



# Saxton Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 121585  
**LEA** North Yorkshire  
**Inspection number** 294782  
**Inspection dates** 17 May 2006 to 18 May 2006  
**Reporting inspector** Mrs Lesley Clark CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Dam Lane
<b>School category</b>	Voluntary controlled		Saxton
<b>Age range of pupils</b>	5 to 11		Tadcaster, North Yorkshire LS24 9QF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01937 557396
<b>Number on roll</b>	53	<b>Fax number</b>	0
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Thwaites
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mr Rick Weights

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 17 May 2006 - 18 May 2006	<b>Inspection number</b> 294782
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a very small Church of England village primary school serving a widespread area which is largely socio-economically advantaged. All the pupils are of white British heritage. A below average proportion has learning difficulties and/or disabilities but an above average proportion is vulnerable or has a statement of special educational need. Attainment on entry varies widely from year to year as the year groups are so small but balances out at average overall. The headteacher was appointed in April 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a rapidly improving school, offering a satisfactory education with some good features. It gives satisfactory value for money. This largely matches the school's view of itself. Standards are average at the end of Year 6. Pupils make satisfactory progress throughout their time in school because teaching quality is satisfactory. More able pupils do less well than others and their writing standards and ability to use and apply mathematical skills to solve problems are not as good as they should be. This is because writing has not been taught systematically and effectively until recently, and teaching sometimes lacks the required level of challenge. Pupils are unused to working on their own productively. The curriculum is satisfactory rather than good as the school believes but it has some good features. Standards and the quality of provision are broadly average in the Foundation Stage and children have access to a suitably wide range of resources to help them become confident learners. The school's view that Foundation Stage provision is good is based on recent improvements, which are not yet reflected in children's improved progress. Pupils are given good levels of care, support and guidance, much appreciated by parents who respond warmly to the school's 'friendly, family environment'. The Christian ethos is strongly evident as pupils work and play together with tolerance and respect for others. Pupils clearly enjoy coming to school and attendance levels are good. Leadership, management and governance are good and the school is developing rapidly because of this and has good capacity to improve further.

### What the school should do to improve further

- Provide more challenge in English and mathematics lessons for more able pupils.
- Give pupils more opportunities to learn on their own from interesting and appropriately absorbing tasks so that learning is more productive and purposeful.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. From an average starting point, pupils make broadly satisfactory progress throughout their time in school, attaining average standards in English, mathematics and science by the end of Year 6 as shown in the 2005 national tests. Because year groups are very small, within this overall picture there are considerable variations some years, depending on the mix of abilities. Trends over time, however, indicate underachievement by more able pupils, particularly in English. The school's assessments show that achievement has improved over the last year because of a strong focus on writing. The end of year targets have been adjusted upwards to reflect this. However, there is still some way to go to ensure that more able pupils consistently write to the high standard that they should. Furthermore, the school has rightly identified that there is some underachievement in mathematics, which is currently being addressed through a successful focus on problem-solving. The overall achievement of pupils with learning difficulties and/or disabilities is

satisfactory. However, there has been marked improvement this year in the achievement of pupils, including vulnerable pupils, who have had intensive support. Targets for 2007 reflect this accelerating progress and are very challenging.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good as are their spiritual, moral, social and cultural development, fostered by close links with the neighbouring church. Pupils are tolerant and appreciative of others, as demonstrated by their considerate behaviour. They understand right from wrong and discuss with maturity. Behaviour is good and those with behavioural difficulties are helped successfully to share and take turns. Pupils agree that there is 'a bit of teasing' in the playground but they know what to do if it causes problems. In the Foundation Stage, children quickly learn to work and play together, benefiting from working alongside older pupils. Attendance is good and pupils enjoy coming to school, appreciating 'the friendly people' and 'the way you know everyone'. Generally, pupils have good attitudes to work but they are less good at working on their own productively, especially when their tasks do not present appropriate challenges. Pupils have good opportunities to express their views through School Council meetings and are proud of what they achieve. Currently, the School Council has successfully attracted a substantial sum of money to refurbish the toilets in response to their letters. Pupils make good overall progress in developing the personal qualities that will aid them in their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory as is pupils' learning. In the most effective lessons, the teaching gives full scope to all ability groups and pupils learn rapidly as a result because they are too busy to slacken their attention. The level of challenge stretches without inhibiting and pupils become engrossed in what they are learning as they strive to meet the demands placed upon them. The work is closely tailored to the full range of pupils' needs and pupils are given suitable guidance so they can assess themselves and so improve their work. In less effective lessons, instructions are unclear, the level of challenge fluctuates between being too much and too little and so pupils tend to chatter amongst themselves and progress at a slower rate. In the Foundation Stage, children learn well independently but sometimes they are required to sit for just a bit too long when they work together as a group. Teaching assistants give good quality support and vulnerable children and those with behavioural difficulties blossom as a result. The use of assessment to determine what is taught and the involvement of children in assessing their learning are in the early stages of development.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets all statutory requirements and provides a suitable range and variety of learning experiences for all pupils. Satisfactory prominence is given to literacy, numeracy and information and communication technology while not neglecting the broader curriculum. However, until recently, there have not been consistent strategies across the school for teaching reading and writing and recent improvements have yet to have an impact on standards and achievement. Good features include imaginative linking of subjects to provide creative weeks such as one based on 'flight', incorporating mathematics, science and art. The provision for pupils in Years 1 and 2 to have daily experience of free choice activities alongside Foundation Stage children is a really good feature which is having an impact on improved learning, particularly for those with learning difficulties and/or disabilities. The school's range of after school clubs has recently extended through links with another local school and there is a good take-up for the after school sports clubs. Music provision is a notable strength.

## **Care, guidance and support**

### **Grade: 2**

Good quality care is seen in the high level of commitment given by staff to ensure pupils' health and safety, including healthy eating. Child protection arrangements are good and risk assessments carefully attended to. Trusting relationships between staff and pupils foster their mutual respect and create a happy working environment. Levels of pastoral support are equally high and pupils' confidence and maturity is nurtured. The school works well with parents and outside agencies to ensure that vulnerable pupils or those who have learning difficulties and/or disabilities are given good quality support to become comfortable learners. Academic support and guidance are satisfactory. The tracking of pupils' progress to give an overview of the achievement of individuals and different groups is good and the information is used to identify groups who need extra support. However, pupils are only just getting involved in discussing what they are learning and checking what they know and understand and the impact has yet to be seen in the standards they achieve.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed and governance is good. Much has been accomplished in a short time, despite the headteacher's limited time for management, as evidenced by pupils' accelerated progress this last year. Intensive staff training to raise expectations is proving successful and more challenging targets have been set and are likely to be met in 2006 and 2007. The provision for children in the Foundation Stage and in Years 1 and 2 has improved significantly and is having a positive impact on children's learning through play and on the standards they achieve. The school's honest self-evaluation highlights accurately the next areas for development and the school improvement plan sets out systematically how to achieve success. The governing

body is well organised and its self-review is similarly honest, indicating precisely where it needs to focus its attention to raise achievement. Reorganisation of staffing has injected new energy into teaching though there is more to do to ensure that teaching quality and pupils' learning are consistently good across the school. The headteacher sets an extremely good example through his own teaching and rigorous monitoring gives practical and supportive guidance to all teaching staff. A purposeful team has developed as a result. The school runs well and financial management is good. The headteacher and governors have taken decisive and effective action to halt the school's declining numbers through a widespread and successful advertising campaign which has attracted more pupils. Improvement since the last inspection is satisfactory. The signs for the future are hopeful as the school is already demonstrating its good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school and for being so friendly and helpful. I enjoyed talking to you and should like to tell you what I thought about your school.

What I liked most about your school

- I like the way you all get on well together and I think you have a lot of fun at playtimes.
- I agree with you that the classroom for younger children is really good and there are lots of new bright resources which make learning more interesting for them.
- I think your headteacher has lots of good ideas for making your school even better.
- Your parents and carers are pleased that you come to this school.

What I have asked your school to do now

- I have asked your teachers to make English and mathematics lessons more challenging for those of you who find learning easy so you learn to write and do mathematics to the highest possible standard.
- I would like your teachers to give you more opportunities to learn on your own from really interesting tasks so that you have to think about what you do and don't waste any time sitting and chatting when you are supposed to be working.

I really enjoyed meeting you and watching you learn and wish you well for the future.