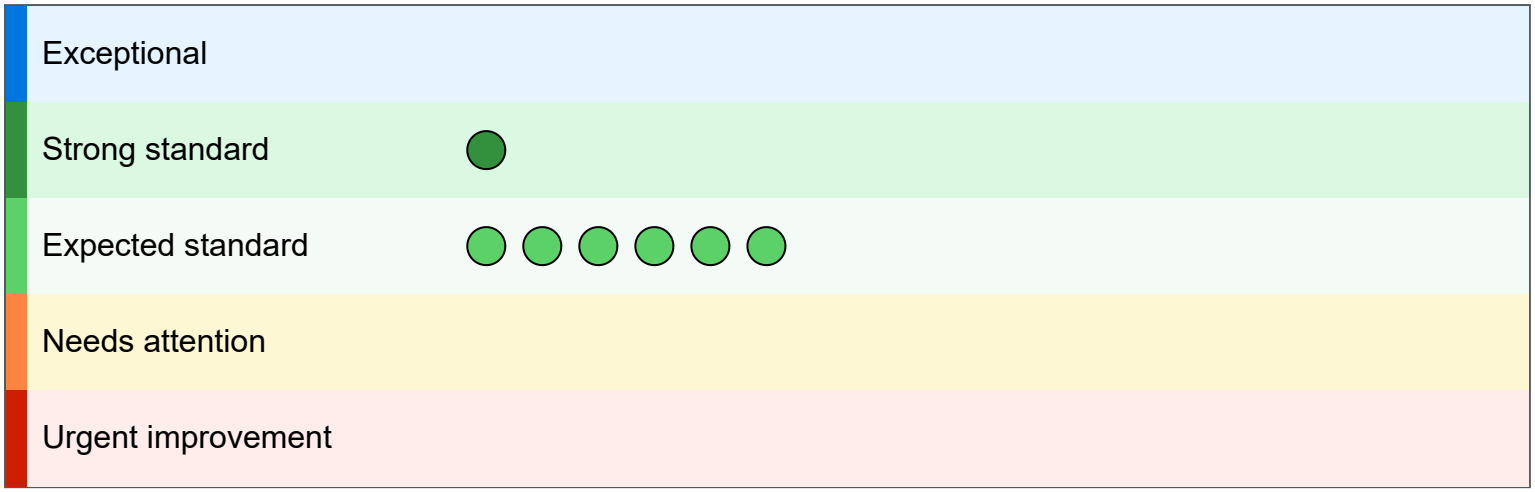
Roecliffe CofE Primary School

Address: Roecliffe, Boroughbridge, York, York, North Yorkshire, YO51 9LY

Unique reference number (URN): 149276

Inspection report: 13 January 2026



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

Personal development and wellbeing

Strong standard

The personal development programme provides a range of opportunities to broaden pupils' experiences. It has been carefully and deliberately planned to reflect the context of the school. Through the taught curriculum, pupils learn how to stay mentally and physically healthy. They understand risks in the community and online and are taught about healthy relationships.

Pupils have a detailed understanding of how the school prepares them for life beyond school. They have a secure understanding of fundamental British values and the characteristics that are protected by law, such as race or religion. They understand difference and show respect for other people's feelings and beliefs. The school builds pupils' understanding through assemblies with further opportunities for discussion.

Wider opportunities are broad and varied. They include visits, clubs, leadership roles and community links. Pupils enjoy taking on leadership roles in school. The school councillors plan events, such as Christmas Fun Day, design quizzes and lead the Remembrance Service. The Faith Council helps shape the school's Christian ethos. They lead collective worship and plan spirituality activities, including a sanctuary day. Wellbeing ambassadors promote healthy lifestyles and support activities in the playground.

Pupils play an active role in the local community. Pupils visit the local care home regularly, building relationships with residents over time. They are also involved in improving the local area, including the wildlife areas and pond.

The school develops pupils' talents and interests through a wide range of creative, sporting and cultural activities. Pupils take part in various singing events. They explore art linked to real artists and join sports events with other schools. A broad choice of clubs, including coding, mindful colouring and chess, enables pupils to follow their interests. Leaders ensure equal access to clubs and activities by tracking participation and supporting disadvantaged pupils, those with special educational needs and/or disabilities and pupils who need additional support.

Expected standard

Achievement

Expected standard

Pupils achieve well. For the last two years, at the end of key stage 2, all pupils met the expected standard in reading and mathematics and most met the expected standard in writing, including disadvantaged pupils. Phonics outcomes have been consistently high.

Pupils have secure knowledge and skills across the curriculum. Work in books shows that they know and remember more as they progress through the curriculum. In discussions, pupils recall previous learning. For example, pupils recall physical and human geographical

features and remember key learning from history lessons. In mathematics, pupils make steady progress from their different starting points.

In lessons, pupils provide appropriate responses to show their understanding. They use previous learning to secure their understanding of new information. Pupils learn increasingly complex ideas and build knowledge securely on what they have learned before. Pupils have secure knowledge of the use of digital approaches, which supports them to broaden their understanding across the curriculum.

Attendance and behaviour

Expected standard

Attendance is broadly in line with national figures. Attendance has fallen this year due to factors such as illness and term-time holidays. Recently, some parents and carers find it a challenge to ensure that their children attend regularly. Leaders have recognised this and ensure that families have support to remove any barriers they face. They have prioritised the support for pupils with emotional needs and work with external agencies to help pupils build emotional resilience. Leaders analyse and monitor attendance closely. The attendance of individual pupils has improved as a result. Leaders use a range of strategies, including meetings with parents, letters and informal conversations, to support better attendance.

Behaviour, right from the early years, is calm and positive. Pupils follow well-established routines. Pupils are respectful and get on with each other in lessons and at social times. Pupils play together sensibly and enjoy spending time with their friends. Leaders deal with behaviour incidents effectively and consistently. Records are well organised and factual. There are very few incidents, and records indicate that bullying or discriminatory language are not tolerated. Leaders continue to review policies, including rewards and sanctions, to ensure that expectations remain clear and positive attitudes are reinforced.

Curriculum and teaching

Expected standard

The curriculum is ambitious and planned effectively to ensure that pupils build their learning over time. Experienced teachers know the curriculum well and help new staff to implement it as leaders intend. The curriculum is carefully adapted for mixed-age classes, with clear progression that supports pupils' next steps.

Leaders ensure that there is a clear focus on developing pupils' essential knowledge. The structured and consistent approach to teaching reading, writing and mathematics across the school helps pupils to secure this knowledge. Phonics is embedded from the early years, and books are well matched to pupils' phonics knowledge. Leaders have prioritised oracy, including vocabulary development.

Teachers have a secure subject knowledge. In lessons, they have high expectations for pupils. Technology and digital approaches are used effectively to support learning. Learning is adapted effectively for pupils with special educational needs and/or disabilities. Assessment is used well to identify misconceptions and address these quickly. Careful checks on pupils' understanding in lessons support timely adjustments.

Leaders have accurately identified that pupils' letter formation needs to improve. They have changed the way handwriting is recorded and introduced lessons to improve letter

formation. However, this work is at an early stage, and pupils need more opportunities to practise and secure handwriting knowledge.

Early years

Expected standard

Early years provision is well considered. New leaders to the school have strengthened practice so that children get off to a positive start. The curriculum is well structured and sequenced around the seven areas of learning, with clear progression. Staff plan learning carefully to spark children's interests and adapt learning to meet children's individual needs. The curriculum prioritises the development of children's basic skills in language, phonics and early mathematics. Children benefit from purposeful adult interactions to support vocabulary and language development.

The early years environment is designed to support children's development. Carefully selected activities ensure that children typically build on their prior learning. There are plenty of opportunities for children to practise and embed their knowledge. Outdoor provision is engaging and meaningful. Children take part in wider experiences, such as forest school and community visits.

Children behave well. They interact positively with staff and each other and follow well-established routines. Children show growing independence and confidence. They engage well in creative play and look after themselves. They manage their self-care independently, such as washing their hands. Children achieve well in general and are suitably prepared for Year 1.

Inclusion

Expected standard

Staff identify pupils' needs early, including those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) and those with other additional needs. Well-established assessment systems ensure that pupils' needs are accurately recognised and next steps are identified. For pupils with SEND, leaders have implemented effective strategies to ensure that they receive the support that they need, including close work with external agencies.

In lessons, staff provide targeted adaptations to ensure that pupils with SEND and other additional needs access the curriculum well. Pupils appreciate the support they receive to access the curriculum, including extra time to complete tasks or additional resources to support their learning. This means that pupils, including those with SEND, have access to the same ambitious curriculum as their peers.

Leaders prioritise the school's work for inclusion. This is well supported by trust leaders. Pupil premium funding helps some disadvantaged pupils to access the curriculum and learn well. Other pupils benefit from wellbeing support, including nurture work and trauma-informed support. However, while the support in place is effective, it is not consistently planned, targeted and rigorously monitored for pupils beyond those with SEND.

Leadership and governance **Expected standard**

The leadership team has recently undergone significant change. Leaders work closely together to become familiar with the systems and processes that are embedded in the school. This is enhanced by the commitment of an experienced and stable staff team. There is a commitment from the school and the trust to drive further improvement. This strategic direction is rooted in the trust and school's well-established ethos. This is supported by a positive relationship with the Diocese. The trust provides effective support through senior leader networks, peer mentoring and regular visits. The trust promotes collaboration and aligns practice if it is of benefit to other schools in areas such as phonics and mathematics. This supports leaders to embed consistent practice.

Governors and trustees understand their duties and carry them out well. They challenge and support leaders effectively. Governors ensure that decisions reflect the school's context and what is best for pupils, including provision in mixed-age classes. They check that disadvantaged pupils and pupils with special educational needs and/or disabilities receive the support that they need. Governors use the trust's clear strategy to guide their work.

Parents and carers are very positive about the school and say that their children are happy, safe and well cared for. They trust leaders to respond to concerns and would recommend the school to others. Staff are very positive about the recent leadership changes. They value the help they receive with wellbeing. Staff feel supported with their workload and appreciate the opportunities for high-quality professional development.

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

Pupils are proud to belong to a small, friendly community where 'everyone knows everyone'. New pupils settle quickly and feel honoured to join the school. They enjoy making new friends. The school's Christian ethos and values of 'faith, courage and love' are woven through daily life and shape the way pupils learn and behave. Pupils value their relationships with staff and each other. They treat each other with respect. Pupils enjoy coming to school and appreciate being part of the school community.

Pupils experience a warm and caring start to each day. They arrive to a safe and well-supervised environment. Staff know pupils well and build positive, trusting relationships. Pupils are happy and feel safe. They know who to go to if they need help. Pupils with special educational needs and/or disabilities receive targeted support that helps them take an active part in school life. Other pupils who are vulnerable are included well.

Pupils' behaviour across the school is positive. Pupils are polite and respectful. They move calmly around the school. Pupils show positive attitudes to learning and take pride in their work. They respond well to clear routines and high expectations set by staff. Staff use a restorative approach when behaviour falls short of the school's high expectations. This supports pupils to understand the impact of their actions and learn from mistakes. Playtimes and lunchtimes are happy and sociable.

Across the school, pupils have many opportunities to develop personally. They take part in educational visits, clubs, leadership roles and community events. Roles such as school councillors, faith leaders and wellbeing ambassadors help pupils grow in confidence and contribute to school life. Pupils enjoy cultural, sporting and creative experiences throughout the year. The school supports pupils' emotional development and wellbeing effectively.

Next steps

• Leaders should extend their approach to inclusion for pupils identified as having barriers to learning and wellbeing beyond those pupils identified as having SEND. This should follow a clear cycle of planning, action and review, so that barriers to learning and wellbeing are addressed swiftly and effectively.
• Leaders should strengthen the teaching of writing to ensure that pupils secure accurate letter formation and handwriting skills.

About this inspection

This school is part of Leeds Diocesan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Noake, and overseen by a board of trustees, chaired by Peter Foskett.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive headteacher, the headteacher and subject leaders during the inspection. They also met with the CEO of the trust, members of the local academy council, a trustee and a representative from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character within the Diocese of Leeds. Its most recent section 48 inspection of the school's religious character took place in March 2019.

The executive headteacher and head of school are new to their roles since the last inspection.

The school does not currently use any alternative provision.

At the time of the inspection, there were 77 pupils on roll. The school's pupil capacity is 98.

Executive Headteacher / Headteacher: Sarah Daggett / Hayley Thompson

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Lead inspector:
Nicola Beaumont, His Majesty's Inspector

Team inspector:
Dughall McCormick, 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 13 January 2026

School and pupil context

Total pupils

81
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

74
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)

6.58%
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

0.00%
Well 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

12.35%
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		61%	
2024/25 (revised)	86%	62%	Above
2023/24 (final)	67%	61%	Close to average
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 (revised)	100%	75%	Above
2023/24 (final)	100%	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 (revised)	86%	72%	Above
2023/24 (final)	67%	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 (revised)	100%	74%	Above
2023/24 (final)	100%	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 (revised)	S	47%	S

Year	This school	National average	Compared with national average
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%	
2024/25 (revised)	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 (revised)	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 (revised)	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 (revised)	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 (revised)	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 (revised)	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 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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 (2 term)	2.6%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	3.8%	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)	1.6%	13.3%	Below
2023/24 (3 term)	3.5%	14.6%	Below
2022/23 (3 term)	4.7%	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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