

Inspection of Sand Hutton Church of England Voluntary Controlled Primary School

Sand Hutton, York, North Yorkshire YO41 1LB

Inspection dates: 19 and 20 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a truly inclusive school where pupils flourish. The school provides effective support so that pupils achieve well. Pupils with special educational needs and/or disabilities (SEND) are provided with a truly personalised education that meets their needs.

Pupils' behaviour is exceptional. They show respect for adults and each other. Pupils are kind and caring. Pupils understand that some of their peers with SEND have individual needs. They are kind, supportive and caring of other pupils. Pupils are keen to talk to visitors in school about their learning.

Conflict is rare. When pupils do fall out, they make friends again quickly. They learn about the ways they manage this. They know that adults will help if they need support. They feel safe.

Pupils have opportunities for leadership. Some are librarians and school council members. They attend extra-curricular clubs and events. Leaders are aware that some pupils do not have the opportunity to mix outside of school. This is due to pupils living at a distance from each other in a rural community. The school provides opportunities for pupils and families to come together.

Pupils benefit from the careful approach to the curriculum which helps pupils to learn in mixed-age classes effectively. Parents are positive about their children's experience in the school.

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

The school has established a curriculum which considers the range of ages and needs in each class well. Teachers provide opportunities for pupils to revisit and remember what they have learned. Pupils apply this knowledge in future year groups and other subjects. In most subjects, pupils learn deeper concepts and develop a sophisticated understanding of the subjects they study. However, in a small number of subjects, pupils' learning is not as deep and is more factually based. When this happens, pupils need more opportunities to develop subject-specific skills and knowledge.

Pupils, including those with SEND, are effectively supported by adults to achieve well. Adults' strong subject knowledge enables them to explain new concepts clearly and pick up misconceptions. Teachers adapt resources and support. They teach with confidence. This enables all pupils to access the same learning as their peers. As a result, pupils are keen to learn and enjoy lessons. There are high expectations for behaviour in class.

The curriculum is designed as a rolling programme of study. This is to ensure that pupils in mixed-age classes do not repeat content. However, the checks of what pupils know and can remember sometimes do not consistently align with what they

have been taught. This limits the school's ability to accurately identify gaps in pupils' knowledge of the taught curriculum.

All staff recently completed phonics training. They use the same strategies that enable pupils to become fluent readers. Teachers effectively intervene when pupils fall behind to help them catch up. Pupils with SEND have adapted phonics lessons where necessary. This means they access the same curriculum as their peers. Pupils read with increasing fluency and accuracy. Pupils enjoy reading. They refer to the 'Daily 3'. This means they read independently, read to each other and an adult reads to them every day.

In early years, adults know the children well. Adults support learning effectively. They carefully model language. Children's vocabulary develops quickly as a result. Leaders review the setting constantly. Children make connections across the curriculum. They are engaged in their learning. They work together independently. Adults support children with SEND well to enable them to become independent quickly.

Pupils are taught how to stay safe through the personal, social and health education curriculum. Pupils are safe in all areas of school. They learn how to stay safe online. The school has also supported parents to understand the online risks that pupils face. Pupils learn about different families, faiths and cultures. They know what British values are. They link them to the school's values taken from the Corinthians. This is reflected in the behaviour in school. Pupils are tolerant and accepting of other people.

Governors and the diocese hold school leaders to account, while providing support. Governors are regular visitors to the school. They understand and support the development of the curriculum. The school also seeks effective support from services within the local authority. This helps it in its drive for continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, pupils learn facts, but sometimes they do not develop subject-specific skills and knowledge. This can limit the depth of understanding that pupils achieve. The school should ensure that the curriculum supports pupils to explore and apply deeper concepts more effectively.
- Sometimes, pupils are assessed on material they have not yet been taught. This limits the school's ability to accurately identify gaps in pupils' knowledge from what has been taught. The school should ensure that assessments are

consistently aligned with the taught curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121513
Local authority	North Yorkshire
Inspection number	10297318
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair of governing body	Alison Greenway
Headteacher	Beverley Pawson
Website	www.sandhutton.n-yorks.sch.uk
Date of previous inspection	25 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of York.
- The school does not make use of alternative provision.
- The school runs its own breakfast and after-school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in the evaluation of the school.
- Inspectors spoke to the headteacher and the assistant headteacher, who is also the special educational needs coordinator, and some subject leaders and teachers.
- The lead inspector held meetings with representatives from the governing body, a

representative from the local authority and a representative from the diocese.

- Inspectors carried out deep dives in early reading, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to pupils to gather their views on school life.
- Inspectors considered the views of parents from responses to Ofsted Parent View. Inspectors also spoke to some parents at the start of the school day.
- To gather the views of staff, inspectors took account of responses to the staff survey and met with some members of the staff team.

Inspection team

Helen Haunch, lead inspector

His Majesty's Inspector

Chris Story

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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