

Inspection of a good school: Sherburn Primary School

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

Inspection dates:

27–28 February 2020

Outcome

Sherburn Primary School continues to be a good school.

What is it like to attend this school?

'Every day is different,' one pupil said, enthusiastically summing up how much pupils love this school. Pupils enjoy going on many trips and visits. Residential trips help to develop pupils' confidence and independence. Most pupils take part in sporting activities. They say that this is important 'to get you fit and healthy'. This includes unusual events such as archery and boxercise.

Pupils say that they feel safe in school. On the very rare occasions when bullying does happen, they are confident it will be dealt with. Pupils say that they love taking on responsibilities. Sports leaders organise energetic games in the playground. The eco-team promote energy-saving and sustainable lifestyles. Many pupils love singing in the choir.

Pupils love their lessons. Teachers have high expectations of them and push pupils to do their very best. Pupils really enjoy reading. Teachers encourage pupils to read for pleasure. Pupils also say that their mathematics lessons have become 'really interesting' of late. This is because school leaders have worked hard to improve mathematics.

Pupils behave impeccably in lessons because they enjoy them so much. Outdoors, pupils say it can be a little rough when pupils 'play fight'. Some pupils say that they have been knocked over when this happens.

What does the school do well and what does it need to do better?

Teachers are dedicated, hard-working and lead by example. One pupil called them 'superhuman'. Leaders now have more time than they had previously to make sure that things improve quickly. This has led to rapid improvements, for example in mathematics and in reading.

Reading is the top priority in school. Phonics is taught well, starting in Reception. The curriculum is very clear about what pupils should learn at each stage in Reception and Year 1. This makes it easy for teachers to spot pupils who fall behind. The books that

pupils read match the sounds they are learning. This makes sure that they practise and perfect their reading. Pupils who need additional support catch up quickly. Pupils develop a love of reading. Many Year 6 pupils read for pleasure. Pupils love sitting and listening to stories that teachers read to them in class. This happens every day. The deputy headteacher is an expert in early reading and phonics. This means that all staff benefit from her expertise and also learn from each other.

The mathematics leader has led improvements with energy and vision. The curriculum is well organised. It builds on what pupils already know. Pupils learn their times tables well. They now have strong skills to solve real-life problems using their mathematics knowledge. However, the curriculum varies in how it is taught. In some classes, teachers move on to new work before pupils have had a chance to practise and master their mathematics skills. Where this happens, pupils have gaps in their learning.

The curriculum in other subjects is strong. Many pupils take part in sports after school. Music is improving as staff improve their subject knowledge. The curriculum in history has improved quickly. This is because the history leader has worked hard to make sure it meets the needs of pupils and challenge them effectively. Many pupils say that history is now one of their favourite subjects as a result.

Parents of pupils with special educational needs and/or disabilities (SEND) are happy with the school. These pupils receive good support, for example when receive therapy using interlocking toy bricks. Teaching assistants support pupils well in the classroom.

In the early years, children begin their love of books and reading. For example, children read the poem 'Mr Mad's Machine' then act it out using the outdoor area. They learn mathematics through fun activities involving baking, jumping and looking for hidden numbers. Pupils learn science by using practical examples, including what happens when water freezes in a rubber glove. Children beam with excitement throughout the day. They behave well and make friends quickly. Adults are extremely caring. They work with parents closely and keep them fully informed. Leaders make every effort to ensure that the early years provision is safe and expertly led and managed.

Pupils learn about the importance of respecting others, irrespective of race, disability, sexuality or gender. 'Everyone deserves respect,' as one pupil put it. Pupils are aware of the importance of sustainability. Pupils grow vegetables to be served in the school dinners. The school garden has won local prizes.

Governors are dedicated and have good local knowledge. They are aware of the need to keep a watchful eye on teachers' workload.

In lessons and around the school, pupils behave well. In corridors and around the school, pupils are polite to each other and to adults. However, when outside, pupils do not always consider others around them as well as they might. Pupils sometimes charge into each other and occasionally there are minor injuries as a result.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. All staff, including lunchtime supervisors, are aware of what they must do if they have any concerns. Staff training is thorough and regular. Any concerns are followed up straight away by consulting parents or outside agencies if necessary. Teachers know pupils well. This enables them to give effective support to those pupils who are most vulnerable.

Pupils say bullying is rare. They say there is always a caring adult to turn to if they have worries or concerns. Pupils have a good understanding of how to stay safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Opportunities for pupils to practise and embed their newly acquired mathematics knowledge and skills varies across the school. In some lessons, pupils do not have enough time to embed or apply new learning before the teacher moves onto something new. Leaders and teachers should continue to share the good practice in school and ensure that there is enough time in lessons for pupils to practise and perfect their mathematics.
- Pupils are sometimes boisterous in the playground. This has led to some injuries and pupils not feeling as safe as they could be during dinnertimes and break. Leaders should ensure that pupils' excellent behaviour indoors is reflected in their behaviour outside.

Background

When we have judged a school good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 29–30 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114127
Local authority	Durham
Inspection number	10121860
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair of governing body	Bill Kellett
Headteacher	Susan Cornforth
Website	www.sherburnprimary.durham.sch.uk
Date of previous inspection	29–30 June 2016, under section 5 of the Education Act 2005

Information about this school

- At the time of the previous inspection, the school was located on two sites. One of these sites has now closed. This led to a reduction in the number of pupils at the school.
- There is a breakfast club on the premises which is run by the governing body.

Information about this inspection

- I held meetings with the headteacher and deputy headteacher. I met with four members of the governing body. I met with the special educational needs coordinator.
- I held discussions with lunchtime supervisors, office staff, teachers and teaching assistants about the actions that they take to keep pupils safe.
- I looked at a range of documentation, including safeguarding documents, the school's self-evaluation, records relating to pupils with SEND, school development plans and information on the school's website.
- I agreed with the headteacher to look in detail at: reading, mathematics and history. Other subjects were also considered as part of the inspection. I talked to subject leaders about their curriculum plans. I visited lessons, looked at pupils' work and

discussed this with them. In addition, I had discussions with teachers and pupils from the lessons I visited.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

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