

Inspection of a good school: Saxilby Church of England Primary School

Highfield Road, Saxilby, Lincoln, Lincolnshire LN1 2QJ

Inspection dates:

13 and 14 June 2023

Outcome

Saxilby Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils, and children in the early years, are happy and safe in this welcoming school. They are proud of the school and enjoy their learning. Pupils understand the school's Christian values of community, hope, wisdom and dignity. They can talk about what they mean, for example as 'pillars that hold the school up'.

Leaders have high expectations of pupils and how they work together. They encourage pupils to take responsibility for their actions. Pupils show this by having high expectations of themselves. One pupil explained, 'We don't have rules, we have responsibilities.' Behaviour is generally good. Pupils are respectful of each other as part of one school community. They can talk about protected characteristics and understand what they mean. They understand 'differences', including special educational needs and/or disabilities (SEND).

Bullying is rare. When it happens, teachers deal with it. The school has an approach called BOO (Being mean, On purpose, Over again) to help pupils understand about bullying. Pupils value this approach. They say it has helped reduce bullying and improved how staff deal with concerns. They are confident about how teachers help them to resolve issues in school.

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

Leaders have implemented a broad curriculum, starting in the early years. It connects to the school's values. In most subjects, the curriculum is well sequenced. Leaders have thought about the topics pupils learn, for example the artists pupils learn about and local studies in history. In some subjects, leaders have not ensured that the most important knowledge pupils should learn is clear. This means pupils do not always remember key knowledge.

Teachers plan tasks that fit with the ambition of the curriculum. They break these down into steps to help pupils learn. This includes early mathematics. Leaders use assessments

to check on the impact of the curriculum. This is developing for some foundation subjects. Occasionally, teachers do not check pupils' prior knowledge well enough. They do not always have the subject knowledge needed to do this well. This means that some pupils do not progress as well through the curriculum as they could. Leaders have prioritised reading. They have linked the books pupils read to curriculum subjects. Pupils enjoy reading and talking about authors. Teachers read stories well to inspire pupils' love of reading. They plan reading lessons well across key stage 2. This helps pupils show a good understanding of what they have read.

Leaders have ensured a planned phonics scheme is in place. This begins in the early years. Teachers check that pupils can remember the sounds they have learned. They are well trained to deliver phonics. Those pupils who need more support have extra help to catch up. Teachers ensure pupils repeat sounds they are unsure of. All pupils, including those with SEND, learn well in phonics. Pupils have reading books that match the sounds they learn. In some instances, these are not matched closely enough to pupils' abilities.

Pupils behave well around school. Lessons are rarely interrupted by poor behaviour. If it does happen, teachers calmly address it. Pupils are clear about their 'responsibilities' for good conduct. They understand the principles behind the 'R.E.S.P.E.C.T' code. They see themselves as part of one community, each with their own role to play.

There are a range of opportunities for pupils to develop their interests. For example, there are clubs such as computing, sewing and cookery. Pupils learn about finance. They visit different places of worship. Leaders nurture pupils' character and leadership skills. Pupils take on responsibilities such as the school council. Leaders value and listen to the pupil voice. For example, pupils led on changes to the dinner hall becoming a restaurant.

Pupils are respectful of difference. Teachers teach them about the wider society, such as fundamental British values. In conversation, pupils apply this knowledge to everyday life.

Leaders expect pupils with SEND to be fully included in lessons. They have the same ambition for them as they do for all pupils. They check on the progress they make and, as a result, most pupils with SEND achieve well.

Governors provide good challenge and support. They have a clear understanding of their role and are reflective about their impact. They support the school in maintaining its Christian ethos and distinctiveness.

Leaders and governors are sensitive to staff workload. Staff are appreciative of their balanced approach. Leaders take staff's views into account when making decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, have a rigorous approach to safeguarding.

Leaders have good systems in place to identify pupils who need support. They work well

with other agencies to get the help pupils need. They make sure staff can identify concerns. Staff know what to do if they have a concern and work as a team to check up on pupils. Leaders manage safer recruitment practices well.

Pupils understand how to keep themselves safe. For example, they know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not clarified the most important knowledge in a small number of subjects. This means teachers do not always assess the most significant aspects of knowledge pupils should know. As a result, pupils do not recall or connect ideas with enough detail. Leaders should ensure the most important knowledge is clear for all foundation subjects so that teachers can assess accurately against these.
- Teachers do not always have the subject knowledge to use assessment information well enough in a small number of foundation subjects. This hinders them from accurately planning what pupils should learn next. Sometimes this means pupils move on too quickly before securely mastering the most important knowledge and skills. Leaders should ensure teachers have subject knowledge so that they can make accurate decisions about when learning should be recapped.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120583
Local authority	Lincolnshire
Inspection number	10254942
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair of governing body	Daphne Whiteoak
Headteacher	Catherine Stratton
Website	www.saxilby.lincs.sch.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England school. The most recent section 48 inspection took place in September 2017.
- The school includes Nursery provision for 3-year-olds in its early years provision.
- The school does not use any alternative provision.
- The school provides before- and after-school care.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher and deputy headteacher, and other subject leaders and staff.
- The inspector met with representatives of the governing body.
- The inspector carried out deep dives in these subjects: early reading, computing and art. For each deep dive, the inspector met with subject leaders, looked at curriculum

plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to pupils read to a familiar adult and observed stories being read by teachers to classes.
- The inspector looked at reading being taught in key stage 2 and spoke to leaders and pupils in key stage 2 about the books they read.
- The inspector visited sample lessons for early mathematics and talked to the mathematics leader.
- The inspector also spoke to leaders about some other subjects and looked at their curriculum plans. The inspector talked to leaders about assessment in other subjects. The inspector looked at pupils' books from other subjects.
- The inspector spoke to leaders, staff and governors about safeguarding. They spoke to pupils about being safe. They reviewed a range of school documents relating to safeguarding.
- The inspector observed pupils at playtime and in time between lessons. They spoke to pupils and staff about behaviour.
- The inspector spoke to parents and considered responses to the Ofsted Parent View survey.
- The inspector considered the responses to Ofsted's online staff survey and Ofsted's online pupil survey. The inspectors also talked to staff and pupils about their views.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

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