

Inspection of a school judged good for overall effectiveness before September 2024: Saxon Primary School

Briar Road, Shepperton, Surrey TW17 0JB

Inspection dates:

26 and 27 November 2024

Outcome

Saxon Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Nicola Morris. This school is part of Lumen Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mary Ellen McCarthy, and overseen by a board of trustees, chaired by Joanne Roberts.

What is it like to attend this school?

Pupils are happy and confident at this highly inclusive school. Pupils understand and can talk assuredly about the school's values, such as kindness and respect. Pupils learn about online safety and positive mental health effectively. They enjoy the many sports activities available to them, such as football, netball and gymnastics. The school is rightly proud of its caring approach to helping pupils be ready for their next stage of education. As one pupil said, 'There is a place for everyone here.'

Behaviour is positive and respectful throughout the school. Beginning in the early years, children are kind, engaged in their learning and keen to do their best. Older pupils enjoy taking on leadership responsibilities, for example as assembly monitors and school councillors. Pupils benefit from extra opportunities to develop confidence and character, such as gardening in the school allotment. Pupils love to represent their school through competitive events like swimming galas and district sports. School trips and educational visits enrich the curriculum.

Staff have high expectations for what pupils can achieve. Staff adapt the curriculum to meet pupils' needs successfully. By the end of key stage 2, pupils achieve well across most areas of the curriculum and are ready for their next stage of education.

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

The school has an ambitious curriculum. In subjects such as history, geography and mathematics, pupils construct their knowledge effectively over time. For example, in geography pupils speak confidently about how learning about grid references extends their earlier work on compass points, maps and symbols. Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly. Pupils with SEND achieve well across most subjects. However, in some subject areas, such as writing, the curriculum does not have the same impact on pupils' learning. In writing, pupils do not learn early transcription skills fully effectively. As a result, some pupils do not build on their writing knowledge and understanding and are not achieving as highly as they could by the end of key stage 2.

From the start of the Nursery Year, the school prioritises communication and language. Staff have the expertise to teach these skilfully. Children in the early years sing songs, recite rhymes and take part in music and dance activities with joy and confidence. In the Reception Year, children strengthen their knowledge and understanding throughout the setting. In the outdoor area, pupils respond well to opportunities for construction and other purposeful, creative play. The indoor area has thoughtful and purposeful activities that support children's learning well. Staff and children form very positive relationships quickly. The early years curriculum is planned carefully and helps children to be ready for key stage 1.

Reading is a strength of the curriculum. If any pupils fall behind, they receive the support they need to catch up to their peers and become confident, fluent readers. Staff use ambitious texts to help deepen pupils' understanding and broaden their vocabulary. For example, staff explore pupils' misconceptions effectively when sharing texts about Ernest Shackleton's Antarctic exploration. Staff check pupils' understanding and support pupils with their learning well.

Most pupils attend school regularly. The school analyses attendance information and works with pupils and families supportively. The school adopts thoughtful approaches to managing attendance that impact on most pupils successfully. Despite this, a small number of disadvantaged pupils do not attend school as frequently as they should. These pupils miss essential parts of their learning and do not achieve as well as they could.

Staff manage pupils' behaviour well. Pupils are kind and respectful. Pupils understand the school's 'stay on green' approach to supporting positive behaviour. Pupils develop independence from the beginning of the early years. For example, children in the Reception Year collect their own lunches in the hall and enjoy lunchtimes with their friends calmly and positively. Pupils develop a strong sense of belonging.

Governors and trustees support the school effectively. Robust systems and processes are in place to enable trustees to assure themselves that leaders know and carry out their roles and responsibilities effectively. Staff training and professional development are thorough. Staff are proud to work at the school and value the sense of teamwork and togetherness that is modelled from the trust and by staff across the school.

Staff appreciate how the school engages with them to reduce workload and support them with their well-being. The school engages with parents and the community thoughtfully and positively. Parents and carers are very supportive. One parent summarised the thoughts of others, saying, 'I feel my children are known, seen, and supported as individuals at this school.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of early transcription skills in writing does not have a strong enough impact on some pupils' learning. As a result, some pupils do not build their knowledge effectively and achieve as highly as they could by the end of key stage 2. The school should ensure that strategies to support pupils with their writing are implemented consistently and effectively from the early stages of pupils learning to write.
- A small number of disadvantaged pupils do not attend school as regularly as possible. As a result, they miss essential elements of the curriculum and do not achieve as well as they could. The school should continue to build on its successful strategies to tackle low attendance and ensure that disadvantaged pupils attend school as regularly as their peers.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in June 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140250
Local authority	Surrey
Inspection number	10341757
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	Board of trustees
Chair of trust	Joanne Roberts
CEO of the trust	Mary Ellen McCarthy
Headteacher	Nicola Morris
Website	www.saxonprimary.co.uk
Date of previous inspection	12 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one alternative provision.
- Saxon Primary School joined the Lumen Learning Trust in October 2013

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the chief executive officer, the chair of trustees, members of the local governing body, and other senior staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work To evaluate the effectiveness of safeguarding,

the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

- The inspector spoke with several groups of pupils and observed their behaviour at break and lunchtime.
- The inspector met with groups of staff and considered the opinions expressed through the staff survey.
- The inspector took account of the views expressed from parents through Ofsted Parent View.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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