

Sherburn Hungate Community Primary School

Inspection report

Unique Reference Number	121435
Local Authority	North Yorkshire
Inspection number	339936
Inspection dates	24–25 February 2010
Reporting inspector	Robert Jones

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 of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Mr Andy Reed
Headteacher	Mrs F Peill
Date of previous school inspection	14 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed all teachers and spent approximately 60% of inspection time looking at learning, which includes time spent looking at pupils' work. The inspectors held meetings with a governor, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 48 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether higher-ability pupils are sufficiently challenged in lessons, particularly in writing
- the rigour of systems that are in place to improve the quality of teaching and to track pupils' progress
- whether pupils with special educational needs and/or disabilities make good progress
- the extent to which outdoor learning enhances the overall experiences of children in the Early Years Foundation Stage
- whether the curriculum is offering good opportunities for pupils to develop their basic skills of literacy, numeracy, and information and communication technology (ICT).

Information about the school

This is an average-sized primary school. Most pupils are of White British heritage, with small but growing numbers from minority ethnic groups. Very few are at the early stages of learning English as an additional language. A greater number of pupils than average have special educational needs and/or disabilities, although fewer than average have a statement of special educational needs. The proportion of pupils eligible for free school meals is slightly below average. Since the last inspection a new assistant headteacher has taken up post. The school holds the Investors in People award, National Healthy Schools status, Activemark and the Inclusion Quality Mark.

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 with several outstanding features. Parents and carers comment on how they are 'very impressed with the care the school provides' and how they value the 'very supportive approach of teachers'. Pupils thrive in this caring environment where every pupil is valued as an individual.

After several years with satisfactory progress and average standards, the school has a renewed sense of drive and energy which is focused on improving rates of pupils' progress. Central to the school's success is a new structure of school leadership, spearheaded by the headteacher and assistant headteacher. Together they have strengthened systems to track and monitor pupils' progress and have substantially developed teachers' professional skills. Senior and middle leaders are driving improvement rapidly, the results of which are apparent in good, and sometimes outstanding, outcomes for pupils. However, in the national tests fewer pupils than average reach the very highest level in writing. This has been due to some lack of challenge for higher-ability pupils. There are outstanding opportunities for pupils to make valuable and positive contributions to the community, such as being part of the very active school council. The school works exceptionally well with outside agencies in the support and care of vulnerable pupils. Similarly, the school engages with parents and carers extremely effectively, most notably through the recently introduced virtual learning environment.

These impressive improvements have not yet been mirrored in the Early Years Foundation Stage. Children generally make sound progress. Weaker systems for monitoring and evaluating the quality of provision have resulted in outcomes for children overall that are satisfactory rather than good.

Accurate self-evaluation is undertaken by all school leaders and governors. Driving up standards of teaching and the quality of assessment has been a central priority. The dramatic results this strategy has yielded in a relatively short space of time have been impressive. The dedicated teaching staff have responded very well to the changes that were needed to bring about improvements and there is a palpable sense of team spirit among all staff. This demonstrates well the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise standards for higher-attaining pupils in writing by:
 - ensuring that the majority of higher-ability pupils reach the highest levels.
- Improve the outcomes and provision for children in the Early Years Foundation

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Stage, particularly for children in Reception by:

- ensuring that children have more opportunities to learn outdoors
- improving the opportunities for children to learn through play and to develop their independence skills
- monitoring and evaluating the quality of provision more rigorously.

Outcomes for individuals and groups of pupils**2**

All teachers have engendered an environment where appreciation of the contributions of individuals, mutual respect and understanding are very much the order of the day.

Pupils concentrate and behave well in lessons. The ample opportunities for them to discuss and solve problems in groups develop their collaborative and literacy skills. The brisk pace, maintained by most teachers, means that no learning time is wasted. One pupil commented that, 'Teachers go out of their way to make learning fun, and they look like they enjoy it too.' Correspondingly, inspectors did find that teachers' enthusiasm often shines through, which in turn motivates pupils.

Standards at the end of Year 6 vary from year to year, but are broadly average. For several years pupils had been making satisfactory progress during their time at the school, but the renewed sense of drive to raise pupils' achievement has resulted in the current Year 6 making good, and sometimes outstanding, progress. Those with special educational needs and/or disabilities consistently make good progress due to the very careful attention to their needs. Pupils who speak English as an additional language also make good progress.

Pupils adopt good healthy lifestyles, talking enthusiastically about the healthy meals on offer. They say how very safe they feel and are well aware of the dangers of cyber-bullying while also appreciating the benefits of modern technology. They feel that the very caring adults are always there to lend a sympathetic ear, should the need arise. Most say that behaviour is good, and inspectors saw that pupils show mature, respectful relationships towards each other and adults. Accordingly, their spiritual, moral, social and cultural awareness is good. In one good lesson pupils investigated the persuasive techniques of cigarette advertisers through drama and exploration of persuasive writing. While developing pupils' writing skills, this also helped them to understand the dangers of smoking and explore moral and social issues. Pupils show a good understanding of other cultures and speak maturely about the fact that, 'It is more important to understand our similarities than our differences.' Many pupils of different abilities and backgrounds grasp the plentiful outstanding opportunities to make valuable contributions to the school and the community. Members of the writer's club, for example, produce the impressive school magazine, the Hungate Hound', which develops their teamworking and writing skills. Parents and carers are keen to support their children by ensuring that they attend regularly and punctually.

These are the grades for pupils' outcomes

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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	2
Pupils' behaviour	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching provides pupils with varied, fun activities that stimulate pupils' curiosity and motivate them well. This is securing good progress overall. Talented teaching assistants know just how much support to give, while also encouraging pupils to become independent learners. Teachers use data intelligently to ensure that they plan activities that challenge all abilities, and they are now aware that they need to ensure that the highest ability pupils are stretched so they can demonstrate high-level writing skills. Questioning is skilful, ensuring that all pupils are challenged and have ample time to formulate extended answers to questions. There is an emphasis on solving problems collaboratively, which develops pupils' teamworking skills well. Teachers carefully mark work using '2 stars and a wish', which leaves pupils in no doubt what is good and what needs to be improved. There are occasional examples of lessons in which teachers give explanations that are too long, or do not challenge enough pupils through questioning. Pace in these lessons is often slower and, as a result, behaviour is satisfactory rather than good.

The rich, vibrant curriculum is much enhanced by visits and extra-curricular activities. One pupil commented, 'I thought studying the Vikings was going to be boring, but visiting York made it really interesting.' Many pupils from different backgrounds learn to play musical instruments, which is enriching their experiences. The social and emotional aspects of learning (SEAL) programme is effective in teaching pupils about their own

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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feelings and improves their self-esteem and confidence. The use of literacy skills across the curriculum is beginning to provide good opportunities for broader contexts for writing. ICT is well developed. The speed with which staff and pupils have embraced the benefits of 'Fronter', the school's virtual learning environment, has been impressive.

The good care, guidance and support are characterised by outstanding care for the most vulnerable pupils, including looked after children and those presenting substantial behavioural difficulties. School staff, working in close collaboration with a range of outside agencies, ensure that prompt attention is given to their needs. In turn, this has led to them achieving well and being fully included in all activities alongside their peers. Pupils with special educational needs and/or disabilities are well supported by a good range of special courses designed to boost their literacy and numeracy skills. This has ensured that they make consistently good progress overall.

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	2

How effective are leadership and management?

Senior and middle leaders have galvanised their efforts to ensure that the professional skills of teachers are up to date and focused on raising standards and rates of progress. The use of statistics and data is sharp and incisive. Teachers are held to account through regular meetings about pupils' progress, where challenging targets for individual pupils are reviewed and any pupils who are at risk of underachieving are quickly identified. This ensures that interventions are quickly put into place to ensure that all pupils make good progress. For example, a small group of middle-ability Year 5 pupils were found to be underachieving in mathematics. This was quickly remedied through additional support, which has now resulted in these pupils being on track to meet their challenging targets. Subject leaders have a good understanding of what is needed to raise standards and are developing their skills well. The quality of teaching is monitored, but this is sometimes rather informal in nature, so not as effective as it might be. Nonetheless, very effective school-based training, for example in assessment, has been instrumental in improving the quality of teaching.

Arrangements for safeguarding are good, in that they go beyond meeting statutory requirements. The school has particularly good knowledge of its vulnerable pupils, with the welfare of all pupils afforded the highest priority. Governors have a very good knowledge of the strengths of the school and what needs to be done next. They have held the school to account well on improving rates of progress, improving attendance

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and raising standards, all of which have been successful.

Aided by the school-based parent support adviser, the school enjoys outstanding relationships with parents and carers who frequently comment on how approachable staff are and how promptly they deal with any concerns. A fortnightly newsletter keeps parents and carers well informed. Equal opportunities are promoted well and any rare instances of discrimination are tackled decisively. Any gaps in achievement between groups of pupils are analysed and acted upon. All school activities are open to all pupils, and the school council has representation from all groups of pupils, including the most vulnerable. The school has undertaken a thorough audit of how it contributes to community cohesion and has particularly strong links with the local community, for example by participating in the town gala, outstanding links with parents and carers, and working on local building projects with architects. Sound plans are in place to make links with schools in other countries.

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	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school provides for the Early Years Foundation Stage in one Nursery and one Reception class. Children enter the Nursery with a wide range of levels of knowledge, skills and understanding. Overall, these are similar to those of most children of their age, although a minority have levels of development well below those of most children. Children make good progress in Nursery and satisfactory progress in Reception. By the time they leave Reception most children have achieved the early learning goals expected of children entering Key Stage 1. Children settle well into Nursery as a result of welcoming staff and good-quality care. In both classes children have the opportunity to

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learn and develop their skills through play and exploration across all areas of learning. However, these opportunities are not structured as well as they might be and children do not benefit as much as they should from adult intervention, particularly in Reception. Facilities for outdoor learning are of good quality but not enough is made of the opportunities to promote good-quality learning outdoors. Children in Reception make a good start to early reading and mathematics, although early writing is not as well developed. Leadership and management of the Early Years Foundation stage are satisfactory overall. The quality of interventions by teachers is not monitored or evaluated with sufficient rigour to make the most of children's learning. The accommodation is bright and attractive and children's well-being is ensured. The partnership with parents and carers is strong.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. The inspection findings confirm the very positive responses from parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sherburn Hungate Community 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	52	20	42	1	2	0	0
The school keeps my child safe	24	50	21	44	1	2	0	0
The school informs me about my child's progress	15	31	31	65	2	4	0	0
My child is making enough progress at this school	17	35	29	60	2	4	0	0
The teaching is good at this school	23	48	24	50	1	2	0	0
The school helps me to support my child's learning	19	40	24	50	4	8	0	0
The school helps my child to have a healthy lifestyle	19	40	29	60	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)	18	38	26	54	0	0	0	0
The school meets my child's particular needs	21	44	25	52	2	4	0	0
The school deals effectively with unacceptable behaviour	15	31	30	63	1	2	1	2
The school takes account of my suggestions and concerns	14	29	30	63	2	4	0	0
The school is led and managed effectively	18	38	29	60	1	2	0	0
Overall, I am happy with my child's experience at this school	23	48	24	50	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 February 2010

Dear Pupils

Inspection of Sherburn Hungate Community Primary School, Leeds, LS25 6DD

Thank you for the warm welcome you gave us when we came to visit your school. You go to a good school, but some things are outstanding (that's another 'wow' word meaning 'really, really good'). You told us how much you enjoy school and how carefully teachers mark your work. Here are some of the main strengths.

- You make good progress because teachers and other staff know you really well and know exactly how to support you so you can do your best.
- The school lays on very interesting activities which grab your attention and help you enjoy your learning.
- Staff take excellent care of those of you who need it the most.
- The school works very well with your parents and carers to help you stay safe, happy and healthy.
- You have fantastic opportunities to make positive contributions to the school, such as in producing the Hungate Hound'.

Of course, these things don't 'just happen'. Your headteacher and staff have worked very hard because they care about you so much. I have asked your headteacher to make sure that more of you reach the highest levels in writing and that learning for children in the Reception and Nursery classes is as good as it is in the main school. You can help by always being the delightful young people you are today, attending regularly and behaving well.

I wish you all the very best for the future.

Yours sincerely

Mr Robert Jones

Lead inspector

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