

Nawton Community Primary School

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

Unique reference number (URN): 121306

Inspection report: 17 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have taken decisive action to improve pupils' attendance. Staff work closely with families to fully understand any barriers that pupils face. The school has a clear and consistent approach to addressing poor attendance. Strategies, such as early morning starts and welfare checks, have improved whole-school attendance so that it is in line with national figures. Leaders have reduced persistent absence for pupils who need the most support. Attendance for pupils with special educational needs and/or disabilities continues to improve as a result of leaders' effective strategies.

Leaders and staff have established a culture of calm and respectful behaviour throughout the school. Children in the early years are well supported to make positive choices in their behaviour. Pupils show increasingly positive behaviour as they move through the year groups. Leaders review the school's positive behaviour policy and approach to ensure that pupils develop positive character traits and understand that they are accountable for their own behaviour. Leaders ensure staff apply the behaviour policy with consistency. Training helps staff to understand pupils' needs and supports pupils to restore friendships following any upset. Bullying is very rare and pupils are confident that staff would deal effectively with any such incidents.

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have designed an ambitious curriculum. Leaders continue to refine the curriculum to support the changing needs of pupils so that pupils build appropriate knowledge as they progress through the school. Pupils benefit from a curriculum that is well designed and sequenced. For example, the new mathematics curriculum enables pupils to increasingly recall and use key knowledge. Leaders have an accurate view of the quality of the curriculum and teaching. They make informed decisions to improve any areas of weakness, such as ensuring that staff have the necessary expertise to support pupils who need extra support to learn to read.

Recently, leaders have revised the school's approach to teaching writing. There is now a consistent approach to teaching writing where misconceptions are addressed and corrected promptly. Consequently, pupils' writing in core subjects is generally of a high standard. Pupils express their ideas clearly across curriculum subjects. Leaders make sure teachers have expert subject knowledge. Teachers model expectations, question pupils' understanding and revisit prior learning. Pupils use appropriate vocabulary to explain their thinking. They remember what they have been taught before. Staff provide carefully targeted support and adaptations for pupils with special educational needs and/or disabilities and pupils who are disadvantaged. This enables pupils to access the curriculum well.

Early years

Expected standard 

Children get off to a secure start in the early years. Staff establish trusting relationships with children. They take the time to get to know each child well. Staff work with parents and carers to ensure that children's starting points are well understood.

Each day, children sign in and get on with the morning activities. Staff are ambitious for all children to achieve well. The curriculum in the early years identifies the important knowledge children must learn. Activities both indoors and outdoors are carefully planned to develop children's basic skills right from the very start. Children learn to collaborate through fun activities such as a treasure hunt. Staff ensure that children develop the necessary physical strength for writing. Gaps in learning are quickly identified and addressed. Staff are skilful in supporting children to gain the necessary knowledge for reading words.

Staff benefit from training, for example, on how to carry out high-quality conversations with children. They generally model speaking in correctly structured sentences and expand children's vocabulary effectively. The curriculum is well taught. Children especially enjoy daily story time. The curriculum and learning experiences are designed to meet individual needs. Children are well prepared for future learning.

Inclusion

Expected standard 

Leaders know pupils' individual needs well. Staff identify pupils' needs early so that support can start promptly. Pupils with special educational needs and/or disabilities and disadvantaged pupils receive well-matched support. The school's core offer reduces barriers to learning. Pupils benefit from targeted strategies tailored to individual needs. For example, some pupils benefit from communication resources such as pictorial flashcards to show how they are feeling.

Leaders monitor the progress of pupils' academic performance and wellbeing. They have high expectations for all pupils and put swift help in place as needed. Interventions are well targeted to meet pupils' individual needs, including supporting their attendance. Staff work closely with families and external agencies to make sure that pupils receive the support that they need. Leaders use pupil premium funding effectively to support pupils who may need extra help with their learning. As a result, disadvantaged pupils receive the help they need to progress through the curriculum.

Pupils generally learn alongside their peers. Staff benefit from regular training. This ensures that they know how to address pupils' needs and help with barriers to learning. Leaders build positive relationships so that pupils feel known, supported and able to thrive.

Leadership and governance

Expected standard 

Leaders understand the context of the school and the challenges it faces. Since the previous inspection, with the support of the local authority, leaders have improved key areas of provision, including leadership and governance. They use their clear understanding of the needs of pupils, families and the community to shape the school's priorities for improvement. Leaders are driven by a vision that focuses on attention to each pupil's unique circumstances and needs. Leaders take swift and effective action where provision is weaker.

Leaders ensure that staff, including those who are new to teaching, benefit from the training and individual support programmes that they provide. Staff feel valued and motivated. They benefit from the supportive culture that leaders have established, including on behaviour and special educational needs and/or disabilities. Leaders consider staff workload carefully and place a high value on wellbeing. They protect staff's time to complete work.

Leaders and governors have a sharp focus on disadvantaged pupils, those with special educational needs and/or disabilities and those who may face other barriers to learning and their wellbeing in their work. Leaders collaborate effectively with the local authority and other professionals to ensure that they make decisions in the best interests of pupils.

Governors understand their role to challenge and support leaders. They maintain focus on the school's long-term priorities and challenges. Some actions to improve pupils' achievement are more recent. Governors should ensure that they remain well informed about the impact of the school's actions to improve the curriculum and all pupils' achievement.

Personal development and wellbeing

Expected standard 

The school has a carefully considered programme for pupils' personal development. It covers the statutory requirements for relationships, health and sex education. Pupils have age-appropriate knowledge about healthy relationships and consent. They know how to keep themselves safe when online.

The personal development programme identifies additional opportunities to broaden pupils' experiences and enhance the curriculum. Activities are thoughtfully chosen to reflect the school's context. For example, there is particular emphasis on rural and farm safety. The curriculum is enriched through educational visits to cities in the wider region, places of worship and museums. Assemblies are well designed to promote pupils' understanding of fundamental British values, diversity and cultural differences. Pupils are taught about different religions and beliefs. Pupils take on leadership roles such as the 'equalities team'. They plan assemblies to help other pupils to understand the protected characteristics.

Leaders ensure that these experiences are carefully planned to give pupils a broad picture of modern British society. As a result, pupils understand what it means to be a good citizen. Teachers ensure that pupils do not miss out on essential learning such as road safety. The school plans aspirational careers events. Pupils learn about a variety of potential future careers, such as horse training and police work.

Pupils enjoy opportunities to develop their talents and interests. The school's offer of extra-curricular clubs includes activities such as judo, rugby and cricket. Such experiences have inspired pupils to join clubs and teams outside of school. Staff identify when pupils, including pupils who are disadvantaged, do not make full use of the school's extra-curricular offer. They adapt the times of clubs to ensure that all pupils can attend.

Pupils develop practical strategies for resolving conflict and getting along with each other. They learn to discuss different ideas and opinions respectfully. This means that pupils are well prepared for life in modern Britain.

Needs attention

Achievement

Needs attention 

Over time, pupils' achievement has been below national averages. In response, leaders have made changes to the curriculum so that pupils build secure foundations in reading, writing and mathematics. As a result, pupils are now making better progress through the curriculum. At the end of key stage 2, outcomes improved in national tests in 2025. However, some aspects of writing and mathematics are not sufficiently well developed. Leaders have taken decisive action to bring about improvements. However, it is too early to see the impact in published outcomes.

Improvements to the curriculum are ensuring that pupils develop appropriate knowledge and skills. The quality of work in pupils' books is improving. Pupils who have barriers to their learning are well supported to progress through the curriculum. As a result, pupils are better prepared for their next steps in education. However, there is more to do to ensure that pupils consistently achieve all that they should.

What it's like to be a pupil at this school

Pupils are happy at this school. At the start of the school day, pupils are welcomed into a calm and nurturing environment. Pupils feel a sense of belonging because the school provides a supportive and caring environment. Staff build trusting relationships with pupils. This creates a culture of respect where pupils feel safe. They know they can share worries with trusted adults or use the class worry jar.

Children make a confident start in the early years. They progress well in their learning and achieve well. However, older pupils' achievement in reading, writing and mathematics has been inconsistent over time. Leaders have high aspirations for all pupils to achieve well so that they are ready for their next steps. Outcomes for national tests in 2025 show improvement, particularly in reading and mathematics. This is because leaders have dealt with weaknesses effectively. Leaders need to continue their work to improve pupils' achievement, including addressing weaknesses in aspects of writing.

Pupils reflect the school's 'SPIRIT' intentions, showing a sense of community, independence and kindness. Pupils enjoy learning. They recall prior learning well in subjects, including mathematics and science. Disadvantaged pupils and those with special educational needs and/or disabilities learn successfully alongside their peers. They receive support that enables them to make progress across the curriculum from their starting points.

Pupils behave politely and generally attend well. They understand that the school rules help them to stay safe and prepare them to learn. In lessons, pupils focus on learning and work hard. They enjoy working cooperatively with their peers. They play happily together during social times. Pupils understand what bullying is and know that it is extremely rare. When concerns arise, staff act promptly and provide the support that pupils need.

Pupils are included in all aspects of school life. They experience educational visits and visitors to broaden their learning.

Next steps

- Leaders should continue their work to improve pupils' achievement, particularly in writing, and build on the improvements already made.
 - Leaders should ensure that the teaching of writing continues to improve pupils' foundational knowledge of grammar and spelling.
 - Governors should deepen their understanding of the school's curriculum priorities so that they can continue to challenge and support leaders' work.
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About this inspection

The chair of the board of governors in this school is Sally Clifford.

The school is part of a federation called The Nawton CP School and Rosedale Abbey CP School Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher and deputy headteacher, during the inspection. The lead inspector met with the school's education adviser from the local authority and members of the governing body, including the chair of the governing body (online).

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Nichola Oxtoby

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspector:

Emma Watson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 March 2026

School and pupil context

Total pupils

91

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.74%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.10%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.19%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (revised)	73%	62%	Above
2023/24 (final)	36%	61%	Below
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (revised)	93%	75%	Above
2023/24 (final)	43%	74%	Below
2022/23 (final)	45%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	64%	72%	Below
2022/23 (final)	45%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	73%	Below
2024/25 (revised)	87%	74%	Above
2023/24 (final)	43%	73%	Below
2022/23 (final)	55%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-35 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	78%	-33 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	8.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.1%	13.3%	Close to average
2023/24 (3 term)	16.7%	14.6%	Close to average
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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