

# Inspection of Saxton Church of England Primary School

Dam Lane, Saxton, Tadcaster, North Yorkshire LS24 9QF

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Inspection dates: 10 and 11 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The executive headteacher of this school is Rick Weights. This school is part of the Sherburn, Tadcaster and Rural (STAR) Multi 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, Ian Yapp, and overseen by a board of trustees, chaired by Nick Sheppard. The executive headteacher is also responsible for one other school.

## **What is it like to attend this school?**

Pupils thrive at this welcoming school. The Christian ethos of the school shines through all that it does. Pupils understand the behaviour that adults expect of them. They behave well. Pupils show respect for each other and for adults. They feel safe at the school. Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), have a broad range of experiences to develop their character.

The school gives pupils solid foundations for their future education. Pupils work hard in their lessons and take pride in what they do. They progress well in the mixed-age classes. Staff are experts in tailoring learning to meet the needs of pupils in different age groups.

Despite the challenges of this being a small school, leaders astutely use this as a strength to move the school forward. Leaders and staff have created a 'family' feel to the school. Pupils attend the school well. The school provides support to those pupils who have struggled to attend in the past.

Pupils develop valuable life skills through a curriculum that extends beyond academic learning. Pupils are eager to take on positions of leadership such as eco warriors, librarians and worship leaders.

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

Leaders have an ambitious vision for the school. Together, with the support of the federation and the trust, they have worked relentlessly to strengthen the quality of education. The school has worked quickly to eradicate the legacy of low expectations.

The school has prioritised improvements in reading and mathematics. Pupils become fluent readers and confidently recall important number facts. In addition, pupils build a progressive set of skills through the highly effective physical education curriculum, such as agility, balance, and coordination. Teachers make adaptations to support pupils with SEND so that they experience success in the same learning as their peers. However, in some aspects of the curriculum that are in the earlier stages of implementation, there is a lack of clarity about the sequence of knowledge and choice of learning activities.

Children make a strong start in the early years. The curriculum is coherently planned and sequenced. Staff assess children regularly. This means that teachers have the knowledge they need to meet the precise needs of the children. For example, when children do not know different colours, adults work with them to mix 'magic potions', modelling the names of the colours being used before moving on to new colours being made. Teachers prepare children well for key stage 1 and beyond. Adults use daily check-ins to help children learn how to manage their emotions. Children enjoy developing their skills and knowledge in the inspiring outdoor area.

The school has prioritised the teaching of reading. Phonics is taught expertly, beginning in the early years. Adults support struggling readers to catch up swiftly. The school develops a love of reading from an early age. Throughout the school, pupils are immersed in books and vocabulary. Older pupils read a variety of texts and styles. Pupils value the reading hut in the playground. They look forward to their teachers reading to them in daily story time.

There is a broad enrichment programme that encourages pupils to develop skills such as oracy. For example, pupils become scientists and carry out research as a team. They present their findings to pupils from other schools. Pupils learn how to be active citizens through activities such as litter picking in the village. Pupils on the eco committee help their friends to understand how to care for the environment. Leaders track the destinations of former pupils from the end of primary school through to the beginning of their careers. They invite them back to talk about the jobs that they do. Pupils learn about diverse cultures and faiths. They respect these differences and understand fairness. Despite this, some pupils struggle to demonstrate their understanding about fundamental British values and the protected characteristics.

Governors and trustees have a clear understanding of the strengths of the school. They carry out their roles effectively, challenging and supporting the school well. Staff feel very supported with their workload. This is prioritised by leaders at all levels. The school continues to benefit from the strong federation partnership. Parents and carers are positive about the school. One parent captured the views of many, saying that the school 'is a place where children can thrive'.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some aspects of the curriculum need further time to fully embed. Some of the activities and strategies for learning, in subjects such as mathematics and history, do not match the ambition of the curriculum. The school should ensure that it continues to refine and embed the implementation of the curriculum across all subjects.
- Pupils learn about important concepts such as equality, respect for different faiths and the fundamental British values. However, some pupils struggle to recall, and make connections between, aspects of this learning. The school should provide regular opportunities for pupils to revisit and embed their learning in these important concepts.

## 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>	145846
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10326954
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Sheppard
<b>Headteacher</b>	Rick Weights
<b>Website</b>	<a href="http://www.sp.starmat.uk">www.sp.starmat.uk</a>
<b>Date of previous inspection</b>	15 and 16 September 2022, under section 5 of the Education Act 2005.

## Information about this school

- The school is part of the Diocese of York. The last Statutory Inspection of Anglican and Methodist Schools was carried out in November 2022.
- The school is federated with Monk Fryston Church of England Primary School. The federation shares an executive headteacher and a local governing body.
- The school does not use any alternative providers.

## 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.
- Inspectors met with the executive headteacher, deputy headteacher, school improvement partner, curriculum leaders, staff and pupils. Meetings were also held with the CEO of the trust, the trust board, the local governing body, and the diocese.

- 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum by looking at work samples in other subjects.
- Inspectors reviewed school documentation, spoke to staff with different responsibilities and had discussions with pupils about aspects of school life.
- Inspectors considered the responses, including the free text comments, to Ofsted's online survey, Ofsted Parent View, and spoke to a sample of parents. Inspectors also considered responses to the online staff and pupil surveys.

### **Inspection team**

Lisa Ponter, lead inspector

His Majesty's Inspector

Jo Bentley

Ofsted Inspector

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