

Sharow Church of England Primary School

Inspection report

Unique Reference Number	121588
Local Authority	North Yorkshire
Inspection number	339975
Inspection dates	20–21 May 2010
Reporting inspector	Lesley Clark

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Mr John Bushell
Headteacher	Miss L McKinney
Date of previous school inspection	26 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and saw three teachers teach. The inspectors held meetings with the Chair of the Governing Body, staff and two groups of pupils in Years 5 and 6, including school council members. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' work in English and mathematics, younger children's learning journals (detailed records of children's progress and development), the school's tracking information and 35 completed questionnaires from parents and carers, as well as completed questionnaires from pupils and staff.

- the impact of the changes to the learning environment, the curriculum and becoming a three-class school on pupils' achievement
- whether pupils with special educational needs and/or disabilities make good progress
- how far provision in the Early Years Foundation Stage has influenced practice in the rest of the school and with what impact
- the degree to which pupils' views are taken into account and what impact it has on their learning, progress and development.

Information about the school

This small primary school serves the rural village of Sharow and other nearby villages as well as the outskirts of Ripon. All pupils are White British. The proportion of pupils with special educational needs and/or disabilities is broadly average but varies significantly between year groups. Currently none holds a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. Numbers of pupils have increased by over half in the last three years and so pupils are now taught in three rather than two mixed-age classes. There have been several staffing changes in the last two years. The school holds the Basic Skills Quality Mark and the Inclusion Quality Mark Level 4.

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. Its Christian outlook underpins all that it does. The school has several significant strengths. It gives excellent care, support and guidance to all its pupils. It helps pupils to work and play together harmoniously and deal with racial, social and cultural difference exceptionally well. Pupils are extremely proud of their school and make an outstanding contribution to it and the local community. They have outstanding safety awareness without being fearful. They have a strong say in decisions relating to their learning and well-being. The school has excellent relationships with parents and carers and does just that little bit extra to make sure that everyone engages with the school's work. Pupils' behaviour is extremely good.

Pupils achieve well because they are well taught. Attainment varies from year to year because year groups are very small and it depends on the mix of pupils. It is generally above average at the end of Year 6. The change to three mixed-age classes has had a significant impact on pupils' achievement, especially in Years 2 and 6. This is why the trend in the school's academic performance is upwards, reflecting the good progress that pupils, including those with special educational needs and/or disabilities, make at each stage of their education. Children in the Early Years Foundation Stage make especially good progress in their personal development and communication skills but use their problem-solving skills less extensively. Throughout the school the good curriculum promotes learning through practical experiences. Outdoor learning is a distinctive feature in every class and contributes well to pupils' good scientific knowledge and understanding of the natural world.

The school knows itself well. Self-evaluation is accurate and is used well to determine the priorities upon which the school needs to focus. Leaders, managers and governors are ambitious and, as a result, the school has made great strides in a short time. Attainment has risen in mathematics, pupils know exactly what they need to do to improve their work and the curriculum is individual to the school. The school demonstrates its good capacity to improve further. An area that is relatively underdeveloped is the monitoring role for staff with responsibilities. This means that opportunities are missed to fine-tune teaching methods and to check the impact of the innovative curriculum on pupils' progress.

What does the school need to do to improve further?

- Extend the range of learning opportunities in the Early Years Foundation Stage by:
 - - providing exciting, large-scale problem-solving activities
 - - giving children more extensive opportunities for role play.

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

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- Increase the monitoring role of all staff in order to refine their teaching skills and to check more closely the impact of both teaching and the curriculum on pupils' learning and progress.

Outcomes for individuals and groups of pupils

2

Pupils really enjoy their learning and this helps them to achieve well. They work hard and are every enthusiastic about all aspects of school life. They concentrate well in lessons and make good progress. Pupils particularly like working in groups and enjoy the practical activities, especially outside. All pupils understand what they need to do to achieve success and say, '[We will] definitely ask for help with our work if we need it'. Consequently they set their own targets and understand how to achieve them very well. Pupils read and write well, particularly, for dramatic effect, by varying the types of sentences they use. They write lots of different letters for different purposes and successfully raise funds in this way. Therefore, pupils learn that effective writing brings results. Pupils enjoy mathematical challenges and use their skills well to solve problems. This is why attainment is rising. In the current Year 6 half the pupils are working within the higher Level 5 in English, mathematics and science. This reflects the results in the Year 6 national tests last year. Pupils with special educational needs and/or disabilities make good progress because they are given sensitive support but have the same opportunities to work independently with their classmates.

The school council makes an excellent contribution to the school because it truly represents pupils' views. Pupils take turns to be councillors and produce a half-termly letter for parents and carers. Pupils have a good insight into the world of work through enterprise activities such as keeping hens, selling the eggs and using the profit to buy hen food. The school turns pupils into lively, articulate, confident young people and this prepares them well for their future lives. Pupils have a good moral sense; they are sociable but use times for reflection sensitively. Their cultural and spiritual development is good and well supported by links with Ripon cathedral, international links and by working with artists and musicians.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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

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

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	
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 Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The best lessons are characterised by a fast pace, imaginative activities and lots of first-hand experiences. In all lessons teachers carefully match work to the wide age and ability range in their classes. They make sure that pupils have time to share their views and to work in a group without adult help. Occasionally, teachers' questions are a bit too general and miss opportunities to extend pupils' vocabulary and thinking skills. In all classes teachers use up-to-date technology well to make teaching points and to make clear to pupils what they are learning. Pupils are closely involved in assessing their own learning and setting their personal goals. This, coupled with termly progress review meetings with each pupil and sound marking, ensures that pupils know exactly what to do to improve their work.

The innovative curriculum, planned according to the six areas of learning in the Early Years Foundation Stage, makes provision for outdoor as well as indoor learning. It links subjects creatively together and is beginning to be planned so as to develop pupils' skills. Outside, the vegetable garden, greenhouse and hens are used well to promote life skills and pupils have good health awareness as a result. They said gleefully, 'We're growing the hottest chillies in the world!' Interesting and relevant educational visits and visitors to school successfully extend pupils' learning.

The school takes exceptional care of all its pupils and does that bit extra to ensure that all groups of pupils, including those who are shy or whose circumstances may make them vulnerable as well as those who are confident and capable, have equal opportunities to flourish. The support given to pupils with special educational needs and/or disabilities is excellent. Parents and carers are fully included and consulted to make sure that their children's unique needs are met. Attendance is promoted very well and the school is flexible at meeting the needs of pupils with medical conditions.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2

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	
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 school has distinctive aims and ambitions to which all subscribe. The morale of staff is high and pupils recognise that 'teachers are friends together'. Governors are fully involved, know the school well and ask challenging questions. They ensure that adults and pupils are safe. They have clear policies and procedures to ensure that pupils are protected. A strength is in pupils' involvement in risk assessments. The leadership and management of teaching and learning are effective but rely heavily on the headteacher. This means that opportunities are missed to refine some teaching skills so as to make all teaching highly effective. While the school believes the new curriculum to be beneficial to pupils' learning, it has no means of knowing where it is most effective and why. The school very successfully raises pupils' awareness of cultural and racial differences so they are alert to all forms of discrimination. As a result, pupils have enormous respect for each other and for new people they meet, helped by working alongside those who are visually impaired or adults with learning disabilities. The school makes a good contribution to community cohesion. It has identified that the next step is to link with a more racially and culturally diverse school in Britain so as to give pupils more first-hand experiences.

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	1
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

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

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Early Years Foundation Stage

Children enter the Reception Year with a wide range of attainment and varied pre-school experience. From average starting points they make good progress. By the start of Year 1 most are working within expected levels and a number exceed these. Children make the best progress in their personal, social, emotional and language development. This is because staff take great pains to develop children's confidence and communication skills. As a result, children become independent learners, able to play and communicate sensibly and sociably with one another. Teaching quality is good. Staff plan suitable activities to engage and interest the children. Both indoors and outside children work happily and productively together. Children lead their learning for much of the day. Staff carefully observe their progress and use the information to plan tasks that reflect children's interests. The activities which promote children's knowledge and understanding of the world and their creative development are very well thought out, such as designing and making wallpaper for 'the shed' or creating a wormery. Children do not have really interesting large-scale problems to reason out and solve for themselves. Similarly, role-play activities tend to be small-scale and lack full learning potential for budding engineers and explorers, for example. The provision is well led and managed. Children are well cared for. They are happy and settled and keen to learn. Parents and carers are closely involved in their children's learning, with weekly home-school comment books. Parents and carers also contribute 'magic moments' to children's records of their learning and development.

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

Parents and carers have very positive views. Most are completely happy with all the school offers and several wrote to say so. Those whose children have recently joined the school said their children have been 'really helped and encouraged' while others commented on the 'safe and enjoyable learning environment'. The inspectors agree with parents' and carers' positive views. They found no evidence to support the view of the few who think the school insufficiently helps them to support their children's learning at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sharow Church of England 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	77	8	23	0	0	0	0
The school keeps my child safe	31	89	4	11	0	0	0	0
The school informs me about my child's progress	23	66	12	34	0	0	0	0
My child is making enough progress at this school	23	66	10	29	2	6	0	0
The teaching is good at this school	28	80	7	20	0	0	0	0
The school helps me to support my child's learning	22	63	10	29	3	9	0	0
The school helps my child to have a healthy lifestyle	28	80	7	20	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)	27	77	8	23	0	0	0	0
The school meets my child's particular needs	25	71	8	23	2	6	0	0
The school deals effectively with unacceptable behaviour	28	80	6	17	1	3	0	0
The school takes account of my suggestions and concerns	24	69	10	29	1	3	0	0
The school is led and managed effectively	30	86	3	9	1	3	0	0
Overall, I am happy with my child's experience at this school	32	91	3	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



21 May 2010

Dear Pupils

Inspection of Sharow Church of England Primary School, Ripon, HG4 5BJ

Thank you for your warm and friendly welcome. A special 'thank you' goes to pupils in Years 5 and 6 who spent time showing their work to me and talking to my colleague about this school. You go to a good school. All the adults in school take excellent care of you and they take notice of your views. We were impressed by how well you set your own targets so you know what you are aiming for in your work. I loved seeing you with the hens and am impressed at your business skills! Your behaviour is extremely good. You have an excellent understanding of safety and work and play very happily together. You are well taught and the new curriculum with lots of outdoor learning and practical experiences helps to make learning fun. Your school is especially good at giving you all equal opportunities to learn and making sure that you get on well with everyone you meet.

There are two things I have asked you school to do next to make it even better.

- Reception children do lots of interesting activities but they need a few more really big problems to solve so they use their outdoor area to the full. There are some potential designers, engineers and explorers among you who would like laying pipelines to transport water, for instance. Also, the role-play activities are not as exciting as they could be so I have asked your school to think of ways it can improve this.
- Second, your headteacher works really hard but she cannot do everything. So I have asked that all staff are involved in checking how well they teach and how good the curriculum is so that they know where to make improvements and why.

You can play your part by continuing to work hard and coming to school every day so you do not miss out on anything.

Yours sincerely

Mrs Lesley Clark

Lead Inspector

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