

Inspection of Sherburn Church of England Voluntary Controlled Primary School

St Hilda's Street, Sherburn, Malton, North Yorkshire YO17 8PG

Inspection dates: 14 and 15 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders and staff ensure that most pupils behave well, both inside and outside of the classroom. On the playground, pupils of all ages play well together. However, incidents of low-level disruption occur during lessons. Some pupils do not concentrate well consistently.

Relationships between staff and pupils are caring and supportive. Pupils say that bullying sometimes occurs, but not very often. They know that staff deal with bullying very quickly. Staff help pupils if they have any worries or concerns.

Most pupils enjoy learning at this school. Leaders have improved the curriculum in subjects such as mathematics and design and technology (DT) so that pupils know and remember more. However, some curriculum plans have not been developed fully, including those in the early years.

Pupils attend a wide range of clubs. They benefit from varied and interesting experiences. These include opportunities to speak with a range of professionals about their jobs. Pupils gain experience of a wide range of potential careers.

Leaders and governors do not have an accurate picture of safeguarding in the school. The arrangements for keeping children safe are poor.

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

Members of the governing body care for the pupils and staff at the school. However, they have not fulfilled their statutory duties. Governors have not made sure that the pupils are safeguarded effectively. They do not challenge leaders appropriately or check that policies are up to date.

Many pupils behave well and are keen to learn. Since September, leaders have focused on behaviour and developing the curriculum. Leaders have implemented a new behaviour policy that addresses the poor behaviours of some pupils successfully. However, a significant minority of pupils lack motivation and do not pay attention in class consistently. Teachers do not have high enough expectations of pupils' behaviour. They do not respond to pupils' low-level disruption quickly. This low-level disruption hinders pupils' learning.

Leaders have prioritised reading and mathematics. The mathematics curriculum is well structured and builds on what pupils already know from Nursery to Year 6. Teachers check what pupils know and can do regularly. They identify gaps in pupils' knowledge quickly and plan interventions. While these interventions are effective in mathematics, teachers do not ensure that pupils who struggle to read receive regular and appropriate support. This means that pupils do not catch up in reading quickly.

Children in Reception now receive daily phonics lessons. These daily phonics lessons have only started recently. Children in Reception are given books to read that do not consistently match the sounds that they know and are learning. The children are not reading as well as they should at this point in the academic year. They are not ready for the demands of Year 1.

In some subjects, such as DT, leaders have spent time thinking about what they want pupils to know and remember. They have identified key knowledge and organise learning so that it builds on what pupils already know. Pupils enjoy these lessons. However, in the early years and in subjects such as geography, leaders are still in the early stages of developing the curriculum. In these areas, current curriculum plans lack substance. The small steps that pupils need to take to learn new content are not explicit enough. As a result, pupils only remember some of what has been taught.

Most pupils with special educational needs and/or disabilities (SEND) thrive in this school. Their needs are identified accurately. The support that the special educational needs coordinator (SENCo) and teachers plan ensures that pupils access the same curriculum as their peers. However, there are a few pupils with education, health and care plans whose education needs are not being met well.

The curriculum for personal, social and health education (PSHE) covers a wide range of topics. Pupils talk confidently about the different types of relationships that exist. However, teachers deliver too many lessons that cover what pupils already know and can remember thoroughly. Older pupils do not receive PSHE lessons regularly. This means that some curriculum content is not delivered to older pupils. For example, fundamental British values have not been taught to the older cohorts of pupils in the school. As a result, there are gaps in some of the essential knowledge necessary to support pupils to be safe, active and responsible citizens.

Safeguarding

The arrangements for safeguarding are not effective.

Staff receive safeguarding training. They understand the school's context and local safeguarding risks. They are knowledgeable about the indicators of abuse and neglect. Staff record safeguarding incidents on the school's management information system appropriately. However, leaders do not check these safeguarding records regularly. They do not identify patterns or trends in safeguarding incidents that should alert them to any pupils that may be at risk of harm or neglect. The designated safeguarding lead does not respond to safeguarding concerns using the latest statutory guidance.

Leaders do not make sure that medical healthcare plans are in place for all pupils with medical needs. They do not review the existing medical healthcare plans often enough to ensure they remain current and appropriate. This leaves pupils at risk if they become unwell at school.

Leaders have failed to support some pupils who do not attend school. They do not check to make sure that these pupils are safe. Leaders have not followed the school's policies and procedures in relation to pupils who are absent.

Governors are not aware of their statutory responsibilities, particularly in relation to safeguarding. Their knowledge around how to keep pupils safe is poor. They do not receive regular training. As a result, they are unable to challenge leaders effectively about the standard of safeguarding in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are weaknesses in leaders' safeguarding practices and procedures. These weaknesses have the potential to leave pupils unsafe. Leaders should review the incidents that are recorded on the school's management information system regularly to identify pupils who may be at risk. Pupils who do not attend school regularly must have their welfare checked. Leaders must ensure that pupils' medical healthcare plans are in place, up to date and shared with staff.
- Governors do not understand or fulfil their statutory responsibilities for keeping children safe. Key policies are out of date and do not reflect what is happening in school. Governors do not challenge leaders robustly. The governing body should take the necessary steps to ensure they understand their duties in relation to safeguarding and challenge leaders effectively.
- Until recently, children in Reception have not been taught phonics every day. Pupils, who struggle to read, do not catch up quickly. Children do not read books that match their phonics knowledge consistently. Leaders need to ensure that pupils read accurately and fluently because teachers deliver the school's phonics scheme well.
- Leaders have not planned and sequenced the curriculum carefully in the early years and for some subjects such as geography. Pupils are confused about what they have learned. They do not know more and remember more. Leaders need to develop the curriculums in these areas rapidly.
- Older pupils do not receive regular PSHE lessons. Their knowledge does not build on what they remember. Older pupils do not know about fundamental British values and other elements of the curriculum. Leaders need to ensure that they set out the exact knowledge and skills that they want pupils to be able to know and do.
- Some pupils do not engage with their lessons consistently well. They cause low-level disruption. Leaders should ensure that staff have high expectations of pupils' behaviour. Staff should challenge those pupils who are not focused on their learning in the classroom to do so quickly.

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 information from Ofsted Parent View 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

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| Unique reference number | 121539 |
| Local authority | North Yorkshire |
| Inspection number | 10211419 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 71 |
| Appropriate authority | The governing body |
| Chair of governing body | Sally Gibbon |
| Headteacher | Matthew Davies |
| Website | www.woldsandvalefederation.co.uk |
| Date of previous inspection | 14 February 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school has had significant change in its leadership team since the last inspection in 2017. A new headteacher was seconded in September 2021 through a shared-headship agreement with Snainton Church of England Primary School. A new deputy headteacher took up post in April 2022.
- Recently, governors took on the existing Nursery provision for 2- to 4-year-olds.
- The school is part of the Wolds and Vale Federation. This consists of two schools, Sherburn Church of England Voluntary Controlled School and Luttons Community Primary School. Governors are currently in the process of federating with Snainton Church of England Voluntary Controlled Primary School.
- There are four classes in the school. There is a Nursery class. Class 1 consists of Reception and Year 1 pupils. Class 2 has Year 2 and 3 pupils. Class 3 consists of pupils in Years 4 to 6.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to the senior leadership team and subject leaders. The lead inspector also spoke to members of the governing body, including the chair of governors, representatives of the local authority and representatives from the Diocese of York.
- Inspectors carried out deep dives into reading, mathematics, DT, history and geography. They spoke to staff, looked at curriculum plans, visited lessons, looked at pupils' workbooks and spoke with pupils about their learning. Inspectors listened to some pupils read.
- Inspectors observed the behaviour of pupils during social times and spoke with some pupils.
- The inspection team reviewed a range of documentation, including a variety of school policies, individual risk assessments for pupils and information about pupils' attendance and behaviour.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire, Parent View, and by speaking to some parents directly.
- The lead inspector met with the safeguarding leader to examine safeguarding records, the school's system for recruiting staff and the school's single central record of recruitment checks. Inspectors also spoke with governors, staff and pupils about safeguarding.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

Richard Jones

Her Majesty's Inspector

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