

Sherburn Primary School

Cookshold Lane, Sherburn Village, Durham, County Durham DH6 1DU

Inspection dates	29–30 June 2016
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	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully tackled the issues highlighted in the previous inspections. The quality of teaching is much improved. Leaders' evaluation of the school's effectiveness is extremely accurate.
- The governing body checks the school's performance effectively and rigorously. Governors have high expectations of all the children in the school.
- Leaders and governors are keen to ensure that pupils achieve well academically and also develop as well-rounded individuals.
- Teaching is good because staff take account of what pupils already know and can do when they are planning activities. Teaching support staff are equally effective.
- Pupils make good progress and attain good standards from their individual starting points. As a result they are very well prepared for the next stage of their education.
- The teaching of phonics (letters and the sounds that they make) is extremely effective and the proportion of pupils achieving the phonics standard in Year 1 is high.
- Pupils' spiritual, moral, social and cultural development is good.
- Pupils show a thirst for learning. They are polite and courteous, behave well around school and show respect to adults.
- The school's work to keep pupils safe is effective.

It is not yet an outstanding school because

- Some middle leaders have not yet developed the skills needed to identify how teaching and learning can be improved in the areas for which they are responsible.
- Despite their progress being good, attainment gaps between boys and girls and between disadvantaged pupils and other pupils in some year groups are still too wide.
- Pupils do not always study subjects such as history, art, music and modern foreign languages to sufficient depth, and teachers do not make rigorous checks on their learning.
- Despite efforts to improve attendance, the rate of persistent absence is too high.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring middle leaders are trained and supported to become more skilled in identifying where teaching and learning can be further developed in the areas for which they are responsible.

- Further enhance pupils' progress and levels of attainment by:
 - ensuring that subjects such as history, art, music and modern foreign languages are taught in sufficient depth and that accurate checks are made on pupils' acquisition of skills, knowledge and understanding
 - reducing the level of persistent absence
 - taking effective action to close the attainment gap between boys and girls and between disadvantaged pupils and other pupils in those year groups where the current gap is too wide.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has provided good leadership and a steady hand to guide the school through a period of considerable change as the two schools amalgamated. With the support of the local authority she has developed the capacity of capable and talented staff within the school to ensure that the positive progress made since the previous inspections does not stall.
- She is unwavering in her determination to ensure that pupils receive the very best education and leave the school ready and willing to tackle the challenges that lie ahead. Staff are united in the desire to ensure that every pupil at Sherburn Primary has an equal opportunity to succeed and to make certain that discrimination is not tolerated. High expectations of work and behaviour are consistent in most classes, though more needs to be done to close the gaps between boys and girls in some year groups.
- Since the previous inspections, the leaders have succeeded in achieving their main aim to drive up standards in teaching and learning. Teaching is now consistently good and this leads to pupils making good progress in reading, writing and mathematics.
- Most teachers assess and mark pupils' work regularly and help pupils to know what they have done well and what they need to do to improve further. Some teachers do not follow the agreed marking policy well enough.
- Leaders analyse information well to see where performance is stronger or weaker, therefore they have an accurate view of school effectiveness. Where leaders and governors have prioritised improvements in the past, there is clear evidence of impact of their actions, for example when improving pupils' outcomes in the early years and Year 1.
- There have been a number of recent changes in leadership roles. Middle leaders often have considerable enthusiasm for the areas for which they are responsible. Not all, however, are wholly effective in identifying ways that teaching can be improved to the very best levels. They need more rigour and robustness in their roles of checking work and the quality of teaching and learning across both sites.
- The school has a good relationship with the local authority and has benefited from well-targeted challenge and support. This has been particularly useful in helping to improve the quality of teaching, and honing the accuracy of leaders' judgements.
- Staff training has been a significant factor in the school's improvement journey. Leaders are fully committed to developing the workforce and arrange regular, ongoing training for teachers. Training is linked to individual performance targets for staff and supports their ability to meet the needs of all pupils.
- Leaders consider the individual needs of disadvantaged pupils and their families and provide bespoke support. However, the gaps in the standards achieved by disadvantaged pupils and other pupils are not closing rapidly enough. The progress made by disadvantaged pupils is similar to and sometimes better than others in school but their attainment is much lower.
- The physical education (PE) and sport premium grant for primary schools is used effectively. Specialist sports coaches are employed to help train staff in the delivery of PE and sport, and this is helping to improve their teaching. The funding also gives pupils opportunities to take part in a wider range of activities throughout the year and many more take part in inter-school competitions than in the past.
- Pupils' spiritual, moral, social and cultural development is a strength. Pupils have many opportunities to celebrate diversity in the world. For example, they learn about the Sri Lankan culture from their link with a partner school and learn about other faiths and festivals. These activities enable the pupils to broaden their horizons
- Pupils also have a good understanding of life in modern Britain. They learn about democracy through the election of school councillors and voting for the choice of books. Pupils recognise the need for the rule of law by adhering to rules in school and learning how to make the right choices. Leaders make sure all pupils are valued and that mutual respect and tolerance are strong features of the school.
- Pupils enjoy their learning because the curriculum is motivating and supports pupils' development very well. It is enhanced through visits and visitors to the school and by the wide range of clubs that pupils can enjoy. However, although the planning of the curriculum ensures that all subjects are covered, pupils do not always acquire sufficient depth of knowledge in subjects such as history, art, music and modern foreign languages. Additionally the school has not yet devised a way of checking that pupils progressively develop the required skills, knowledge and understanding in these subjects and therefore cannot evaluate how well pupils are learning.

- On the whole, parents are overwhelmingly positive about the standard of education provided. However, a small number feel that communication could be better. School leaders recognise these concerns and have clear plans to solve them.
- **The governance of the school**
 - Governors have a wide spectrum of skills which they use effectively to support and challenge leaders. They celebrate the strengths of the school and know where the areas for improvement are. They have helped to oversee improvements in many areas of the school’s work.
 - Governors have a secure understanding of external data and use the information provided by the headteacher. External advice helps them gain a detailed and accurate view of the school. They make sure that they keep abreast of where performance and practice is strong and where improvements can be made.
 - Governors provide challenge to the headteacher through performance management.
- The arrangements for safeguarding are effective. Procedures are adhered to by staff and checked regularly by governors. Leaders ensure that staff access training regularly to help them fulfil their responsibilities. For example, they have recently received training in helping to keep pupils safe from radicalisation and extremism.
- Policies and procedures to keep pupils safe are reviewed regularly and are shared with staff, volunteers and governors. All staff and volunteers are subject to rigorous checks before they are allowed to work with pupils. Risk assessments are completed regularly and are checked by senior leaders.

Quality of teaching, learning and assessment **is good**

- Teaching has improved since the last inspection and is now good. Teachers’ expectations of pupils are consistently high throughout the school. Over time, teaching has instilled in all pupils good habits for learning, including the capacity to listen, be resilient, learn from all the adults, and have high expectations for the quality of work they can produce. Pupils respond to these clear expectations with a keen and willing attitude.
- The teaching of phonics is well organised. Teachers check pupils’ progress regularly and adjust teaching accordingly. Relevant training for staff and effective new resources have been introduced and these changes have had a significant impact on pupils’ progress.
- Evidence in books and other inspection activities shows that the teaching of writing is good. Pupils are taught different styles of writing and learn how to write for different purposes. For example, there are good opportunities to write short pieces and to write at length as well as to apply their grammatical knowledge to ensure that their writing has a powerful impact.
- Pupils are provided with good opportunities to master mathematical skills, including applying them to solve mathematical problems or to conduct investigations. For example, pupils in Year 6 were using formulae when calculating the area of regular and irregular shapes effectively. After sharing their ideas, they applied their mathematical knowledge independently to deepen their understanding.
- Pupils do not always respond to teachers’ feedback and teachers do not challenge the lack of response. As a result, misconceptions and misunderstandings are missed and progress is not as rapid as it could be.
- Teaching assistants provide very effective support to pupils’ learning, particularly for pupils with special educational needs or disabilities, and those at the early stages of learning English. During lessons, teaching assistants provide pupils with clear explanations and show a competent grasp of mathematics and English grammar. Teachers deploy teaching assistants adeptly to help pupils needing support with their concentration or behaviour, allowing individuals and the class to continue learning. This helps everyone to make good progress.
- Relationships between teachers and pupils are excellent and, as a result, pupils work hard, are willing to take risks and want to do well. There is a strong and positive ethos in the school. Pupils are confident to ask questions if they do not understand, as they know staff will help them.
- Many teachers pose questions that encourage pupils to think hard and deepen their understanding. Pupils respond eagerly to these questions and are keen to contribute to class discussions.
- Teaching is preparing pupils well for their next school and life beyond. They develop into interested and enquiring learners.

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 have positive attitudes to their learning because adults' expectations of them are clear. They understand the purpose of each set task and work cooperatively in pairs or small groups, but also work individually for extended periods of time. Teachers use praise frequently to ensure pupils know that their efforts are appreciated. The eagerness of pupils to please is a real strength in this school and the smiles on their faces show their delight at being here.
- Pupils throughout school are encouraged to be independent, make choices in their learning and to take responsibility for themselves and others. As a result they are confident and self-assured. A positive feature of learning at Sherburn Primary is the way that pupils, particularly those in upper key stage 2, actively seek challenging work. Pupils know that to struggle is not a sign of failure and acknowledge that there are different levels of understanding.
- Pupils' understanding of British values is good. For example, pupils talk with maturity about how we should respect everyone, and show recognition of the need for inclusion, honesty and compassion. For example, pupils and their parents have raised significant funds for many charities.
- Every parent, and all members of staff who completed the online questionnaire, agree that children feel safe, and are overwhelmingly positive about how happy the children are in school. Pupils spoken to unanimously agreed that everyone in school looks after them well, helps them feel safe and cares for them. Evidence from the inspection confirms this.
- Pupils were emphatic that bullying does not happen. They are aware of the different forms bullying can take. All are confident they would report an incident if it occurred, and know to whom they would report it. The large majority of parents who expressed a view thought that bullying was dealt with well.

Behaviour

- The behaviour of almost all pupils is good. Pupils are thoughtful, reflective and courteous.
- Pupils' attitudes to learning are extremely positive. They show a good understanding of the values of perseverance and resilience and explain why these are so important in their learning.
- Almost all pupils work very hard and try their best. The work in pupils' books is well presented. Pupils take great pride in their work and are proud of their school. One pupil summed up his view of the school by saying 'we have a great environment which is warm, safe and friendly'.
- Pupils conduct themselves well in and around school. Throughout the inspection, pupils worked well together in the classroom and played well with others at breaktimes. No lessons were disrupted by poor behaviour, although pupils did report the occasional 'naughtiness' of some.
- Pupils learn to express their own views and feelings, as well as listening to the views of others. They accept and embrace all of the different cultures within the school.
- Pupils enjoy taking on additional responsibilities. For example, the 'play leaders' help support the younger children with their play, the eco-team make sure lights, computers and taps are turned off when not in use, and school councillors challenge leaders to improve their playground.
- The school works robustly to encourage attendance and communicate with parents to ensure they are aware of their responsibilities. The parental support adviser has collected children when there has been a difficulty. Consequently, other than through illness, over which the school has no control, and the small number of persistent absentees, attendance is above average.
- Most parents who responded to the survey thought that the school does a good job in making sure pupils are well behaved.

Outcomes for pupils are good

- Decisive action by school leaders has significantly improved teaching since the last inspection and, from lower than average starting points, pupils make good, and in some cases very good, progress. Across almost all year groups current pupils make consistently good progress in reading, writing and mathematics, developing secure knowledge, understanding and skills.
- There is an improving trend in the achievement of pupils currently in the school because they have benefited from recent developments. For example, improvements in the teaching of phonics and the use of new resources have helped to raise standards in the Year 1 phonics check from 74% in 2015 to 90% in 2016. This is above the national average.

- Historically, outcomes at the end of Year 2 have been below average but a three-year improving trend has led to attainment closely matching the national average in reading, writing and mathematics.
- The improvements are largely due to the strengthening of teaching, particularly in Year 2. In addition, the changing of timetables to establish formal sessions for phonics, guided reading, mathematics and English ensured that concepts were systematically taught.
- The strengthened tracking of pupils' progress resulted in a sharper focus on disadvantaged pupils and pupils with special educational needs or disabilities. Leaders successfully identify underperforming groups and individuals so that appropriate support can be provided. Additional intervention groups improve writing, phonics and reading. In 2015, the gap between disadvantaged pupils in Year 2 and other pupils was narrower than that seen nationally.
- In 2015, standards in Year 6 were broadly in line with the national average. In national tests for Year 6, pupils on both sites achieved standards which exceeded the national average in all subjects at the expected level. The proportions achieving higher levels were a little below average in writing but broadly in line in reading and mathematics. Almost every child made at least the expected progress in reading, writing and mathematics, and the proportions making better than expected progress exceeded the national average.
- As a result of a greater focus on grammar, punctuation and spelling during English lessons, attainment in this aspect of pupils' skills continues to improve. Standards in 2015 were in line with the national average, and pupils made good progress.
- In 2015, the gap between disadvantaged pupils in Year 6 and other pupils was narrower than that seen nationally in reading and mathematics, but slightly wider in writing and spelling, punctuation and grammar. However, there are a number of year groups where the attainment gap between disadvantaged pupils and others, and the attainment gap between boys and girls, is too wide. The school places a relentless focus on improving outcomes for all pupils, and especially disadvantaged pupils. Most are reaching their targets and make progress similar to others in school. Closing the gap is correctly a school priority on the school development plan and leaders are determined to tackle these issues.
- The progress made by pupils with special educational needs or disabilities is at least average and a number make the very strong progress that others in the school make. Teachers successfully support the progress of these pupils, ensuring they fully demonstrate they have secure knowledge, skills and understanding before moving on.
- Pupils leave the school with the knowledge, skills, understanding, drive and commitment to make a good start at secondary school. They are well supported by leaders' determined efforts to transfer important information about pupils' learning needs to partner secondary transition schools.
- The most able pupils achieve well because teachers plan learning that provides an opportunity for all pupils to extend their skills. In addition, where necessary, the most able pupils are provided with extra challenges. For example, in mathematics, after a teacher capitalised on a pupil's comment about 'pi', pupils carried out investigations, learning quickly to test out hypotheses when solving problems about circles.

Early years provision

is good

- Children join Reception with skills slightly below what is typical for their age. Good-quality teaching ensures that they make good progress in the early years. By the end of the Reception Year, the percentage of children who achieve a good level of development is above the national average and they are well prepared for Year 1.
- Through effective training and support provided by the local authority and staff from a local school, the early years leader has developed a good understanding of the needs of the children and has implemented a determined and successful drive for improvement. The teachers and the teaching assistants form a strong teaching team.
- Children are keen to come to school and love to learn. Children were delighted to explain how they enjoy taking home the class toys and how they share adventures with 'Rory the Dragon' and 'Pansy the Panda'.
- Children make good progress in their early reading and writing skills. This is because adults provide many opportunities for them to learn to read and write in fun and innovative ways. The skills of using letters and sounds and handwriting are taught well from the early years onwards. Teachers encourage pupils to listen and write carefully and articulate sounds accurately.

- As children extend their knowledge, skills and understanding, the teachers track their progress carefully through assessments and learning journals. Staff use this information well to organise learning activities to match children's abilities.
- Children make especially good progress in their personal and social development so that their behaviour is good for their age. They thrive in an atmosphere where they feel safe and they respond positively to the high expectations of adults. As a result, children are able to listen to adults and to one another, following instructions, sharing and taking turns with very little fuss.
- The indoor and outdoor learning areas are well organised and stimulating so that children are eager and enthusiastic. For example, the Durham Mini Olympics which was organised during the inspection provided a stimulus which included activities to encourage children's development of physical skills and to increase their understanding of what constitutes a healthy snack in the café.
- A visit to a local farm and well-chosen stories provide a rich stimulus for language development and for other aspects of their development.
- The most able children are challenged well so that they are exceeding the skills typically found for their age. Disadvantaged children in the early years also achieve well and make good gains in their early language and communication skills. When needed, the school makes effective links with other agencies, to provide early support to children with special educational needs or disabilities.
- Staff engage positively and constructively with parents to prepare children for school and to settle them into their new surroundings. However, teachers do not make sufficient use of children's learning at home and do not request enough from parents to contribute to children's learning journals, for example.
- Children's behaviour and safety are good. Parents say their children feel very safe and are cared for well. Children's spiritual, moral, social and cultural development is promoted well and they are curious about the world around them.

School details

Unique reference number	114127
Local authority	Durham
Inspection number	10012047

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	184
Appropriate authority	The governing body
Chair	Raymond Pye
Headteacher	Susan Cornforth
Telephone number	0191 372 0281
Website	www.sherburnprimary.durham.sch.uk
Email address	sherburnvillage@durhamlearning.net
Dates of previous inspection	13–14 May 2014

Information about this school

- Sherburn Primary School was formed from a merger of Sherburn Village Primary School and Sherburn Hill Primary School in September 2015. It is situated on two sites, around a mile apart. The former Sherburn Village Primary School site provides for 131 pupils and the former Sherburn Hill Primary site provides for 53 pupils. Both of the former schools were inspected on the same dates in May 2014 and both schools were judged to require improvement.
- The proportion of pupils supported by the pupil premium (additional government funding to support the learning of pupils known to be eligible for free school meals or children looked after) is broadly in line with the national average.
- The proportion of pupils from minority ethnic groups is well below the national average, and the vast majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is also well below the national average.
- The proportion of pupils who have special educational needs or disabilities is well above the national average. The proportion identified for additional support with an education, health and care plan is also above average.
- Children in the early years are taught with pupils from Year 1 on both sites. At the Sherburn Hill site, pupils in Years 2 and 3 are taught in one class and pupils in Years 4, 5 and 6 are also taught in one class. At the Sherburn Village site, all year groups from Year 2 to Year 6 are taught in single year group classes.
- There have been a number of staffing changes and changes in leadership roles since the amalgamation.
- In 2015 Sherburn Village School met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6. Sherburn Hill had too few pupils to fulfil the criteria for calculating the floor target standards.
- A breakfast club is provided on both sites.
- The school website meets requirements.

Information about this inspection

- The inspectors observed learning in all classes and in a range of subjects. Some sessions were jointly observed with the headteacher. They also looked at work in pupils' books and at the learning journals of children in the early years. An inspector listened to six pupils read.
- The inspectors observed pupils' behaviour in classrooms, around school, in the playground and during lunchtime. The inspectors also assessed the school's promotion of spiritual, moral, social and cultural development.
- The inspectors held meetings with the headteacher, other school leaders, and a representative from the local authority. They also spoke to teachers, and met with representatives of the governing body.
- A group of 10 pupils discussed their opinions of the school and their learning with the lead inspector, and pupils also spoke informally with inspectors.
- The inspectors considered 27 responses to Ofsted's online parent survey (Parent View) and also spoke with a number of parents before and after school.
- The responses of 73 pupils and 20 staff who completed online questionnaires were also analysed.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' outcomes, minutes from governors' meetings and other documented work of governors, the school's evaluation of its own performance, and its development plan. Behaviour and attendance records, and information relating to safeguarding, were also scrutinised.

Inspection team

Steve Bywater, lead inspector

Ofsted Inspector

Jim Hannah

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

