

Sherburn Village Primary School

Inspection report

Unique Reference Number	114127
Local Authority	Durham
Inspection number	338300
Inspection dates	21–22 January 2010
Reporting inspector	Linda Buller

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Mr Ray Pye
Headteacher	Miss Teresa Leggett
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent five hours and thirty-five minutes looking at learning, visited 12 lessons and observed seven teachers. They attended an assembly and held meetings with governors, staff and groups of pupils. They observed the start- and end-of-day provision; and examined pupils' books and school documents, including the school development plan, school improvement reports, minutes of the governing body's meetings, safety records and assessment information. Responses to 79 questionnaires completed by parents and carers were scrutinised as were others returned by pupils and staff.

- whether the progress of pupils in Key Stage 1 is sufficient to halt the decline in standards at the end of Year 2
- the attainment and progress of pupils in Year 6
- how effectively the actions taken by leaders and managers inspire pupils and staff to further improvement.

Information about the school

The school is smaller than the average primary school. The proportion of pupils who receive free school meals is below average. Most pupils are from White British backgrounds. A well above average proportion of pupils are identified as having special educational needs and/or disabilities. Since the previous inspection the school has experienced a number of disruptions to staffing. Two teaching posts are currently being covered by temporary staff. The school has recently been awarded the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Central to the school's work is the outstanding quality of care, guidance and support provided for all pupils and the excellent systems to engage parents and carers in the life of the school. As a result, pupils feel exceptionally safe and blossom into confident young people whose behaviour is outstanding. Parents and carers hold the school in high regard.

From a below average start as they enter the school and, in particular, with weak language skills, pupils attain broadly average standards by the end of Year 6. Pupils, including those with special educational needs and/or disabilities, make good progress. As a result, the decline in standards at the end of Year 2 has been reversed and they are now broadly average. One of the key reasons for this success is the improvements made to curriculum provision. A wide range of visits and visitors make subjects come to life. Activities which are carefully planned around these varied experiences capture pupils' interest and imagination, motivating them to learn effectively.

Teachers are skilled in questioning and in providing pupils with additional explanations or support. Occasionally, however, the pace of teaching slows when teachers do not recognise when pupils' knowledge and skills are secure and that they are ready to move on to new learning. Teachers' assessments of pupils' work are accurate and regular. In the vast majority of lessons the information gained from these assessments is used well to provide tasks to challenge pupils at their own level of ability and all groups do well. However, in the Early Years Foundation Stage planning at times lacks detail of precisely what the learning intentions are within each activity or how tasks are to be adapted to meet the needs of children of differing abilities.

The effectiveness with which community cohesion is promoted is satisfactory, overall, with significant strengths with regard to the cohesion of the school and local community. The school is only just beginning to establish links outside the local area designed to give pupils a better understanding of the diversity of cultures in the wider world.

Self-evaluation is accurate and all staff and governors are fully involved in setting future priorities. Leaders and managers set challenging targets and carefully analyse individual pupils' performance. Actions to rectify weaknesses are mostly effective. However, teachers are not yet fully held to account when pupils do not reach the targets set. Although now good in most lessons, pupils' progress has not been consistent as they have moved through the school. Consequently, standards remain broadly average. Nevertheless, the success of actions taken since the previous inspection shows that the school has a good capacity to address identified weaknesses and improve further.

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What does the school need to do to improve further?

- Raise standards and improve the consistency of pupils' progress as they move through the school by:
 - maintaining a good pace throughout lessons
 - reshaping tasks when pupils are secure in their learning
 - holding teachers fully to account for the progress pupils make towards their challenging targets.
- Improve the effectiveness of the promotion of community cohesion by:
 - establishing links outside the local area
 - developing pupils' understanding of the diversity of cultures in the wider world.
- Further improve provision in the Early Years Foundation Stage by:
 - identifying in planning precisely what children are required to learn in each activity
 - identifying in planning precisely how tasks will be adapted to meet the needs of individual children.

Outcomes for individuals and groups of pupils

2

Pupils from all groups achieve well and enjoy their learning. In most lessons seen during the inspection pupils made good progress. Lessons are typified by pupils' willingness to do their best and by their enthusiasm for learning. They are very keen to do well, become fully involved in assessing their own success and clearly recognise where their work can be improved further.

Outstanding behaviour is evident in pupils' politeness and kindness towards each other. Incidents of unkind behaviour are rare and pupils respond extremely well to the high-quality support they are given to deal with their feelings. This in turn contributes to pupils' outstanding feelings of safety and their ability to recognise unsafe situations. Despite pupils' obvious enjoyment of school, attendance levels remain broadly satisfactory. This is mainly due to unavoidable absence because of serious medical needs. Pupils are very proud of their school community and are keen to take on extra responsibilities. They are encouraged to express their views and their contributions are valued. They have helped to plan innovative lunchtime arrangements that enable parents and carers to support their children in making healthy meal choices. Pupils' involvement in the local community is substantial. Opportunities for this involvement contribute well to the development of pupils' good social skills and their interest in the world around them. Pupils participate enthusiastically in sport, arts and cultural opportunities, which widen their horizons. However, their understanding of other faiths and ethnic groups is not so well developed.

These are the grades for pupils' outcomes

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between staff and pupils are warm and supportive. Teachers provide pupils with good opportunities to work cooperatively and to discuss solutions to problems with one another. Their marking is helpful, and shows pupils clearly what they need to do to improve, although opportunities for pupils to redraft or refine work are inconsistent. Occasionally, the pace of pupils' learning slows when they spend too long on tasks which consolidate prior knowledge and skills rather than moving on to new learning.

The development of a creative curriculum has enthused staff and pupils. This is well embedded in Key Stage 1 and is having a positive impact on learning and achievement. In Key Stage 2 links between subjects are developing well. Currently this is more successful in literacy than numeracy and provides pupils with a range of exciting opportunities to develop their writing skills.

Procedures to support pupils' transition from one year to the next or on to the next school are very thorough and help them pick up confidently where they left off. Parents and carers praise the very high standard of support and care provided by the school. They particularly applaud provision for pupils with specific needs and how well all pupils, whatever their problems, are fully involved in all the school has to offer. Inspectors agree that high-quality and robust procedures ensure that these pupils are able to make the same good progress as their peers.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The quality of the school's written and verbal communication with parents and carers is outstanding. The strong commitment of the headteacher to ensuring that they feel welcome in school and that their views are valued has had a positive impact on pupils' aspirations. There is a shared and determined drive for school improvement. Senior staff observe teachers' work regularly and give good opportunities for less-experienced staff to learn from others. This helps to explain the improvement in the overall rate of pupils' progress since the last inspection despite significant disruption in staffing. Effective monitoring by leaders and managers ensures that pupils have equal opportunity to succeed and have access to all that the school has to offer. Safeguarding procedures are good. Pupils are cared for very well and checks on staff, volunteers and visitors are thorough. Community cohesion is promoted adequately through teaching pupils how to live and learn in a cohesive community where they value one another and respect differences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Early Years Foundation Stage

Children start in the Reception class with skills that are mainly at levels below those expected for their age. A significant minority have less well-developed language and literary skills. Good induction procedures with parents and carers help children to settle well and adapt to the routines of school life. Children quickly learn how to behave in different contexts, such as when listening to an adult or sharing resources. Activities are interesting and children enjoy their learning. There are good opportunities for children to make choices and show independence. Adults are good at questioning children and moving their learning on. They take every opportunity to engage children in conversation and model language so that children learn from their examples. The good quality of these interventions is significant in children's good progress. However, the effectiveness of this good provision is at times lost when staff are not clear enough about the learning intention of each activity. The well-being of children has a very high priority and parents and carers know that their children are safe and happy. The good leadership and management of the Early Years Foundation Stage are contributing to continued improvement in provision. As a result, children leave the Reception year with nearly all of the skills and knowledge expected for their age.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers were entirely positive in their views of the school. Many added highly positive comments about aspects of the school's work, particularly in relation to how well the school is led and managed and the caring nature of staff. A very small minority of parents and carers raised individual concerns. The inspectors followed these up but they followed no particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sherburn Village Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	66	27	34	0	0	0	0
The school keeps my child safe	54	68	25	32	0	0	0	0
The school informs me about my child's progress	48	61	29	37	1	1	0	0
My child is making enough progress at this school	50	63	28	35	0	0	0	0
The teaching is good at this school	54	68	25	32	0	0	0	0
The school helps me to support my child's learning	48	61	29	37	1	1	0	0
The school helps my child to have a healthy lifestyle	50	63	29	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	53	34	43	0	0	0	0
The school meets my child's particular needs	48	61	30	38	1	1	0	0
The school deals effectively with unacceptable behaviour	41	52	38	48	0	0	0	0
The school takes account of my suggestions and concerns	49	62	30	38	0	0	0	0
The school is led and managed effectively	59	75	20	25	0	0	0	0
Overall, I am happy with my child's experience at this school	56	71	23	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 January 2010

Dear Pupils

Inspection of Sherburn Village Primary School, Durham, DH6 1DU

Thank you for making us so welcome during our visit. You were very helpful and keen to let us know what makes your school special. You go to a good school where each one of you is exceptionally well cared for and taught well. The school has worked very hard to make sure that your parents and carers are made welcome in school. They have very positive view of how well the school helps you to learn.

We thought you were well informed about how to keep healthy and we were pleased to hear that you feel exceptionally safe. Your behaviour is outstanding. You are polite and helpful and show a great deal of respect for one another and the adults who work with you. You contribute exceptionally well to your school community as school councillors, buddies, sports leaders, librarians, newspaper editors and as members of the nutrition action group. Teachers provide you with good support and clear explanations if you find your work difficult. There are times, however, when they do not move you on to new learning quickly enough.

It was good to see how much you enjoy and learn from visits and the visitors that come into school. The Year 2 pupils were rightly proud to show off their creative learning area. Children get off to a good start in Reception. However, more needs to be done to plan activities that meet their individual needs. In most of your lessons you make good progress but I have asked the school to make sure that all teachers ensure that you all meet your challenging targets.

The people who run your school are working hard to make it an even better place. You can help with this by continuing always to do your best. I wish you well for the future.

Yours sincerely

Linda Buller

Lead Inspector

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