

## National Society Statutory Inspection of Anglican Schools Report

### Saxton Church of England Voluntary Controlled Primary School

Dam Lane,  
Saxton,  
Tadcaster,  
LS24 9QF

**Diocese: York**

LA: North Yorkshire

Dates of inspection: 3<sup>rd</sup> July 2006

Date of last inspection: January 1999

School's Unique reference number: 121585

Headteacher: Mr. R. Weights

Inspector's name and number: Mr. R. Hancock NS 130

#### School context

Saxton CE School is a small Church of England village primary school. Of its 53 children about 40% attend from outside the village area. Pupils, all white British, are taught in three classes.

The Headteacher has been in post since April 2005.

#### Summary Judgement

The distinctiveness and effectiveness of Saxton CE Primary School as a church school is good. Learners are very well supported by the established Christian ethos of this church school. Strong leadership with the committed staff and support of Governors and parents, ensures that all learners thrive.

#### Established strengths

- The firmly established Christian ethos which values each learner as an individual.
- The Headteacher's strong leadership and sense of vision for the school.
- The high level of commitment given by all staff members.
- The involvement with All Saints' Church.

#### Focus for development

- Develop evaluation to recognise the impact of the school's strong Christian ethos.
- Involve Foundation Governors more closely in the evaluation of Collective Worship.

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school is outstanding in its provision of care, understanding and support of all its learners.

A strongly apparent feature of the school, is its underpinning Christian ethos. Children's confidence and sense of self worth is developed very well within the framework of the caring family atmosphere. This is the result of the outstanding commitment and levels of Christian care shown by all staff members. Parents appreciate the communication and involvement they have in their partnership with school. Friendships made in school are evident in the village. The children enjoy coming to school and are well mannered, polite and courteous. They speak of being individually known and valued. Pre-school children look forward to joining the school and younger children are helped to feel part of the school family because of the very effective caring role of the older children. Children's individual research and collaborative learning is developing well. Opportunities to discuss social and emotional issues help develop empathy with others. The impact of these sessions is well evaluated. Timetabling enables RE to be taught in smaller groups with effective differentiation, and the respectful sharing of ideas and opinions. The children are sensitive to the beliefs of others in recognising the importance of The Koran to Muslims. Through learning about and supporting a school in Ghana, the School Council says it "makes us appreciate all we have here." The interactive use of ICT stimulates effective discussion.

Children understand the relevance of the Christian symbols around school and in its documentation. The natural calmness of children reflects the ordered environment. The limited space is used to very good effect for the high quality presentation of

children's work. Their display on 'Peace' provides a focus for the Collective Worship theme.

**What is the impact of collective worship on the school community?**

Collective Worship makes a good impact on the life of the school. Excellent relationships with the Priest-in-Charge and the PCC, enable outstanding use to be made of the church. Children feel welcome in their church and talk of its 'special atmosphere'. The Priest-in-Charge extends this friendship by visits for Collective Worship and his availability as pastoral carer. Collective Worship is given high value. Timetabling enables all staff to be involved and planning ensures the Christian Festivals are celebrated with themes extended in class. Child speak of enjoying Collective Worship, especially when chosen to be involved and of their discussions with staff. The singing of 2-part songs is to a high standard and there is appropriate balance between lively participation in the story and the quiet time for reflection and prayer. All join in the Lord's Prayer. Children write their own Graces which they choose each lunch-time. Anglican faith and practice are developed in the cycle of the Anglican year and in RE lessons, for example in the visit to York Minster and York Central Methodist Church. The PCC receives from the Foundation Governors, reports on topics covered in RE and Worship but as yet there is no formal evaluation. A display of children's work in the church gives it value and helps the community be more aware of its school.

**How effective are the leadership and management of the school as a church school?**

The Leadership and Management of the school as a church school are good. The Headteacher's enthusiastic leadership and the shared philosophy of the committed staff team, lead to their collaborative working and mutual support. The staff provide excellent role models. Lunchtime and non-teaching staff feel valued and say they receive appropriate respect "as if they were teachers ". The outcome of questionnaires impacts on school improvement. The current Mission Review, identified as a priority in the Development Plan, is exemplary in involving representatives from the whole school family, including a newly appointed teacher. This is enabling the impact of the school's Christian ethos to be evaluated. Projects, within an on-going programme of refurbishment, are highlighted by the School Council, and implemented through the tireless efforts of Governors, Parents and friends. Local community groups work well with the school, for example, Children's understanding of local history being enriched by the Battle of Towton project. Garden planting at the local Nursing Home and charity giving, broaden learners awareness of their extended community.

SIAS report July 2006 Saxton C.E. (VC) Primary School Dam Lane, Saxton, Tadcaster, LS24 9QF