

Sherburn Hungate Community Primary School

Inspection report

Unique Reference Number	121435
Local Authority	North Yorkshire
Inspection number	292114
Inspection date	14 June 2007
Reporting inspector	Les Schubeler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	250
Appropriate authority	The governing body
Chair	Mr Stuart Haskell
Headteacher	Mrs F Peill
Date of previous school inspection	9 September 2002
School address	North Crescent Sherburn-in-Elmet North Yorkshire LS25 6DB
Telephone number	01977 682434
Fax number	01977 686892

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is of average size and serves mixed local authority housing and private developments. Almost all pupils have White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities matches the national average.

The school has achieved the ActiveMark and the Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hungate is a satisfactory and improving school with good features. Achievement is satisfactory and standards are broadly average. Well considered initiatives, planned within a good curriculum, are accelerating pupils' learning. The school identified specific weaknesses in the teaching of mathematics and English, and subsequently put a focus on developing pupils' computational, spelling and handwriting skills. As a consequence of this focus, results in the national tests at the end of Year 6 in 2006 showed a marked improvement. Achievement in the Foundation Stage is satisfactory and standards are as expected when children enter Year 1. Good provision for pupils with learning difficulties and/or disabilities ensures that they are fully integrated into the life of the school and achieve as well as their peers. There are some good features of teaching and learning. Classes are well managed and relationships are good. Pupils say they find lessons interesting, and consequently they enjoy their work and are eager to learn. However, the quality of teaching and learning is satisfactory overall because there are inconsistencies of practice in applying new policies and methods in the teaching of English and mathematics. This holds back the achievement of some pupils. The school is aware of the situation and more rigorous monitoring of teaching is bringing about improvements, particularly in assessment procedures which are helping teachers to focus more closely on the progress of individual pupils.

Pupils' attitudes towards school are positive and their personal development and well-being are good. Pupils are well behaved, polite and considerate to others. They enjoy coming to school, as is reflected in their above average attendance. They make a good contribution to the school and wider communities through the school council and by raising funds to support their chosen charities. The school offers a good curriculum to meet pupils' needs. It is considerably enriched by a wide range of extra-curricular clubs, visits and events such as arts week or music day. All of these additions to the everyday curriculum valuably support pupils' learning, enjoyment and personal development. As a result of effective self-evaluation, the school has successfully incorporated into the personal, social and health education programme an emphasis on the social and emotional aspects of learning. Pupils have responded well, and behaviour and attitudes to learning have improved. Parents and pupils are appreciative of the good care, guidance and support that pupils receive. Pupils say that they feel safe and that they have someone to turn to if they feel the need. They have targets to help them improve their work, and older pupils in particular have a good understanding of the steps they need to take in order to make further progress.

Leadership and management are satisfactory. The highly respected headteacher and other effective leaders are successfully driving improvement. In the last two years, carefully focused measures have begun to have a positive impact on pupils' behaviour, standards and achievement. Changing roles and responsibilities within the senior leadership team have made an important contribution to that improvement, but not all leaders have yet fully settled into their roles and so the full impact of their work has not been felt right across the school. Governors know the strengths of the school and of what is required to ensure sustained improvement. Because they are well informed, they provide a strong level of support and challenge, helping the school to provide sound value for money. Across the school, a common sense of purpose is emerging among staff as improvements are becoming more evident. There is a shared acceptance and understanding of what needs to be done to improve school performance, and the capacity for continued improvement is good.

What the school should do to improve further

- Develop the roles of all leaders in the school so that they each make an effective contribution to improving the school's performance.
- Ensure that current strategies for improving standards and achievement in English and mathematics become firmly embedded in the practice of all teachers.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Foundation Stage with skills and abilities that are as expected for their age, although their social skills are a weaker area. They make good progress in developing their personal and social skills as a result of the school's recent focus on that area of the curriculum. Most children reach standards that match expectations by the time they leave Reception. At the end of Year 2 standards are broadly average, representing satisfactory achievement. Key Stage 1 assessments in 2006 showed standards to be broadly average, with those in mathematics higher than those in reading and writing. During Key Stage 2, pupils continue to make satisfactory progress and standards at the end of Year 6 are broadly average. Improved teaching and more rigorous assessment procedures contributed to an improvement in 2006. That improvement is being maintained in the work of the current Year 6 pupils. Although the rate of progress has accelerated, it is not yet fast enough for standards and achievement to be good.

Personal development and well-being

Grade: 2

Children's social skills improve markedly in the Foundation Stage as they are strongly encouraged to build good relationships with each other and with adults. Pupils throughout the school behave well. They are confident that adults in the school take good care of them. Their spiritual, moral, social and cultural development is good.

Pupils eagerly accept responsibility as buddies and as class and school councillors. They are proud to have contributed to establishing a recycling system in the school and to a 'friendship stop' system in the playground which helps others. They develop a good understanding of the importance of a healthy lifestyle through their participation in a wide range of physical activities, including residential visits to outdoor activity centres. They say that incidents of bullying are rare and are dealt with promptly. They develop good social and teamwork skills which, coupled with their improving literacy and numeracy standards, prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

A whole-school approach to planning is improving the quality of teaching and learning in all age groups. In the most successful lessons, learning objectives are clearly understood, marking is good, pupils' targets are well focused and pupils are beginning to understand better how to improve their work. Good account is taken of the targets set for pupils with learning difficulties and/or disabilities. Well briefed teaching assistants support these and other pupils effectively.

The development of tracking systems that show the progress of individual pupils enables teachers to focus more closely on individual needs. However, there are inconsistencies between classes which prevent some pupils from achieving as well as they could.

Curriculum and other activities

Grade: 2

The well planned curriculum, which includes good provision for personal, social and health education and for pupils with learning difficulties and/or disabilities, promotes sound learning and good personal development. The school's evaluation of its curriculum is modest, but provision for literacy and numeracy is now good. It has improved since the school took action to remedy specific weaknesses in the development of pupils' skills in computation, spelling and handwriting. The school has introduced good developments to improve the quality of writing in subjects other than English. Information and communication technology is used well to support pupils' learning. A good range of visits, visitors and well attended extra-curricular activities further broadens pupils' learning and personal development.

Care, guidance and support

Grade: 2

Pupils work and play in a caring and supportive environment which successfully encourages them to respect others. Arrangements for safeguarding pupils are in place and are appropriate. Parents speak highly of what the school does for their children and pay tribute to the 'enthusiastic, well organised and caring' staff. All pupils, including those with particular needs, respect the good support they receive from staff. Good links with external agencies provide additional, effective support. Academic guidance is a developing feature of the school and is particularly effective with the older pupils in helping them to make faster progress.

Leadership and management

Grade: 3

The headteacher has her sights firmly set on raising standards. Along with others on the leadership team, she has a secure understanding of the school's strengths and areas for development because of their mostly accurate view of the school's performance. Effective action has been taken to secure improvement since the last inspection, most notably in standards of behaviour. The committed and well informed governing body demonstrates a good level of support for the school. Teachers with responsibilities for subjects are beginning to share the leadership's vision for further development of the school, but as yet do not play a sufficiently leading role in developing their areas. Careful analysis of the school's performance by the school leaders has resulted in the establishment of a programme of lesson observations which is contributing to improvements in the quality of teaching and learning. Nevertheless, there are still inconsistencies in teaching which need to be ironed out.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to me when I visited your school recently. I would like to thank you for being so courteous and friendly. I enjoyed talking to you and listening to your views about the school. I spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. Hungate is a satisfactory and improving school with a number of good features.

I think your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. It was very pleasing to see that you get on well with one another and all the adults who work with you.

I think that you are working well and are making faster progress than before, particularly in English and mathematics.

To help your school to become even better, I have asked your headteacher and the other staff to make improvements in teaching and learning and to make sure that close checks are kept on how well you are doing, so that you can make progress even more quickly.

I am sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, I hope that you will continue to work hard and help all the staff to make Hungate an even better school in the future.