

Sheriff Hutton Primary School

West End, Sheriff Hutton, York, North Yorkshire, YO60 6SH

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Due to weaknesses in teaching, pupils do not make consistently good progress in writing and mathematics throughout the school.
- Too much teaching, especially in Key Stage 1 and Year 3, requires improvement.
- Teachers spend too long introducing tasks and this leaves too little time for pupils to make good progress. In particular, pupils are not given enough time to write at length.
- Teachers' expectations are not high enough. They do not always challenge pupils well enough for them to make good progress.
- When marking books, teachers do not always provide pupils with precise guidance on how to improve their work.
- Pupils' behaviour requires improvement because attitudes to learning are not always consistently positive. This hinders their progress.
- Subject and other middle leaders are not using pupils' progress information well enough to check that the quality of teaching and learning in their areas is consistently good or better.

The school has the following strengths

- Pupils make consistently good progress in reading throughout the school.
- Pupils say they feel safe, they are well looked after and enjoy school. Parents and staff agree with these views.
- In Years 4, 5 and 6 pupils make good progress in mathematics due to good teaching.
- The headteacher and governors have a good understanding of how well the school is doing. The governing body is supporting the headteacher well and this is improving the school's capacity to do better.

Information about this inspection

- The inspector observed nine lessons taught by three teachers and one higher-level teaching assistant. He also observed a support session for speech and language development. Three observations were undertaken jointly with the headteacher.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with the Chair of the Governing Body and five other governors, school staff, and a representative of the local authority. In addition, the inspector looked at the school's review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspector analysed 21 responses to the on-line questionnaire (Parent View). The inspector spoke to some parents at the start of the school day. He analysed the results of a school questionnaire sent to parents.
- The views of 11 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a very small primary school. It is one-third the size of an average-sized primary school. Pupils are taught in three mixed-age classes.
- The proportion of girls is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those from service families and those who are looked after by the local authority.
- Almost all pupils are White British. All pupils speak English as their first language.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good, particularly in Key Stage 1 and Year 3, by ensuring that teachers:
 - raise their expectations of what pupils can do and set appropriately challenging work for all pupils
 - sharpen their explanations so that more time is provided for pupils to work on their tasks
 - provide specific advice, when marking books, so pupils can improve their work
 - insist that all pupils respond to the advice given to improve their work
 - manage pupils' behaviour more effectively to ensure that attitudes to learning are always good or better.
- Improve pupils' achievement in writing and mathematics by:
 - providing greater opportunities for pupils to write at length in all subjects
 - ensuring pupils have in mind a clear purpose and audience for their writing
 - ensuring that the quality of pupils' English grammar, punctuation and spelling is of a consistently high standard
 - developing the quality of handwriting so it is consistently good in all subjects
 - ensuring teachers create more opportunities for pupils to use their mathematical skills in more subjects.
- Improve the impact of subject leaders by developing their skills to:
 - use pupils' progress data more effectively to improve the quality of teaching and learning
 - accurately assess whether training for teachers is improving teaching and learning
 - hold staff to account for the inconsistent marking of pupils' work in their areas of responsibility
 - advise on how to improve writing.

Inspection judgements

The achievement of pupils

requires improvement

- Most children are now starting school with skills that are typical for their age. However, their skills vary considerably and for some children, they are well below those typically expected for their age. They settle into school quickly and reading develops well. However, by the start of Key Stage 1, children's writing skills are below those that are typical for their age.
- Throughout Key Stages 1 and 2, most pupils make the progress expected of them in writing and mathematics. Very few make better progress than this in writing. Although improving, there are still not enough pupils making better than expected progress in mathematics. Pupils make good progress in reading.
- Boys and girls make similar progress throughout the school.
- School data shows that pupils' progress is not consistent year-on-year due to inconsistent quality of teaching. During the inspection, achievement in lessons was good for pupils in Years 4, 5, and 6 but required improvement in Key Stage 1 and Year 3.
- Pupils leaving Year 6 in 2013 entered Key Stage 2 with standards that were above average. They left Year 6 with standards that were above average in mathematics and writing and this represents average progress. Their standards in reading were well above average. Standards in writing lag behind those in reading and mathematics. Results from the new English grammar, punctuation and spelling test are average; the school's analysis showed that this was due to weaknesses in spelling.
- Pupils supported at school action, school action plus or with a statement of special educational needs make similar progress to others as they move up through the school. Historically, there has been an extremely small proportion of pupils in receipt of the pupil premium; this is also the case now. Therefore, comparisons between their achievements and those who are not in receipt of the pupil premium are not statistically valid.
- Most-able pupils make the progress expected of them and reach standards similar to other pupils nationally. An analysis of pupils' work in books shows that they, and other pupils, are not always given work that challenges them to make better progress. The analysis also shows that the quality of pupils' handwriting varies considerably.
- By the end of Year 6, pupils are confident in discussing their favourite authors and why they choose different types of books. Pupils read widely, fluently and with great expression. They have developed a love of reading and of books, thanks to the good teaching of reading in school and the strong support of their parents.

The quality of teaching

requires improvement

- The quality of teaching is variable, with too much teaching in Key Stage 1 and Year 3 that requires improvement.
- Teachers' expectations are not high enough for pupils to make better than expected progress. The work they set for pupils does not challenge them appropriately to get the best out of each of them. Most-able pupils find some of their work too easy while it is too difficult for others, particularly the least able.
- Teachers do not focus well enough on developing pupils' handwriting. Presentation in pupils' books is not always of a high standard. Pupils' accurate use of spelling, punctuation and grammar is not always checked well enough.
- Teachers make good use of computers to capture pupils' interest at the start of the lesson. However, they then take too long introducing work for the lesson. Some pupils lose concentration and teachers do not always manage this behaviour well enough to maintain a good pace of learning.
- The long introductions to lessons leave too little time for pupils to write extensively. Although

there are many opportunities for pupils to write about interesting topics, such as Space and the Stars, teachers do not give pupils a purpose for their writing or opportunities to present their writing to an audience. This leads to many pupils completing short written pieces of work that do not excite them.

- Teachers mark pupils' work regularly and give them 'next steps' to improve their learning. Most-able pupils respond well to teachers' suggestions in their books. However, the 'next steps' for improvement are not always precise and challenging enough to help them make good progress.
- Teachers set time aside at the start of the school day for pupils to improve their work. They do not always check and insist that this time is used well by all pupils, particularly the least able.
- When teaching is good, lessons move on at a good pace and pupils are interested in what they are doing, teachers' questioning is good and work is planned to meet the needs and abilities of all pupils. In a mathematics lesson for Years 4, 5 and 6 older and most-able pupils were challenged well to explain clearly how they would use mixed fractions. Other pupils were slicing pizzas to learn how improper fractions and mixed numbers linked together. Pupils enjoyed the lesson and all of them made good progress.
- Literacy is promoted effectively across a range of subjects but there are too few opportunities for pupils to use their mathematical skill in their topic work.
- An analysis of pupils' work shows that pupils are making expected progress in their subjects and not more than this. This is because the quality of teaching they have been receiving requires improvement in mathematics and writing.
- Teaching in the Reception class prepares pupils to read well. Teaching helps pupils to link sounds and letters together well to form words. The teaching of writing requires improvement.
- Teaching assistants work well with the pupils and teachers make sure they know what is expected of them. They work very effectively with those pupils with speech and language difficulties and parents appreciate this.

The behaviour and safety of pupils

requires improvement

- Pupils' attitudes to learning are not consistently positive. For example, when teachers spend too long giving explanations at the start of the lesson pupils lose concentration and begin to talk to each other rather than listening to the teacher. Also, when teachers give them opportunities to discuss their work with each other they do not always focus on their work and chat about other things. These behaviours slow the pace of their learning.
- Pupils know what is expected of them and know the consequences if the school rules are broken. When staff apply the rules consistently pupils respond well.
- At lunch and break times, pupils play actively in their well-designed playground. They enjoy using the play equipment such as the trim trail, the stage and the sports equipment. They develop good social skills and enjoy playing together.
- Pupils say that bullying is rare. They are confident that when bullying is reported the school takes action.
- Pupils know the various forms of bullying, including cyber-bullying, and know what to do should it occur. They have a good understanding of internet safety and the school teaches them well. They say that if any unsuitable material appeared on their computer screens they would use the school's 'three step rule' to protect themselves. They would switch off the screen, inform an adult and then log off when the adult has assessed what needs to be done.
- Attendance is above average. All pupils attended school during the two days of the inspection and the vast majority were punctual to school.
- Pupils enjoy the responsibilities given to them by the school. Older pupils have responsibilities, such as library prefects and playground prefects who allocate equipment to other pupils. The school council, with pupils from all year groups, canvases the views of other pupils and lead assemblies; they have a good business structure for their school council. They know they are listened to and their suggestions are considered very carefully and acted on.
- Pupils say they feel very safe at school. Staff and parents are overwhelmingly positive about

safety in school.

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not ensured that the quality of teaching and pupils' progress over time are good.
- Subject leaders are not holding staff to account for the inconsistent quality of marking nor providing effective advice for improving writing.
- A thorough system for checking pupils' progress has been introduced throughout the school. This is not used skilfully enough by subject leaders to identify what needs to be done to improve teaching and learning in their areas of responsibility.
- The headteacher and governors have an accurate view of how well the school is doing and are ambitious for its pupils. Their plans and actions have led to improvements in the standards that pupils reach in mathematics. Through clear job descriptions they are holding subject and other middle leaders more to account for their responsibilities.
- Performance management for teachers uses the national teaching standards to identify the skills that teachers need to improve. The school is providing training to improve teaching but subject and other middle leaders are not skilled enough to assess whether it is improving teaching and learning.
- Teaching assistants have a performance review system to establish their training needs and this is helping them to provide good support for pupils. This is a good example of the school's commitment to equality of opportunity.
- The curriculum provides good opportunities for pupils to study a range of subjects and topics. However, the opportunities the school offers are not used well enough to drive up standards in writing. There is a strong culture of music in school and many clubs, visits and residential activities. These contribute well to pupils' spiritual, moral, social and cultural development.
- Pupils' participation in a wide range of sports is high. The new primary school sports funding is used to employ professional sports' coaches to work in physical education lessons as part of a training programme for teachers. This is contributing well to pupils' healthy lifestyles, physical well-being and enjoyment of sport.
- The local authority provides effective support for the school. Through its improvement adviser it has assisted the school in developing an accurate view of its strengths and weaknesses. It has supported improvements in the teaching of mathematics and this has resulted in improving standards.
- **The governance of the school:**
 - Governors have supported the headteacher in establishing the school's priorities and know the school well. They make regular visits to school and have discussions with subject leaders. At regular intervals, they check the progress being made by pupils linking this well to national information and the quality of teaching in school. Governors oversee the arrangements linking teachers' performance and pay and they know what is being done to improve the quality of teaching. They are setting more challenging targets for teachers and are supporting the headteacher to ensure that there is improvement. They have regular financial reports, make checks on the school's budget and have budget plans for the future. Governors have approved the use of pupil premium funding to employ additional support staff and check the impact of this support on pupil progress. They have used the local authority services to support their professional development and have good arrangements for the induction of new governors. The school's arrangements for safeguarding meet statutory requirements.

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	121342
Local authority	North Yorkshire
Inspection number	425830

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Alan Glover
Headteacher	Beverley Stell
Date of previous school inspection	23 February 2012
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