



# Sherburn Village Primary School

## Inspection Report

**Unique Reference Number** 114127  
**LEA** Durham  
**Inspection number** 279319  
**Inspection dates** 19 January 2006 to 20 January 2006  
**Reporting inspector** Mrs Moira Fitzpatrick

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Cookshold Lane
<b>School category</b>	Community		Sherburn Village
<b>Age range of pupils</b>	4 to 11		Durham, County Durham
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 3720281
<b>Number on roll</b>	166	<b>Fax number</b>	0191 372 3541
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Cnllr Raymond Pye
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Miss Teresa Leggett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 19 January 2006 - 20 January 2006	<b>Inspection number</b> 279319
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than average, with 159 pupils between four and 11 years. From Year 3, pupils are arranged into mixed age classes. Attainment on entry to the school is below what is typical for children of four, especially in language development and personal, social and emotional development. There are fewer higher attaining children than are usual in a school of this size. Pupils are from a predominantly white British heritage and there are no pupils who speak English as an additional language. The number of pupils eligible for free school meals is about average. The percentage of pupils with learning difficulties and/or disabilities is above average and there are no pupils with a statement of special educational need. The school has achieved the Healthy Schools Award and is involved in the School Sports' Co-ordinator programme.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The inspection team only partly agrees with the school's judgements about its work. It does not agree that achievement is satisfactory overall and because of this cannot agree that its overall effectiveness is satisfactory. Under the leadership of the new headteacher, teaching and learning have improved and are now satisfactory overall. This ensures that in nearly all classes pupils make enough progress and reach the targets set for them. In Year 2, pupils do not make enough progress and standards are too low because a significant number are underachieving. By Year 6, pupils reach average standards and have made satisfactory progress from their starting points in Year 3. Pupils' personal development is satisfactory, with new opportunities being provided for pupils to help improve the school. Parents are very pleased that behaviour is now good and have welcomed improvements to their involvement in the school. Care and guidance for pupils are currently satisfactory because while teachers' use of assessment is improving it is not consistently used to match work for the most capable pupils. However, improvements to provision for pupils with learning difficulties now provide a curriculum which matches their needs. The quality of provision in the Foundation stage is unsatisfactory but has improved significantly in the last year. Standards in Reception are satisfactory overall, but there is some underachievement because of weaknesses in provision. Since the last inspection the school has made too little improvement and significant weaknesses were not tackled until this year. Because of this and the under-achievement of some pupils, the school is judged not to give satisfactory value for money. However, because of the good lead the new headteacher has given to the school in ensuring that leadership and management are now satisfactory overall, and the support she has won from staff, parents and governors, the school is judged to be in a secure position to continue to improve.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it might reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards in the Reception class and Year 2.

### What the school should do to improve further

- Raise standards by improving the progress that pupils in Year 2 make in reading, writing and mathematics.
- Improve the curriculum and accommodation for pupils in the Reception class so that they have learning opportunities that are better matched to their age and capability.
- Further develop teachers' use of assessment to ensure that all pupils are appropriately challenged, especially the higher attainers.

## **Achievement and standards**

### **Grade: 4**

While pupils reach average standards by Year 6, achievement in the school is unsatisfactory overall. This is because there is a significant number of pupils in the Reception class and in Year 2 who do not make enough progress towards the targets that are set for them. Pupils in Year 2 do not achieve as well as other pupils in the school because they often have work that is too easy, and do not make the progress of which they are capable. The performance of

Year 2 pupils in national tests has declined in recent years to a very low point last year and shows no sign of improving this year. Between Year 3 and Year 6 pupils make satisfactory progress and the vast majority reach the targets set for them. A slight dip in standards in English at the end of last year has been remedied and pupils are on track to meet challenging targets in all test subjects this year. In the Reception class, because the curriculum has not been adapted enough for their individual needs, some children do not make the progress of which they are capable. By the time they join Year 1, despite good improvements to the teaching of letter sounds in the last year; many children in the Reception class do not reach the goals set for them, especially in language development, though they have made good gains in personal and social development. Pupils who have learning difficulties or disabilities achieve as well as the majority and either meet or exceed the targets in their education plans.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their social, moral, spiritual and cultural development is satisfactory. Their behaviour is consistently good and parents say it has improved this year because of the school's new approach to managing behaviour. Good relationships and good levels of respect help to create a harmonious school community where pupils are able to develop skills that prepare them for the next stage of education. Pupils say they enjoy school. They are attentive and work hard. Attendance is slightly below the average, because some parents continue to take their children on holiday during term time. Older pupils enjoy taking on responsibilities which help them to mature as young people. The new headteacher is developing more opportunities for pupils to become involved in school decision-making through changes to the school council and older pupils say they are ready for this. The importance of adopting a healthy lifestyle is being introduced through the curriculum and all pupils benefit from vigorous exercise at the start of each day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall in the school, though there are some learners who do not make enough progress. In Year 2, the development of basic skills is hampered by the teachers' over-reliance on worksheets as the method of recording learning. Furthermore, the work set for different groups of learners is not well enough adapted so that over time some learners do not make the progress of which they are capable. Elsewhere in the school there is evidence that recent improvements to teachers' planning are providing an appropriate match of work to pupils' needs. However, teachers' use of assessment is still not sharp enough in all classes to ensure that higher attaining pupils are fully challenged every lesson. Recent developments to provision for higher attaining pupils enables them to be withdrawn occasionally from whole-class activity to work at a higher level and this is having a positive impact on their rate of progress as well as their enthusiasm for learning. Where learning is good, teachers make effective use of their assessment information to plan challenging tasks which interest and motivate all learners, enabling them to progress at a brisk pace.

### **Curriculum and other activities**

#### **Grade: 3**

Curriculum provision is satisfactory overall. However, the Foundation Stage curriculum does not follow national guidelines. In the past, the teacher was required to adopt the planning format used by the rest of the school, which is unsuitable to the needs of young children. Changes this year are making improvements, but these are not yet providing a fully appropriate curriculum for the children. Outdoor accommodation in the Foundation Stage has not been improved since it was identified as a key issue at the last inspection and this too reduces the quality of provision. Provision for out of school clubs and sports' provision is developing well and is a strength of the curriculum. Provision for pupils with learning difficulties and/or disabilities is satisfactory, with a marked improvement in the quality of individual education plans this year which adapt the curriculum well for these pupils.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory and there is clear evidence that provision is improving. Arrangements for health and safety and child protection are secure, though staff training needs to be updated. Parents feel that their children enjoy a better sense of safety and well being because of changes the new headteacher has introduced. Pupils are confident that teachers will help resolve any problems with friendships or bullying. Support and guidance for pupils on how to improve are satisfactory. While teachers' use of assessment is improving, it is not yet refined enough

to plan work that is consistently at the correct level for higher attaining pupils. Improvements to provision for pupils with learning difficulties ensures that they are now identified from the time they start school so that support can be provided to help them overcome their difficulties.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The new headteacher provides good leadership for raising standards. Her effective development of monitoring and evaluation of the school's work, in which she is well supported by the deputy headteacher, are moving the school forward in key areas, so that overall standards are improving. There is evidence of improved teaching and use of assessment since the start of the year; new strategies for managing behaviour have been welcomed by pupils, parents and teachers. Parents are highly supportive of the new headteacher. Many support the view of one parent that, 'she has improved the school greatly and made a nicer, more welcoming environment.' Subject leaders, whose leadership and management are currently satisfactory, are developing their role effectively. Governors give good support to the work of the school and they too have developed their role. Improvement since the last inspection has been unsatisfactory, with a decline in standards at the end of the infants, and too little action taken on improving provision in the Foundation Stage or in developing the role of subject leaders. Taking into account how the school has improved since the start of the year and the enthusiasm of staff to develop their roles, the school is securely placed to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Miss Teresa Leggett

Sherburn Village Primary School

Cookshold Lane

Sherburn Village

Durham

County Durham

DH6 1DU

21 January 2006

Dear Children

Thank you for the friendly welcome you gave us when we visited your school. You gave us good help in finding out about your school and the things you like to do there.

Here are some of the things we liked most about your school.

Your good behaviour, which lets everyone get on and learn in lessons. Well done – it makes a big difference to how well you learn.

We liked how well you help each other and make sure that no one is left out.

You work hard in lessons and listen well to the teacher and others. Good for you!

We like it that your parents think you are safe and well cared for in school and that your headteacher is making some good changes.

We agree with you that you could have more say in the way the school is improved and are pleased that your headteacher is making this happen.

We agree with some of you that sometimes work could be harder.

We think that you older children are right to ask for more responsibility because you are mature and sensible and able to look after others well.

To make things even better we have asked the headteacher and teachers to:

Help children in Year 2 to learn more in reading, writing and mathematics.

Improve the Reception classroom so that children can learn by playing.

Give some of you more demanding work so that you reach even better standards.

Thank you again for your help and best wishes for the rest of the year.

Yours sincerely

Mrs Moira Fitzpatrick (Lead Inspector)