

Sharow Church of England Primary School

Berrygate Lane, Sharow, Ripon, North Yorkshire HG4 5BJ

Inspection dates

14–15 September 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

- From their starting points, pupils do well and make good progress by the time they leave the school. This is the case for different groups of pupils, including disadvantaged pupils, who often outperform their peers. It is also the case for all subjects, including reading, writing and mathematics.
- Teachers regularly use opportunities well to reinforce the key skills across all areas of the curriculum, which enhances pupils' progress and ensures that they reach high standards.
- Thanks to strong teaching and a purposeful environment, pupils' conduct is good and they have positive attitudes to learning. Pupils are safe and feel well cared for.
- Attendance is consistently above the national average. This is because pupils like being at school.
- Leaders work very effectively to ensure that pupils have regular opportunities to enhance their spiritual, moral, social and cultural development.
- Leaders have worked effectively to make the necessary improvements identified at the last inspection. This has included working closely with teachers to ensure that they are given the right support and training to perform well in the classroom.
- In the early years, children make good progress across all learning areas so that they are well prepared for Year 1. This means that the large majority of children leave Reception with a good level of development.
- Governors are well informed about some aspects of the school's work, although they are about to receive further training to ensure that they use this information correctly and are better placed to challenge and support leaders in school.
- At times, teachers do not check pupils' understanding carefully enough during lessons and so misunderstandings are not identified and addressed quickly.

Full report

What does the school need to do to improve further?

- Improve teaching further, especially in key stage 1, so that pupils' progress increases further by ensuring that:
 - teachers use opportunities in class to check what pupils understand and quickly identify where misconceptions have arisen so that these can be immediately addressed and pupils can move on rapidly
 - the good progress made in the early years, where strong foundations have been built, is taken advantage of when pupils move into Year 1.
- Improve leadership further by ensuring that governors make better use of the information provided to challenge leaders and develop a deeper understanding of the strengths in the school and of the areas that still need further development.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have worked well to ensure that the areas for development identified at the last inspection have been improved. This means that different groups of pupils are now making good progress, that teaching is good and that there are clear priorities identified so that the school can continue to do well and improve further.
- Leaders in school have worked with the local authority and a national leader of education to ensure governance improves. Thanks to the headteacher's clear understanding of the issues around governance, important and bespoke training is in place to support the improvement of governance.
- Effective appraisal ensures that teachers have targets that are relevant to their areas of responsibility and are focused on ensuring that pupils reach their potential and make good progress. Appraisal also links with training for staff and ensures that training opportunities support individual staff members' specific needs and areas of responsibilities. This includes training by stronger teachers of less experienced teachers in school.
- Leaders have improved the monitoring of teaching, which is now more accurate and done more regularly. This has ensured that where teaching needed to improve, it has done. Along with the appraisal system, monitoring has also identified where teaching failed to improve. There is no inadequate teaching in the school as a result of this.
- Leadership of provision for pupils who have special educational needs and/or disabilities is strong. These pupils are well known to leaders and their teachers. There are clear plans in place to support these pupils in the classroom and around school, which helps them to make good progress and to make positive relationships with their peers and adults in school.
- The school has worked very well to improve the progress of disadvantaged pupils. The money received for these pupils is used well to support them in the classroom and to ensure that they can participate fully in extra-curricular activities or in special events and trips organised by the school. As a result of this, these pupils do as well and often better than their peers in school and against the national average.
- The additional primary school sport funding is used effectively. Pupils enjoy sports and their physical education (PE) lessons. They take part in different sports and report that there has been a lot more equipment to use in PE and in the playground to support their enjoyment of different sports. They also play sports competitively in the local area.
- The behaviour of pupils remains a strength of the school and the improvements in teaching have also improved the pupils' attitudes to learning.
- The curriculum is broad and balanced and engages pupils. This can be seen in the pride they take in their work and the improvements in pupils' outcomes. The curriculum has been redesigned to ensure that there are very regular opportunities for pupils to reinforce their reading, writing and mathematics. This has meant that standards in these areas have improved and that pupils can see the value of such skills in a wide variety of subjects and situations. For example, pupils go on residential trips where they have to work within a budget to plan meals, work out the cost and then order

food online.

- Pupils go on regular trips to local areas of interest as well as to places further afield. Leaders in school are mindful of the context in which the pupils live and arrange events that show them about the world beyond their own. This includes a trip to London to show pupils the multicultural side to life in modern Britain. Such events support pupils' understanding of how their lives compare with and differ from those of others and this helps to prepare them for life in modern Britain. In addition, such trips, plus events in school, aid pupils' spiritual, moral, social and cultural development. This is a particular strength in the school. As well as having very clear values which pupils understand and live by in all they do, they also learn about different faiths and cultures in their history, geography and religious education lessons. Learning in class is well supported by assemblies and visitors to school.
- The engagement of parents has been an area of focus for leaders. They have worked hard to listen to parents and to act on their concerns. As a result, a large majority of parents are happy with the school and believe that their child is making good progress, is safe and is happy at school.
- The local authority has supported leaders well by brokering the support of a local teaching alliance and national leader of education. This support has been positive for the school, especially in the work to enhance teaching and pupils' outcomes. The local authority has regularly checked the progress of the school since the last inspection and has been accurate in its assessments and in the points for action identified over time.

Governance of the school

- Governors do not make full use of the information provided by leaders in school. This means that they do not have a detailed view of how some aspects of the school have improved since the last inspection so they have not challenged leaders in a focused way. This mainly relates to the use of assessment information and the impact of work to support different groups of pupils, including disadvantaged pupils.
- The headteacher has worked effectively with the local authority and the national leader of education to identify the training governors need to enhance their understanding and skills and a programme is in place to help governors to develop their effectiveness further.
- Governors understand how the appraisal system works to reward good teaching and challenge underperformance. The system is robust and has contributed to improvements in the classroom and pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- The school works with families and external agencies so that the safeguarding of all groups of pupils is effective. Staff are trained regularly in school and go to training events provided by the local authority, as appropriate. Policies are updated and communicated to parents via the school website.

Quality of teaching, learning and assessment

Good

- Pupils' work in books and teachers' assessment information all show good outcomes. Teaching is now good, representing an improvement since the school's last inspection.

As a result, a high proportion of pupils reach the national standards in reading, writing and mathematics by the time they leave Year 6 and some exceed these standards.

- Teachers are skilful in their use of the key skills at every opportunity within learning. This means that pupils get regular practice in reading, writing and mathematics, which has helped improve their outcomes.
- Teachers use the marking of books to gauge how well pupils have understood their learning and offer pupils succinct and helpful feedback to make the necessary improvements. Pupils routinely use this feedback properly and check their own learning, using the feedback, to make improvements. This is helping pupils to make rapid progress.
- The teaching of phonics for younger pupils is strong. By the end of Year 1, a large majority of pupils have a firm understanding of phonics thanks to the systematic approach to learning on a daily basis. Phonics skills are reinforced throughout the school to support pupils in their spelling as they move up the school. In addition, there is a good system to ensure that where pupils struggle with their phonics, they are given extra support so they have extra time to develop these important skills rapidly.
- Questioning is a strength, but at times there are missed opportunities to use questioning and other techniques to check pupils' understanding during the lesson. This means that misconceptions can become apparent and are not always identified until checks are made in books. This is more often the case in key stage 1 and is apparent in the way that progress can slow at this stage for some pupils.
- Teaching assistants are well trained and know the pupils they work with well. However, as with teachers, there are sometimes missed opportunities to check how well pupils have understood and whether there are misconceptions in their learning.
- Pupils who have special educational needs and/or disabilities are well supported in class, due to the strong systems and planning which are supported by leaders. Teachers and assistants know the individual pupils' needs and how to engage and support them in their learning. This means that they make good progress.
- The most able pupils are challenged well in their learning. This means there have been improvements to the way pupils are challenged since the last inspection and that these pupils make good progress and often exceed national standards in reading, writing and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and understand why they feel safe. They can cite the care by adults in school to ensure that they are safe in school. They also report that they trust adults and would speak with them if they were upset. The school's own records demonstrate that the school records and deals with even minor matters around behaviour or pupils being upset.
- Pupils have regular opportunities in lessons and in assemblies to learn about how to keep themselves safe in different situations, including road safety, bike safety and using the internet safely. There is also training for parents on the safe use of the internet.

- Pupils know about different types of bullying and report that bullying is very rare, which records also show. There have been no serious behaviour incidents since the last inspection. Equally, where minor behaviour issues arise, they are dealt with quickly to ensure that they do not persist and to ensure that there is little repetition of poor behaviour, which records also show.
- Pupils are very proud of their school. They believe that their school is special because it is a Christian school. However, they also say that the values that they believe in are important, and are held by all types of people, including those from other faiths and those who do not have a faith. They report that school is friendly and welcoming and pupils who are new to the school, including very young children, agree with this.
- Pupils take pride in their own appearance and their work in books. Books show very strong presentation by pupils who understand the high expectations of staff in this area. In addition, because there are clear routines in place, pupils move about calmly and efficiently, meaning learning time is not wasted and pupils are safe. The classrooms and other areas around the school are tidy and well organised.
- Pupils know how to keep themselves fit and healthy because of the chance to exercise in PE and at playtime. They also enjoy the food they have at lunchtime, although they would like this to improve. Some pupils reported that they were told a new kitchen and dining room were to be built but that this is not happening anymore, which has disappointed them. They had hoped these new facilities would have improved the food.

Behaviour

- The behaviour of pupils is good.
- Pupils show positive attitudes to learning. Adults are good role models to the pupils in the way that they show respect. This means that there is a calm and friendly atmosphere and pupils feel confident in their learning and at social times.
- Due to high levels of motivation, pupils have benefited from the improvements made in teaching and have engaged well with the generally heightened expectations of adults.
- Lessons are rarely disrupted because of poor behaviour. Pupils understand the expectations of adults and the routines in place, so that they move between areas of the school and between activities well, without wasting time and with little adult intervention.
- Since the last inspection, the number of more serious behaviour issues has reduced. This is because the support for pupils who have difficulty managing their behaviour has been effective. These pupils are now able to be fully part of school life without causing significant concerns. Again, parents are very positive about the work of the school in ensuring that behaviour is good.
- Pupils' attendance is in line with the national average for different groups of pupils, and this represents an improvement since the last inspection. Pupils enjoy coming to school and their learning.

Outcomes for pupils

Good

- From their starting points, pupils make good progress and reach the expected standards in reading, writing and mathematics. This is the case for different groups of pupils, although progress is not as rapid in key stage 1. Pupils arrive into Year 1 well prepared for their next stage of learning. However, there can be a lack of pace in key

stage 1, which means that some pupils' progress slows to a certain extent.

- Disadvantaged pupils across all key stages make good progress and are also well prepared for their next stage of learning. This is because there is a particular focus on these pupils and their assessment information is checked, and where there is underachievement, it is dealt with quickly through strong support programmes. It is also due to strong teaching in lessons.
- Outcomes for those pupils who have special educational needs and/or disabilities are good. This is because leaders' plans are clear about their needs and learning goals. Teachers know these and are supported by leaders, who also work positively with parents. This ensures that these pupils achieve well.
- The most able pupils in school also make good progress. This is because pupils are given challenging work and are given the skills and resources to work increasingly independently.
- Reading is taught well and pupils enjoy their reading. This is seen in the strong development of phonics skills and in the outcomes of pupils as they leave key stage 2. At times, in key stage 1, the opportunity to link phonics skills with reading for comprehension can be missed.
- Mathematical skills have improved the most strongly in the school. Teachers have done this by using regular opportunities to reinforce mathematical skills in different subject areas.

Early years provision

Good

- Overall, children start school in Nursery or Reception with skills and knowledge generally typical for their age. Due to some very small cohorts and varying numbers in cohorts, the proportion of children arriving in line with what is typical can differ.
- From these starting points, a higher than average proportion of children leave Reception with a good level of development and a proportion of children exceed this standard in certain areas. This is particularly the case in reading and mathematics. This means that children are well prepared for Year 1.
- Teaching in the early years is good and it meets the children's needs well. This is helped by strong relationships with parents and carers and the work done to support children and families when children arrive in Nursery or Reception for the first time. Children settle quickly in the morning and are keen to start learning. There is a real variety of activities planned for children, which change at certain points of the week.
- The curriculum is also well planned, supports strong engagement by children and enhances their development well. This is seen in the activities, which incorporate a range of development areas for the children, including the development of their fine and gross motor skills, alongside their reading, writing and mathematics.
- Leaders carefully consider the children in the setting to design activities and themes that interest the children and that consider where there may be particular gaps in their development. They also have a strong assessment system, which means that children are observed and assessed regularly. In turn, this supports planning which takes into consideration the individual children's needs.
- The leaders and teachers engage parents effectively and provide them with regular updates on the assessment of their child and areas for further development. Parents

appreciate this and feel well informed.

- The outdoor and indoor provision reflect one another and provide children with a real choice for their learning. Children choose to be inside or outside and enjoy both parts equally. This means that children enjoy their learning and are well engaged.
- Thanks to strong and regularly reinforced routines, which children understand and value, their conduct is good. Very early in the year, they are used to these routines and this helps them feel safe and increasingly able to work and move about the setting independently. They listen well to adults and can follow instructions.
- The school's leaders have worked effectively to maintain the strengths seen in the early years at the last inspection. They have done this by regular and good-quality training by strong teachers in the school.

School details

Unique reference number	121588
Local authority	North Yorkshire
Inspection number	10019739

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	Local authority
Chair	James Bradley
Headteacher	Lamara Taylor
Telephone number	01765 604362
Website	www.sharow.n-yorks.sch.uk
Email address	admin@sharow.n-yorks.sch.uk
Date of previous inspection	16–17 September 2014

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are White British.
- A lower than average proportion of pupils is disadvantaged. These pupils are supported through the pupil premium funding.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- Children enter the school in Nursery on a part-time basis and move into Reception on a full-time basis.
- The school is organised in mixed-year classes.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its

website.

Information about this inspection

- The inspector observed a range of lessons.
- The inspector observed and spoke with pupils during lessons and at breaktime. She also met formally with groups of pupils from Year 2 to Year 6.
- The inspector heard pupils read from Year 2 and Year 6.
- The inspector also observed an assembly.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and representatives from the local authority, as well as a national leader of education who has supported the school since the last inspection.
- The inspector observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures and pupils' attendance data. Inspectors also looked at information about pupils' progress and attainment.
- The inspector considered 58 parental responses to the online questionnaire (Parent View). They also spoke with parents as they brought their children to school during the inspection.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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