencies in the quality of teaching. This means that some pupils do not build rich bodies of knowledge over time in some subjects. More recently, leaders have begun to take appropriate action to improve the quality of the

curriculum and how this is implemented. Actions are appropriate. However, these improvements are at an early stage.

Pupils engage with a range of additional activities beyond the curriculum. They enjoy opportunities for outdoor learning, where they develop their knowledge of nature. Through the school's personal development offer, pupils enjoy singing in the choir or participating in a range of after-school sporting activities. Pupils are encouraged to make positive contributions to the school community. For example, some pupils represent their peers on the school council. Pupils develop an understanding of how to be a positive citizen, which helps to prepare them well for life in modern Britain.

Next steps

- Leaders should ensure that the curriculum, including in the early years, clearly identifies the knowledge and skills that pupils should learn so that staff can emphasise this information when they design learning activities and check pupils' understanding.
 - Leaders should ensure that teachers help pupils make connections to prior learning so that pupils develop deep, well-connected knowledge over time.
 - Leaders should ensure that teachers identify and address gaps in pupils' knowledge, including in spelling and writing, so that pupils' understanding builds securely over time.
 - Leaders should ensure that teachers adapt the curriculum from pupil's starting points to allow them to make suitable progress in their learning.
 - Leaders should ensure that all staff have suitable subject knowledge in the subjects and phases they teach so that the curriculum is delivered consistently well.
 - Leaders should ensure that they establish effective systems for monitoring their actions to improve the school so that they can target their actions appropriately when weaknesses are identified to drive rapid improvement.
 - Leaders should continue to refine the personal development offer to ensure pupils demonstrate a deeper understanding of the personal, social, health and economic education curriculum.
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About this inspection

The chair of the board of governors in this school is Ali Kaye.

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 school leaders. Inspectors also spoke with teaching staff, support staff, local governors and a representative of the local authority.

Inspectors confirmed the following information about the school:

The school does not use alternative provision.

There is a breakfast club managed by leaders for pupils who attend the school.

Headteacher: Peter Corner

Lead inspector:

Katie Hall, His Majesty's Inspector

Team inspector:

Zoe Helman, His Majesty's 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 3 March 2026

School and pupil context

Total pupils

83

Well 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

98

Well 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)

2.70%

Well 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

1.20%

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

7.23%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	55%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	42%	61%	Below
2022/23 (final)	57%	60%	Close to average

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	81%	74%	Above
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	92%	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	61%	72%	Below
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	42%	72%	Below
2022/23 (final)	71%	71%	Close to average

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	84%	73%	Above
2024/25 (revised)	83%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	86%	73%	Above

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		47%	

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

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

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		59%	
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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		61%	
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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		69%	
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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		81%	
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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		78%	
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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		81%	
2023/24 (final)	S	79%	S

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

‘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 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	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 (2 term)	3.1%	13.3%	Below
2023/24 (3 term)	2.9%	14.6%	Below
2022/23 (3 term)	7.9%	16.2%	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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