



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Saxton Voluntary Controlled Church of England Primary School

Dam Lane
Saxton
LS24 9QF

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: York

Local authority: North Yorkshire

Date of inspection: 22nd June 2015

Date of last inspection: November 2011

School's unique reference number: 121585

Headteacher: Monica Good

Inspector's name and number: Paul Bramley 326

School context

Saxton Primary School is a small village primary school of 83 pupils serving the local village and surrounding area. The school has limited teaching space though is seeking to expand in order to create areas where small groups can work. All pupils come from a White British background and speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is slightly above the national average. The proportion known to qualify for pupil premium is well below average. The school is part of a cluster of fifteen primary and two secondary schools.

The distinctiveness and effectiveness of Saxton as a Church of England school are good

- Progress made since the last inspection has seen the Anglican nature of the school be more widely articulated by all parties.
- The quality of relationships rooted in Christian values impact positively on the behaviours and attitudes of learners.
- Mutually beneficial links with the Church ensure that the community views the Church and school as one family.
- The raising of the profile of religious education (RE) that has impacted positively on the Christian character of the school.

Areas to improve

- Improve experiences within the curriculum for increased global awareness so that children become more informed about the wider world community.
- Develop areas within the school grounds to allow children time and space for individual spiritual reflection and prayer.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

This is a very happy school that children love, resulting in outstanding attendance. Parents and carers speak of their feeling trusted and welcomed at every opportunity. Christian values are at the heart of every aspect of school life, emanating from a vision shared by the headteacher, governors, church and school. Relationships at the school are excellent, with the school's values statement focussing on respect for God's world and everyone within it. This statement influences the lives of all connected to the school and underpins the family atmosphere created. The school mission statement is articulated at every opportunity, with the ethos of 'individual colours, together a rainbow', ensuring that all feel part of a team. The nurturing nature of staff and community has resulted in high standards being achieved in recent years. Children do understand the impact of Christian values on their learning, and speak of responsibility and the importance of trust. Their moral and social development is therefore good. Since the last inspection great progress has been achieved to ensure that Saxton's profile as a Church of England primary school is celebrated and developed. The links with the church are very strong with the present incumbent and curate playing a prominent role in the life of the school. Throughout the school the Christian values selected by the community are displayed. These present visual reminders of the Christian foundation of the school and impact on daily life, for example, in the excellent behaviour of the children. Within the curriculum, RE is given a high priority, supporting pupils' spiritual, moral, social and cultural (SMSC) development. Theme weeks focussing on topics such as Islam and Hinduism, have provided some insight into a range of cultures different from their own. Living in a mono-cultural community, parents, staff and governors would welcome the development of this area to give children a greater awareness of the wider world community.

The impact of collective worship on the school community is good

Collective worship is central to the daily life of the school. Planning is thorough and follows the church calendar, with Anglican symbolism and practice evident. Worship clearly links Bible stories to values that are central to the school. A specific format is at the core of the activity with prayer and reflection playing a major part. A good policy is in place. Observations are undertaken by both the headteacher and a foundation governor with children often asked to offer opinion and suggestion. Children regularly take part in the worship. For example, in planning, reading, leading worship and with the writing of prayers which along with other work are displayed regularly in church. The school is fortunate to have the beautiful church situated adjacent to its grounds and makes full use of this facility visiting every week for worship and by using the building for performances and other school activities. All staff contribute to the daily acts of worship. Visits from the local vicar and curate take place on a regular basis, ensuring that children experience an interesting range of styles and approaches to worship. Learners show good understanding of The Holy Trinity. For example, they talk about 'the Father, Son and Holy Ghost' as three parts of a whole, of them being 'the same', and 'as one'. Parents thoroughly enjoy experiencing collective worship and talk with enthusiasm about the roles that their children play in this aspect of school life. Recent attendance at the church 'family service' has increased quite dramatically demonstrating the school's influence. Children totally engage with worship and behaviour is exemplary. They respond with enthusiasm to opportunities to sing, pray and reflect. They talk about collective worship with passion and reflect exceptionally well upon the success of the worship with which they have been involved. Within school, each class has its own reflective area with a cross, candle, basket and Bible giving children the opportunity for personal reflection and prayer. This is something that the community would welcome being developed outside, using areas within the school grounds.

The effectiveness of the leadership and management of the school as a church school is good

The school is extremely well led and managed by the headteacher and governors, supported by an enthusiastic and highly professional co-ordinator for RE. The headteacher has successfully established a sense of team along with an ethos of striving for improvement rooted in an explicit Christian vision. This vision impacts positively on pupils in terms of their learning and well-being. Progress since the last inspection has been excellent. All areas for development from the previous inspection have been met in full and statutory requirements for RE and worship are met. Great emphasis in the last few years has been placed on articulating and developing the importance of Christian values to the life of the school. This is evident through the school's literature, in its practice, and in the symbolism evident in the school itself. The governors continuously monitor the distinctive nature of the school, with the foundation governor playing a major role, reporting back at every meeting and ensuring that the school is a standing agenda item at the local Parish Church Council meetings. All policies include a values statement, ensuring that the Christian core is deeply embedded within school contexts. Leadership of RE and collective worship are good with staff constantly seeking ways of increasing children's involvement in their own learning and worship. Provision for spiritual, moral, social and cultural development is also good ensuring that children develop as confident and caring learners. Relationships with parents, carers and the local community are excellent. The school enjoys a helpful partnership with local educational settings as part of a cluster of seventeen schools. It engages well with the Diocese of York, thus benefiting from professional development training and support. All new governors receive Diocesan induction training as part of their professional development support from the school. Governors are aware of succession planning issues and hope that their strong links with cluster schools will provide future openings for collaborative working.

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