

# Inspection of a good school: Sherburn Hungate Primary School

North Crescent, Sherburn-in-Elmet, Leeds, North Yorkshire LS25 6DD

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Inspection dates:

12 and 13 October 2022

## Outcome

Sherburn Hungate Primary School continues to be a good school.

## What is it like to attend this school?

Sherburn Hungate is an inclusive school at the heart of the local community. All pupils are welcome here. The school's 'A-Z' values of inclusiveness, respect and kindness inform every aspect of school life. Pupils follow the school's values with pride. The school is a calm, safe and harmonious place where pupils thrive. Parents and carers are delighted with the quality of education on offer. One parent reflected the views of many in saying, 'My child is happy and achieving well at this fantastic school.'

Staff know pupils well. Pupils treat each other, staff and visitors with the utmost respect. They behave well in class and at social times. Bullying is rare. When any concerns over bullying do arise, staff deal with them quickly and effectively. Pupils feel safe and happy here.

Leaders and teachers have high expectations for all pupils and want them to achieve their best. Pupils gain good knowledge and skills across a wide range of subjects. They talk with confidence about what they know and what they can do.

Pupils appreciate the wide range of trips and visits on offer. During the inspection, Year 6 attended a residential experience. Pupils, including those with special educational needs and/or disabilities (SEND), attend after-school clubs such as mindfulness, reading, drama, science and football.

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

Leaders ensure that pupils receive a good quality of education. They have designed an ambitious curriculum that gives pupils access to a broad range of subjects. They have given careful consideration to what that they want pupils to learn in most subjects. Leaders have developed a logical sequence to how pupils learn the key concepts, knowledge and skills within each unit of work. This helps to ensure that pupils' learning builds progressively from the Reception Year through to Year 6.

Leaders have made sure that reading is a high priority. Pupils speak excitedly about their favourite books and authors. Staff receive effective training from the reading leader. This helps them to deliver the school's chosen phonics programme well. In Nursery, adults design activities that prepare children for the phonics they learn in Reception. The school's effective approach to early reading means that most children in Reception are quick to learn how to break down words into separate sounds. They use this knowledge to then blend sounds into spoken words. Teachers choose books that help pupils to recognise and practise new sounds and words. They quickly identify pupils who need extra help in reading. As pupils move into key stage 2, they become confident and fluent readers.

Leaders have acted on a previous recommendation to improve the teaching of mathematics. Subject leaders support teachers to improve their mathematics teaching. Leaders have worked with specialists to make sure that all staff receive relevant training. This has helped staff to skilfully teach mathematics. Teachers recap prior learning to help pupils to access what is being taught next. Pupils use their mathematical knowledge with increasing confidence to solve complex mathematical problems. Pupils enjoy mathematics.

In a few subjects, leaders have not identified the curriculum content with sufficient precision to build on what pupils already know. This prevents pupils from building their understanding in sufficient detail.

Leaders identify pupils with SEND accurately and set clear targets to support their progression. Pupils with SEND access the same curriculum as their peers. Teachers adapt their teaching to help pupils with SEND achieve their targets. Because of this, pupils with SEND achieve well.

Leaders place pupils' personal development at the heart of the school. They are mindful of pupils' emotional and mental health, which is supported by the school's effective programme for personal, social and health education. Pupils are taught about British values. They understand the importance of democracy. This is developed through discussion in assembly and by voting for members of the school's junior leadership team.

Governors, trustees and the chief executive officer provide strong leadership. They have a secure understanding of the school's strengths and priorities for improvement. Governors support leaders effectively. They are well informed about the school and provide rigorous challenge. Leaders are considerate of staff well-being. Staff appreciate leaders' actions to support them with their workload. All staff who completed the Ofsted questionnaire say that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, supported by the trust, ensure that safeguarding records are accurate. They carry out appropriate recruitment checks to make sure that all adults are safe to work with pupils. The designated safeguarding lead and her team are dedicated and make sure that there is a strong culture of keeping children safe in the school. Staff receive regular

safeguarding training and learn about the potential risk caused by issues such as domestic violence and child criminal exploitation. Staff teach pupils how to manage and respond to risks to their safety. Leaders work with a range of external agencies to ensure families and pupils receive the timely support that they need. For example, during the inspection, a community police officer came into school to speak to pupils about how to keep safe during Bonfire Night.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some foundation subjects, leaders have not mapped out the important knowledge that pupils need to learn with enough detail. This means that pupils learn less in some subjects than in others. Leaders should work with teachers to identify the key knowledge that they want pupils to learn across all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Sherburn Hungate Community School to be good in February 2015.

## **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.

## **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

<b>Unique reference number</b>	145821
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10241356
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The board of trustees
<b>Chair of governing body</b>	Martyn Sibley
<b>Executive headteacher</b>	Martyn Broom
<b>Website</b>	<a href="http://www.sherburnhungate.co.uk/">www.sherburnhungate.co.uk/</a>
<b>Date of previous inspection</b>	February 2015, under Section 8 of the Education Act 2005.

## Information about this school

- The school is part of the STAR Multi-Academy trust.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, deputy headteacher, assistant headteacher, special educational needs coordinator, curriculum leaders, a sample of teachers and support staff.
- The inspector met with the chief executive officer of the trust, a trustee and representatives of the governing body, including the chair of governors.
- The quality of education was considered through deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and scrutinised samples of pupils' work. The inspector also listened to pupils read.

- The inspector also looked at samples of pupils' work in other subjects and scrutinised curriculum plans in art, computing, design technology and music.
- The inspector examined a range of documentation, including leaders' self-evaluation, improvement plans, governors' minutes and documentation relating to pupils' attendance and behaviour.
- The inspector met with the designated safeguarding lead and deputy safeguarding leads. The inspector considered the safeguarding policy, training records, and how safeguarding concerns were addressed. The single central record of checks on the suitability of staff to work with children was also scrutinised.
- The inspector observed pupils and held formal and informal discussions with pupils about what it is like to be a pupil at the school.
- The inspector considered 69 responses to Ofsted's online questionnaire, Parent View, including 66 free-text parent comments. The inspector also considered the 25 responses to Ofsted's online questionnaire for staff and 66 responses to Ofsted's questionnaire for pupils.

## **Inspection team**

Jean Watt, lead inspector

Ofsted Inspector

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