

Sherburn Church of England Voluntary Controlled Primary School

St Hilda's Street, Sherburn, Malton, North Yorkshire YO17 8PG

Inspection dates 16 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in every class.
- Standards are above average in English and mathematics by the end of Year 6.
- Pupils with special educational needs make good and sometimes excellent progress. This is because teachers make sure that their individual needs are fully catered for.
- Teaching is good in every class. Pupils enjoy their lessons and work hard.
- Pupils behave well both in lessons and at break and lunchtimes. They are good friends to each other, and newcomers settle in quickly.
- Pupils' views matter in this school. They are proud of their 'golden school rules' which they helped to decide.
- The school is well led and managed. The school continues to improve because staff and governors are a dynamic team.
- Leaders, managers and governors have a good impact on teaching quality.
- Teaching encourages pupils to think for themselves and their achievement is securely good as a result.
- Parents are pleased with the way their children are being educated.
- The school is a happy learning environment. Pupils say, 'The way we talk about things in school helps us to be more mature.'

It is not yet an outstanding school because

- Teaching is not yet outstanding. Writing lessons do not finish as well as they begin.
- Teachers' marking does not give pupils enough guidance as to how to improve aspects of their writing.
- Pupils do not write consistently as well as they read.

Information about this inspection

- The inspector observed seven lessons or parts of lessons taught by three teachers.
- She talked to pupils in class and discussed their work with them.
- Two groups of Year 6 pupils showed the inspector the work they had done in English and mathematics since the start of term. They talked to her about the books they were currently reading and read extracts to her.
- The inspector looked at the work some of the pupils had done in their English and mathematics books since the start of the term.
- The inspector held meetings with staff, the Chair of the Governing Body and Year 6 pupils. She had a brief conversation with a member of the local authority prior to the final feedback.
- She looked at a wide range of documentation including information relating to teaching, school improvement and pupils' progress.
- The inspector took account of six parents' views in the online questionnaire (Parent View) and in letters written to her directly.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is also above average.
- A small number of pupils are supported in lessons by staff from the Enhanced Mainstream Service.
- A high proportion of pupils (40%) are known to be eligible for the pupil premium.
- The proportion of pupils who enter or leave the school at times other than the usual is also high at 40%.
- The headteacher started in January 2011. Two-thirds of the teaching staff have changed within the last 18 months.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- In order to improve aspects of teaching writing and raise writing standards, teachers should:
 - make sure that they leave enough time at the end of lessons to check what pupils have done and use the information to help them plan what to teach next
 - make sure that marking tells pupils precisely what they need to do to improve their writing
 - give pupils time to respond to comments and suggestions so that they learn from their mistakes
 - teach pupils to write sentences that vary in length and use a wide range of punctuation
 - extend pupils' written vocabulary
 - ensure that pupils use paragraphs to help them to organise their ideas and write at greater length.

Inspection judgements

The achievement of pupils is good

- Pupils, including those who are supported through school action, achieve well from starting points that are generally below average. They make good progress at each stage of their education.
- Pupils' good achievement reflects the successful way in which the school fosters good learning relationships.
- Newcomers settle in quickly. They make good progress because teachers assess accurately what pupils know and can do and use the information to set pupils challenging work. Pupils are given extra help to fill gaps in their knowledge and understanding quickly.
- Pupils who are known to be eligible for the pupil premium make good progress. In the 2012 national tests at the end of Year 6 they did as well as pupils who are not eligible for the pupil premium. This is because the school employs an additional teacher and support staff to give pupils extra help that is personalised to their specific needs.
- Typically, pupils, including those eligible for the pupil premium, reach nationally expected standards in English and mathematics by the end of Year 6 and about a third do better than this. The school therefore promotes equality of opportunity successfully and tackles discrimination well.
- Pupils who are supported through school action plus or who have a statement of special educational needs achieve well. Some make excellent progress. This is because staff work very closely with individual pupils and with staff from the Enhanced Mainstream Service. As a result, these pupils get the right support for their particular learning needs.
- Children in the Early Years Foundation Stage make good progress. They learn new skills rapidly. They often choose to work together, sharing resources well. They make good progress in learning letters, sounds and numbers and using these to help them to read, write and calculate.
- Standards are above average in mathematics. The more-able pupils as well as the average-attaining pupils find the work challenging. The work is practical and often fun. It requires pupils to work systematically and methodically, drawing on their mathematical knowledge to solve problems.
- Standards are also above average overall in English, especially in reading. Most pupils read well for their age. Younger pupils have a lot of individual help to make sure they have a sound grasp of how letters and sounds link together. This aids their good progress in reading.
- By Year 6, pupils read fluently and expressively. They read widely for pleasure. The library stocks books such as graphic novels and adventure stories that have been suggested by pupils. As a result, pupils are keen to read as much as they can.
- Standards in writing vary between average and above average depending on the particular group of pupils. This is because pupils do not always use a wide range of punctuation or vary the length of their sentences. Occasionally, their written vocabulary lacks variety. Sometimes pupils forget to use paragraphs to help them to organise their ideas and to ensure that they write at sufficient length.

The quality of teaching is good

- Teachers challenge pupils to think and to learn through research and investigation. They achieve this by planning units of work that require pupils to use their literacy and numeracy skills in other subjects. For example, pupils used what they learnt in history to give them ideas for writing their vivid accounts about the opening of Tutankhamen's tomb.
- Lessons often require pupils to work together. Consequently, pupils readily discuss and share ideas. This helped the more-able pupils enormously in a Year 5/6 mathematics lesson, for example. The sense of excitement at impending success was tangible as pupils realised if they

worked together to devise a method it would produce accurate results faster. The impact on their achievement was considerable as they understood the value of being systematic as opposed to their initial 'trial and error' method.

- Teachers make sure that the work is pitched at the right level for the wide age and ability range in their classes. They use additional adults and teaching assistants effectively to ensure that pupils' personal learning needs are met. Typically, this ensures that pupils with special educational needs are challenged and make good progress.
- Teachers ensure that pupils learn different reading strategies and use these throughout the day. For example, pupils can scan a text quickly for information as was seen in Year 4 when some pupils trawled through books about the Romans, jotting down relevant snippets of information.
- Teachers use up-to-date technology well to make teaching points clear. They also make sure that pupils use laptops regularly. This has a big impact on pupils' achievement, especially those who have special educational needs or who are known to be eligible for the pupil premium. The drawback is that pupils are less good at organising their writing in exercise books.
- Pupils achieve well because teachers encourage them to ask and answer questions. Teachers' questions probe pupils' understanding and help them to express their ideas fully.
- Lessons start well and make clear to pupils what they are going to learn and what to look out for to check they are succeeding. However, the end of lessons is sometimes a bit rushed, especially in literacy. For example, a good lesson on vocabulary ended hurriedly. This meant that pupils' good suggestions were not collated for future use to help them with their writing.
- Marking in mathematics is a strength and clearly helps pupils to make good progress. This is because pupils self-assess what they know and what they have learnt at the start and end of each unit of work and teachers assess each aspect carefully.
- The marking of pupils' writing encourages pupils but does not always give them specific points to improve. Pupils rarely correct their work or respond to their teachers' comments and so they tend to repeat mistakes.

The behaviour and safety of pupils are good

- Pupils feel safe because, 'Everyone gets on together. New people settle in and after a bit we're all friends.'
- They know about different forms of bullying and agree there is very little bullying at school. They say there is no racism or homophobic bullying. Pupils say, 'Sometimes people say mean things but teachers help us to sort out problems.' The school's behaviour records confirm their views.
- Pupils have a good knowledge of e-safety. They understand that some internet sites are unsuitable. They know about cyber-bullying and what to do if it happens.
- Typically, pupils settle quickly to work, discuss sensibly with a partner and work hard to complete tasks to the best of their ability.
- The school keeps detailed records of behavioural incidents and gives good support to those who have problems in managing their anger or emotions. As a result, lessons are never disrupted.
- Pupils are proud of their school rules, especially the one which says, 'Be honest.' They like the 'stop and think' cards and explained how this helps everyone to be aware that what they are doing can affect someone else. The school's records confirm that behaviour is good.
- Pupils' good behaviour helps them to learn well. They like mathematics because, 'We get to learn new things.' Best of all, they like reading. They talked animatedly about the school's weekly library club and book club. There is good attendance at extra-curricular clubs.
- Attendance is now broadly average. The number of families the school works with to improve attendance has reduced considerably over the past two years. Only a few pupils do not have good attendance.

The leadership and management are good

- The leadership is characterised by a tenacious drive to raise achievement through improving the quality of teaching. This has been achieved by rigorous checks on teaching quality.
- Weekly checks on teachers' planning and weekly 'learning walks' to check these plans in action are used to build up a profile of teaching effectiveness. This is underpinned by weekly meetings in which teachers discuss pupils' progress and state what they are doing to help pupils whose progress has slowed. Teachers are asked each week to account for the progress their pupils make. The result is a cohesive approach and good rates of progress for all pupils.
- Performance management is used very effectively. Teachers who underperform do not move up the pay scale. Targets are measurable and achievable. They relate closely to the school improvement plan and to the 'teachers' standards'.
- The school has improved since the last inspection. The provision and progress in the Early Foundation Stage are much improved. These are now good. Assessment of pupils' progress is good and gives a clear picture of how well pupils are doing as they grow older. The school meets the needs of pupils with special educational needs much more effectively, resulting in some pupils making excellent progress.
- The local authority gave temporary support to a new headteacher. It is currently involved in helping the school to develop middle leadership as staff are relatively inexperienced in subject leader roles. This is why leadership and management are judged to be good rather than outstanding.
- **The governance of the school:**
 - Governors are fully involved in helping the school to develop well. They understand the data relating to the school's performance. They use the pupil premium money wisely to help pupils to overcome significant barriers to learning. Their decisions have enabled this group of pupils to do as well as others in the school. Governors have a clear understanding of teaching quality and know how previous underperformance was tackled using different methods of coaching, training and support as well as performance management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121539
Local authority	North Yorkshire
Inspection number	403469

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Wendy Rabnett
Headteacher	Alison Stephenson
Date of previous school inspection	30 April 2008
Telephone number	01944 710282
Fax number	NA
Email address	admin@sherburn-pri.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

