

CfBT Inspection Services
Suite 22
West Lancs Investment
Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566937

Direct F 01695 729320

Direct email:jsimmons@cfbt.com



12 December 2014

Ms Lamara Taylor
Headteacher
Sharow Church of England Primary School
Berrygate Lane
Sharow
Ripon
North Yorkshire
HG4 5BJ

Dear Ms Taylor

Requires improvement: monitoring inspection visit to Sharow Church of England Primary School, North Yorkshire

Following my visit to your school on 11 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with you, with teachers and with pupils. Discussions were held with governors, including the Chair of Governors, and a representative of the local authority to discuss the action taken since the last inspection. The work of the school was evaluated, a range of documentation was scrutinised including the school's action plan, achievement data and reports to governors. I met with pupils to discuss their work and looked at a sample of their English, mathematics and topic books and visited one Key Stage 2 class.

Context

Since the inspection which judged the school to require improvement, one teacher is absent. Staff within the school, and the headteacher, are teaching the class in her absence. A new Chair of the Governing Body was elected on 1 December.

Main findings

Following the inspection and the disappointment of staff and governors that the school required improvement you are methodically tackling those aspects that are not good. It was clear in discussions that you, your teachers and governors have a shared understanding of what you are trying to achieve. The school improvement plan has been amended to include all of the areas identified for improvement and a number of initiatives have been implemented. The plan is not clear enough about how improvements in the achievement of the most able pupils in mathematics and writing will be secured. Defining these more explicitly would be useful in helping to accurately pinpoint where further work is needed to ensure that the pace of improvement does not falter. Recent training is helping to strengthen teachers' skills in tracking pupils' progress and using data to plan lessons. Although most pupils are making more progress this term than was the case in the last school term, the most able pupils continue to make slower progress from their starting points.

Since the inspection you have revised the policy for feedback and marking. Pupils are clear about what is expected of them when responding to teachers' comments and focused time for them to respond is provided in class. Pupils' mathematics books show greater attention is being given by teachers to checking pupils understanding of what they are taught. The most able pupils are enjoying the challenge and make accurate and thoughtful written replies. Pupils are beginning to read more regularly, following a period when this declined, they are excited by new approaches in which they monitor their reading, earning rewards and completing tests and quizzes designed to check and develop their literacy skills and understanding.

Governors have a clear understanding of the barriers to progress. They have acted shrewdly to strengthen leadership capacity and the appointment, for January 2015, of an assistant headteacher has been made to provide more support and consistency to teaching in upper Key Stage 2.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Focused visits to local schools within the Harrogate and Rural Schools Teaching Alliance are enabling teachers to develop and refine aspects of their classroom practice. However, aspects of the support plan, such as those focused on preparing

leaders for inspection, are unhelpful and risk diverting the school away from securing improvements in the attainment and progress of the most able pupils. Support from local authority officers has helped governors to tackle complex staffing issues.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for North Yorkshire and as below.

Yours sincerely

Gina White

Her Majesty's Inspector

The letter should be copied to the following:

- Mr James Bradley - Chair of the Governing Body
- The Director of Children's Services North Yorkshire Local Authority
- Mr Richard Noakes Director of West Yorkshire and The Dales Church of England Diocese