

Sheriff Hutton Primary School

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

Inspection dates	20–21 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders have worked hard to ensure rapid improvement in the quality of teaching and pupils' outcomes since the previous inspection.
- The quality of teaching, learning and assessment is good because teachers have high expectations of what pupils are capable of achieving.
- All pupils, including the disadvantaged, disabled, those who have special educational needs and the most-able pupils, are making good progress.
- Leaders make good use of performance management to successfully improve the quality of teaching and raise achievement.
- Governors know the school well and support and challenge leaders effectively. They are valuable partners in the drive to secure and sustain improvements in teaching and pupils' outcomes.
- Pupils' personal development and welfare are good. Their enthusiasm and positive attitudes towards learning are contributing to their good progress.
- Parents and carers are highly supportive of all aspects of the school's work. They value the friendly and supportive relationship between home and school.

It is not yet an outstanding school because

- Too few children in the early years are making more than expected progress, particularly in relation to communication and language.
- Not all teachers are adept at picking up on pupils' misconceptions during lessons and taking prompt action to address them. This can sometimes inhibit pupils' progress.
- Not enough pupils are attaining the higher levels in mathematics by the end of Year 2.

Full report

What does the school need to do to improve further?

- Raise the proportion of children in the early years making more than expected progress, particularly in their communication and language skills, by:
 - ensuring that teaching assistants interact more purposefully with children during activities in order to develop their use and command of language
 - being clear what it is children are expected to learn during planned activities so that all staff can adopt appropriate teaching techniques in order to enhance children's progress
 - making better use of the available space so that the environment is more conducive to learning.

- Raise further the number of pupils achieving the higher level in mathematics by the end of Year 2 by:
 - improving teachers' ability to spot when pupils are finding work difficult and take immediate steps to help them progress
 - providing more opportunities for pupils to develop skills in mental calculations
 - improving pupils' ability to solve problems using a range of mathematical operations.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has tackled a history of weak teaching and underachievement since the previous inspection. She has displayed dogged determination and resilience. As a result, teaching is good and pupils are achieving well.
- School leaders are united in their belief that 'only the best is good enough'. This view has been successfully communicated to all staff and pupils. It is this common vision that has brought about rapid improvements to teaching and learning.
- The early years leader is aware that changes are required, particularly in relation to teaching, in order to improve provision and the progress children make. She has only been in post for a very short time and has not had sufficient time to fully address these issues.
- The school's evaluation of its performance is accurate and provides the evidence on which the school improvement plan is based. Subject leaders have a good understanding of the strengths and weaknesses in relation to their designated subjects, and lose no time in taking steps to bring about further planned improvements.
- The leadership of the provision for disabled pupils and those who have special educational needs is good. Pupils make good progress because of carefully planned intervention programmes, frequent checks on progress and good teaching.
- Senior leaders check the quality of teaching and learning through regular visits to lessons. A review of pupils' progress is undertaken every half term alongside staff. This enables underachievement to be identified quickly and strategies put into place to remedy this.
- Staff performance management is rigorous. The process includes shared whole-school targets and improvement points for individual teachers. Professional development is closely aligned to staff needs and progress is reviewed annually. In this way, the headteacher successfully raises the bar in terms of the quality of teaching but also holds teachers to account for the progress of their pupils. This has been one of the key drivers of improvement over the past year.
- Pupil premium funding is used effectively to support the progress of disadvantaged pupils. As a result, the progress of these pupils is improving rapidly in reading, writing and mathematics.
- The curriculum is broad, balanced and accessible to all pupils. It is well planned and takes into consideration the needs and interests of pupils. Opportunities are provided for pupils to apply and practise their literacy and numeracy skills in other subjects. This is particularly noticeable in writing and explains why pupils have made good progress in writing over the past year. A wide range of extra-curricular activities, visits to places of educational interest and residential experiences in Year 6 help to extend pupils' knowledge, as well as supporting their social and emotional development.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils demonstrate a good understanding of Christianity, as well as an awareness of other world religions and cultures. They are developing an open-minded view of the world and show signs of growing up to be respectful and considerate towards other people. In this respect, they are well prepared for life in modern Britain.
- Funding from the government to promote sport and increase physical activity is being used successfully to increase pupils' participation in competitive sports within the community as well as developing their skills.
- **The governance of the school is good**
 - The governing body has made a significant contribution to securing improvements since the previous inspection. Governors, particularly the Chair of the Governing Body, supported the headteacher as she strove to improve the quality of teaching. This proved to be a turning point for the school on its journey to becoming good.
 - Governors support and challenge the school in equal measure. They know the school well, its strengths and areas that require improvement. They have a particularly good understanding of the quality of teaching, pupils' achievement and the work done by school leaders, including in managing the performance of staff.
 - Governors are knowledgeable about the use of additional funding and the impact it is having on pupils' progress.

- The arrangements for safeguarding are effective. School leaders take their responsibility to keep pupils safe extremely seriously and this is acknowledged by parents. Safeguarding arrangements are kept under constant review.
- The local authority provides good support for the school. The support given to the headteacher during a difficult period in the school's development was appreciated. Monitoring and advice by the education development adviser contributed to the pace of change that took the school forward.

Quality of teaching, learning and assessment

is good

- The quality of teaching, especially in Key Stages 1 and 2, has improved rapidly since the previous inspection. This is why pupils are making better progress than has been the case for a long time.
- The teaching of phonics is well planned and, along with the teaching of other literacy skills, is providing pupils with the tools to aid their reading development. Pupils enjoy reading and like to talk about the books they have read.
- Disadvantaged pupils and those who have special educational needs benefit from intervention programmes delivered by teaching assistants. These programmes are carefully matched to pupils' specific needs and teachers continue this work during lessons.
- Good subject knowledge, targeted questioning that requires pupils to think prior to articulating their responses, and good behaviour management are among the features that lead to pupils making good progress in this school. The major reason, however, is the high expectations teachers have of what pupils are capable of achieving. This is a good example of how the ethos and vision of school leaders are having a direct impact on classroom practice and, in turn, raising achievement.
- Teachers plan work that engages pupils in their learning. As a result, they are interested in what they are doing and acquire skills and knowledge at a good rate. For example, pupils in Year 6 were undertaking research in order to write biographies of famous people. One pupil spoke knowledgeably and eloquently about the life and achievements of Leonardo da Vinci. Pupils are given opportunities to discuss their work during lessons with their peers. The use of humour and well-crafted, clear explanations during lessons help to consolidate understanding.
- Pupils receive regular feedback during lessons. Marking is evaluative and extremely helpful because it makes clear to pupils what they need to do to improve. Pupils find this helpful and look forward to receiving comments about their work.
- Appropriate homework is set for pupils of all ages. It is closely allied to their school work and is supported by parents.
- Teachers assess pupils accurately over time and have a good understanding of their needs. However, teachers are not always quick enough to pick up on pupils' misconceptions during lessons and then take swift action to address them. This can delay progress.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils display very positive attitudes to their learning. They listen attentively, respond to questions confidently, work cooperatively with other pupils and are keen to learn. By demonstrating these attributes, pupils are making a significant contribution to their own progress.
- Pupils are confident in their ability to engage with other pupils and adults, including visitors to the school.
- Pupils feel safe and parents acknowledge this. Pupils are aware of bullying in all its forms and say, with confidence, that is not an issue at their school. They understand what constitutes a healthy diet and ensure that the message is communicated within the school and the wider community through the work of the school food council.
- The school council provides pupils with the opportunity to understand, at first hand, what democracy means in action. Councillors talked enthusiastically to the inspector about how they are learning to listen to and respect the views of others as well as the responsibility of decision making.

Behaviour

- The behaviour of pupils is good during lessons and during playtimes.
- Pupils are polite and well mannered. They know the school rules and comply with them.
- Teachers have high expectations of pupils' behaviour. The behaviour policy is rigorously applied by all teachers, teaching assistants and midday supervisory staff. This whole-school approach means that pupils know what is and what is not acceptable because they are treated in a consistent and equitable manner.
- Pupils are proud of their school and enjoy their learning. When members of the school council were asked why they volunteered to help in the school office, one replied: 'Because I have enjoyed being at this school and, as it is my final year, I wanted to give something back.'
- Absence rates are low and pupils are punctual when arriving at school in the morning and when attending lessons throughout the day.

Outcomes for pupils

are good

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. As pupils move through Key Stages 1 and 2 they make good progress. This is supported by current school progress information, a scrutiny of pupils' work and their responses during lessons.
- The proportion of pupils achieving the expected standard in the Year 1 phonic screening in 2015 was broadly in line with that recorded nationally. The majority of pupils are currently making good progress in the development of their early reading skills, including phonics.
- The current good progress evident in the school is a reflection on the current quality of teaching as many pupils have had gaps in knowledge, skills and understanding due to a legacy of poor provision. This was the case in mathematics and writing, particularly in Key Stage 2.
- By the end of Year 2 in 2015, all pupils attained the level expected of them in reading, writing and mathematics. The proportion attaining the higher levels in reading and writing was above the national average. However, this was not the case in mathematics.
- Pupils also make good progress in the acquisition of skills, knowledge and understanding in other subjects such as science, history, art and geography. This is because of teachers' good subject knowledge, careful curriculum planning and the school's policy of providing opportunities for pupils to write across subjects.
- By the end of Key Stage 2 in 2015, the proportion of pupils achieving the expected standard in reading, writing and mathematics combined was above the national average. The proportion of pupils attaining the higher levels in writing, reading and mathematics was also high. The more-able pupils have recently made, and are continuing to make, good progress. This was imperative if they were to reach the standards of which they were capable as they had to make up lost ground due to gaps in skills and knowledge from previous years. Current progress indicates that pupils are on track to emulate and improve on the previous year's performance.
- By the end of Year 6, pupils are well prepared for the next stage of their education.
- The overwhelming majority of disabled pupils and those who have special educational needs are making good progress due to carefully planned and well-delivered intervention programmes. The good support from a range of external agencies also enhances pupils' progress.
- Pupil premium funding is used effectively to support pupils' progress in numeracy and literacy. These pupils make good progress. As a result, the gap between attainment nationally and this group is narrowing rapidly and is close to being eradicated.

Early years provision

requires improvement

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. In certain areas, such as communication and language, some children are often below the expected standard. The overwhelming majority of children make expected progress but not enough make more than expected progress, particularly in relation to their communication and language development.
- The proportion of pupils attaining a good level of development has increased steadily over the past three years. The majority of children, including the disadvantaged and those who have disabilities or special educational needs, make expected progress relative to their starting points.

- Teaching requires improvement because not enough children make more than expected progress in skills relating to reading, writing and mathematics.
- The leadership and management of the early years require improvement. The present leader is keen to improve the quality of provision and appreciates what needs to be done. However, she has only been in post a very short while and has not had sufficient time to make the changes required.
- There is a strong sense of teamwork between all adults and a strong sense of care. Relationships between staff and children are good. As a result, children feel safe because they know they are well looked after.
- Where children are not making more than expected progress, it is because teaching assistants and other adults are not interacting with children sufficiently well to develop their vocabulary and use of language when engaged in activities both inside and outdoors.
- While planning has improved since the previous inspection, it is not precise enough about what it is that children are expected to learn as a result of the activities planned. Expected learning outcomes are too general and this is not helping staff to assess children's progress accurately.
- The main area where children spend their time indoors is not conducive to learning because the space available is not being used as well as it could be.
- Expectations of children's behaviour are high and staff make clear to all children what is acceptable behaviour and what is not. The quality of guidance is good, which is why children settle quickly to routines when they first start in Reception.

School details

Unique reference number	121342
Local authority	North Yorkshire
Inspection number	10002066

This inspection 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	79
Appropriate authority	The governing body
Chair	Alan Glover
Headteacher	Beverley Stell
Telephone number	01347 878441
Website	www.sheriffhuttonschool.org
Email address	admin@sheriffhutton.n-yorks.sch.uk
Date of previous inspection	3–4 December 2013

Information about this school

- This is a very small primary school. Pupils are taught in three mixed-aged classes and the number in each cohort is very small.
- Two teachers have left the school since the previous inspection.
- The early years leader took up her position at the beginning of September 2015.
- 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 and those who are looked after by the local authority.
- All pupils are White British and two pupils speak English as an additional language.
- The proportion of pupils receiving support for their special educational needs is above average. The proportion of pupils 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 at the end of Year 6.

Information about this inspection

- The inspector observed an assembly and seven lessons or part lessons, covering all classes in the school. The headteacher and the senior teacher accompanied the lead inspector on all but two of the lesson observations.
- Pupils' behaviour was observed during lessons, lunchtimes and at playtimes.
- The inspector scrutinised pupils' work in books and discussed their work with them during lessons.
- Meetings were held with the headteacher, subject leaders for English and mathematics, the special educational needs coordinator, representatives of the governing body and a local authority adviser.
- Two meetings were held with pupils: one with a representative sample of pupils from across the year groups and the second with the school council.
- The inspector took account of the 26 responses on Ofsted's online parent survey, Parent View.
- The inspector considered the staff questionnaire responses.
- The inspector observed the school's work and looked at a range of documentation including the school's self-evaluation, the school improvement plan, curriculum planning, and information relating to pupils' achievement and safeguarding.

Inspection team

Christopher Keeler, lead inspector

Her Majesty's Inspector

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Store Street
Manchester
M1 2WD

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