

# Inspection of Nawton Community Primary School

School Lane, Nawton, York, North Yorkshire YO62 7SF

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Inspection dates: 2 and 3 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders have created a warm, welcoming ethos at Nawton Community Primary. As you step through the door, the 'SPIRIT' values, which include ideals such as inquisitiveness, resilience and perseverance, are evident throughout this school. From the wishing tree display in the entrance hall, where pupils share what they hope to achieve each year, to the confident young people who cannot wait to share their school, it is clear that pupils are proud of this school.

Leaders have created a caring network. This supports pupils with particular needs to improve their behaviour and attendance. They are able to work purposefully, and they achieve well in this small school. Most pupils work with enthusiasm and concentration. However, a few pupils in mainstream classes sometimes make poor behaviour choices. On occasion, this giddy behaviour can interrupt the learning of their peers.

Pupils feel valued. Most manage their feelings with confidence. They know that if they have any worries or concerns adults will give them the help and support they need. Pupils have positive attitudes to their learning, and they enjoy coming to school. They demonstrate a sense of responsibility. They know it is important to treat others with respect.

Leaders have high expectations of what pupils can achieve in core subjects such as mathematics, English and science. These subjects are well planned. Curriculum thinking is not yet as strong across the wider curriculum. As a result, ambitious end points are not securely in place for all subjects.

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

The headteacher leads this school with care and integrity. She knows her school well and works alongside her staff in order that pupils achieve well. High ambition for the future of every pupil and a determination to build a strong staff team is evident. As a result, staff work together in a supportive and constructive manner.

Leaders and governors have a clear understanding of what is working well in school. They know what they need to work on next. With the support of the governing body, senior leaders have focused sharply on improving the curriculum. There is still work needed to improve the quality of education in some subjects. Leaders and governors know this.

The teaching of reading is precisely planned. All pupils enjoy story time at least once a day. High-quality texts are carefully selected to capture pupils' imagination. Pupils are introduced to a wide variety of authors and genres. The phonics programme is clearly planned. Teachers know exactly which sounds to teach each week. Phonics and early reading sessions are consistently taught across early years and key stage 1. However, leaders acknowledge that as pupils progress through school, there are

occasions where pupils are not consistently supported in the systematic use of phonics strategies. As a result, pupils can struggle to decode unknown words.

In subjects such as science, physical education (PE) and computing, curriculum thinking is strong. Subject leaders are able to talk through their curriculum thinking with confidence. The components of knowledge are carefully sequenced so pupils are able to build on what they already know. Subject leaders have developed appropriate resources and ensure professional development opportunities for staff. In these subjects, there are clear assessment processes in place. However, a small number of subjects are in the early stages of development. Here, leaders have not precisely identified what pupils need to know and remember.

Pupils show high levels of maturity in their relationships with others. Pupils have a good understanding of diversity and how this relates to life in modern Britain. Leaders are aware of the rural community they serve. As such, they have thought about the personal development offer their pupils need. Pupils in this school are unafraid to challenge those who might make poor choices. They are able to talk articulately about difference and diversity. As a result, bullying in this school is rare.

Children in the early years get off to a good start. Learning is purposeful. Adults in the early years setting are passionate about their role, shaping the activities and experiences of the children in their care. Children with special educational needs and/or disabilities are well supported in the early years setting. This effective support continues through key stages 1 and 2. The special educational needs coordinator is working with parents to increase communication opportunities in order to further develop this offer. Diversity is considered in the setting with a wide variety of resources available to children. Leaders use their knowledge of the experiences their children have outside of school to refine their early curriculum offer. The outdoor space is well used. Children play and cooperate well together.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in this school. All staff understand the distinctiveness of their rural community and the challenges this presents. They identify and report concerns to designated staff members who follow these up promptly.

Pupils know that there is always a trusted adult they can go to with any worries. Leaders carefully plan opportunities for pupils to learn how to keep themselves safe. As a result, pupils have a good understanding of how to keep themselves safe, including when online, in school and when they are out in the local community.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, curriculum thinking is at an early stage of development. It is not yet sufficiently well planned and sequenced. This prevents pupils from reaching ambitious end points. Leaders must ensure that the curriculum clearly sets out the precise detail of what pupils need to know and in what order. This will support pupils to know more, remember more and be able to do more. It is clear from leaders' actions that they are in the process of bringing about this change. For this reason, the transitional arrangements have been applied.
- On the whole, early reading is delivered well. However, in a small number of sessions, the support for pupils learning to read is not delivered using the schools' phonics strategies. This is hindering some pupils from learning to read with fluency. Leaders should ensure that all staff understand the importance of the school's early reading strategies and ensure these are used consistently throughout the school.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	121306
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10212271
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Smith
<b>Headteacher</b>	Nichola Oxtoby
<b>Website</b>	<a href="http://www.nawton.n-yorks.sch.uk">www.nawton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	6 and 7 June 2018, under section 5 of the Education Act 2005

## Information about this school

- Nawton Community Primary School is smaller than the average-size primary school set within a rural community.
- The school formally federated with Rosedale Abbey Community Primary School on 1 April 2013.
- The federation is run with one headteacher and one governing body across both schools.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

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 this into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the senior leadership team. Inspectors also held meetings with subject leaders, the special educational needs

coordinator, the chair of the local governing body, representatives of the governing body and a representative from the local authority.

- Inspectors visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, history and personal, social and health education. Inspectors met with subject leaders and reviewed curriculum structures for a range of other subjects, including science, computing and PE.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff. Inspectors considered the views of parents by reviewing the responses to the online survey, Ofsted Parent View. They also spoke with parents as they brought their children to school.
- Alongside the responses to the online surveys for staff, inspectors considered views by meeting with various groups of staff.
- Inspectors also considered the views of pupils, speaking with different groups of pupils from all age groups.

### **Inspection team**

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

Lynda Florence

Ofsted Inspector

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