

Sheriff Hutton Primary School

Inspection report

Unique Reference Number	121342
Local Authority	North Yorkshire
Inspection number	327460
Inspection date	14 October 2008
Reporting inspector	Bernard Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	97
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Jenny McMillan
Headteacher	Mrs P Powell
Date of previous school inspection	23 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	West End Sheriff Hutton York North Yorkshire YO60 6SH
Telephone number	01347 878441
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, leadership and management and Early Years Foundation Stage (EYFS) provision. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and school documentation. In addition, interviews were held with pupils, parents, members of the governing body and the headteacher. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's self-evaluation was not accurate and these judgements have been included where appropriate in this report.

Description of the school

This is a smaller than average school. It has provision for EYFS in the Reception class as part of a mixed age group that includes Year 1 pupils. All pupils come from White British backgrounds. The number of pupils entitled to a free school meal is well below average. The percentage of pupils with learning difficulties and/or disabilities is below average.

The school has gained the Activemark, the Healthy Schools Award and the silver Eco-Council Award. It also has a number of local authority awards including the bronze award relating to take-up of school dinners, an award for its provision for pupils with learning difficulties and/or disabilities and 'Highly Effective School' status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school gives good value for money. It is very effective in the way it involves parents and works with them and their children to improve the school and its place in the wider community. Parents are pleased that their children are taught to consider others and get along well together; an important feature of life in the village community. They appreciate the real impact made on pupils' all-round development and the way in which pupils are helped to mature and are prepared well for their secondary education. 'Both my children are challenged, enthused, encouraged and thrive in such a positive environment' is typical of their positive comments.

Pupils achieve well throughout the school. Typically, children's skills are broadly average on entry and standards are above average by the time pupils leave Year 6. The small numbers in each year group lead to variations. Currently, standards in English and mathematics are above average and in science they are well above average. This is because previous weaknesses in the curriculum have been tackled and because pupils enjoy the practical investigative work, which engages their natural curiosity to learn about the world in which they live. The real enthusiasm with which Year 6 pupils described how they built a rocket and made it take off was indicative of their enjoyment in learning. Those with learning difficulties and/or disabilities make good progress because their individual learning needs are supported very well by experienced teachers, teaching assistants and outside agencies.

Good quality teaching, stimulating work and very positive relationships throughout the school mean that pupils value and enjoy their learning, behave extremely well and revel in their achievement. Teachers prepare their work in great detail and most conscientiously. However, teachers' written plans do not show clearly what they expect different groups within their classes to achieve. Teaching assistants make a very positive contribution, particularly in helping the lower attainers to fulfil their potential. Teachers use homework effectively, particularly to develop pupils' basic literacy and numeracy skills. They mark work assiduously, encourage pupils by acknowledging their good efforts and give them the information needed to help them progress further.

Pupils receive excellent pastoral care and academic guidance. The school is welcoming and the outstanding care shown by staff helps to ensure that pupils are kept safe. The school works extremely well with a variety of outside agencies to identify and support its most vulnerable pupils. Child protection and risk assessment procedures are in place. Arrangements to track and check pupils' progress are very thorough. Assessments by teachers and by pupils are used very effectively to help pupils know how well they are doing and what they need to do to improve further. They are also used effectively to form the basis for challenging targets, which are largely met.

Pupils' personal development is excellent, including their spiritual, moral, social and cultural development. They have a clear sense of right and wrong. Behaviour is excellent and pupils have very positive attitudes, reflected in their above average attendance. Pupils know very well how to look after themselves, including how to live healthily and stay safe. They enjoy making contributions in school and to the wider community. The school council operates effectively and older pupils take very seriously the responsibilities they are given, for example, in caring for the environment and in helping younger children during breaks and lunchtime.

The curriculum is excellent, reflected in the number and variety of awards it has attracted. The school's partnerships with other local schools and the wider community are very well established

and are used very effectively to enrich pupils' experiences. A well-planned programme for personal education ensures pupils' greater knowledge of living in a multi-cultural society. It successfully promotes their understanding and tolerance of other faiths and cultures in order to promote harmonious relationships. The work undertaken under the umbrella of the Comenius project and the work on understanding global issues are very positive features of the curriculum that enhance pupils' understanding of citizenship on a global basis. Pupils' learning is also extended and enhanced by extra activities, for example, in sport, art and music and by a good number of educational visits and visitors to the school. Similarly the introduction of French and Spanish lessons gives added breadth and interest.

The good quality leadership and management stems from the excellent lead given by the headteacher in establishing a clear direction for the school's development. In this she receives good support as well as challenge from all staff and governors. The good quality planning documents are mainly appropriate to guide developments, but plans to improve standards and achievement are not prominent enough. Governors have a very good knowledge of the strengths and weaknesses of the school and use this effectively to support and challenge the senior team. The school's self-evaluation is accurate; staff and governors know what they need to do to improve further and are keen to do so. The monitoring of standards and of the quality of teaching and learning is regular and rigorous. However, when evaluating the quality of teaching and learning, not enough attention is paid to judging the progress pupils make. The school's success in maintaining above average standards and its very positive response to its previous inspection demonstrate its good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children join the Reception class with levels of knowledge, skills and understanding broadly typical of their age, although this does vary each year due to the small numbers involved. Effective arrangements help children settle in quickly and make the most of the good quality provision they experience. Staff know and understand well the needs of young children and provide appropriate work to stimulate them to learn well across all areas of their development. Learning is linked closely to children's interests. Systems to assess their progress are efficient and accurate. Children achieve well and make good progress through the year. They learn to use basic numbers, to read and write simple texts and gain a deeper understanding of the world around them. However, their writing skills are not as well developed as other areas and staff are currently tackling this to improve standards. Information and communication technology is used effectively in the process. Children enjoy the mix of indoor and outdoor activities, especially playing outside in the limited facilities provided. They gain a great deal from first hand experience and structured play, which supports their all-round development very well. The play element of their daily experience also enables them to develop physically and creatively and ensures much enjoyment in learning. For example, following a morning walk in the village park, one child 'built the local castle' using wooden blocks while another painted an accurate picture of 'crossing the wobbly bridge'. Both reflected their independence and confidence in initiating their own play activities. Children share their day with older pupils in Year 1 and this brings benefits particularly to their personal, social and emotional development. Behaviour is excellent and they learn effectively how to get on well with other children.

What the school should do to improve further

- Improve teachers' planning to ensure that the needs of different groups of pupils are fully met.
- Ensure that raising pupils' achievement is more prominent in whole-school development planning.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Inspection of Sheriff Hutton Primary School, York, YO60 6SH

Thank you all for the welcome you extended to me when I inspected your school. Please thank your parents and carers for all their letters and for taking the time to talk to me. I judge your school to be good and some things that the school offers are excellent. You make good progress as you go through the school because you receive good teaching and you are presented with interesting work to do. You are taught to be proud of your school and you keep things very clean and free from litter. This makes your school very attractive and well-cared for so that your classrooms are a pleasure to be in. I enjoyed joining you during your lessons, talking to you and reading your work. I also enjoyed your singing and the enthusiasm you show for staying healthy and fit. Most of all, I enjoyed the way you were all so helpful and friendly.

I was impressed by the way you take responsibility, for example, in your contribution to the work of the school council and your obvious concern for the environment. I was also impressed by your excellent behaviour, both in classrooms and out and around the school. You say you like your teachers and the way they take good care of you and teach you to be safe and healthy. I appreciate how well your school helps you to develop into mature young people, who get on well with each other and consider others. The school is very effective in helping in your excellent all-round development.

It is usual after an inspection to ask schools to improve some things in order to make them even better. I have asked your teachers to plan lessons even more carefully so that everyone can make the best progress possible and to ensure that improving your standards is always at the top of their agenda.