

Sherburn Hungate Community Primary School

North Crescent, Sherburn-in-Elmet, Leeds, North Yorkshire, LS25 6DD

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and assistant headteacher lead the school well. They have a clear vision for how the school can improve further which has led to improved quality of teaching and achievement for pupils, particularly in writing.
- This is a caring school where senior leaders and other staff know their pupils well. The warm and supportive relationships are a school strength.
- From their starting points, all groups of pupils in all key stages make good progress, particularly in reading and writing.
- Provision in the early years has improved since the previous inspection and gives children a good start to their education.
- Teaching is good overall with some outstanding teaching, particularly in upper Key Stage 2.
- Good use is made of support from teaching assistants. They contribute particularly well to pupils' achievement in reading.
- The teaching of letters and sounds (phonics) has improved and is supporting the good progress pupils are making in their reading.
- Pupils are immensely proud of their school. Their behaviour is good and they enjoy learning because they find the school's curriculum interesting and enjoyable.
- Pupils feel safe and they have a good understanding of different types of bullying. They say that bullying hardly ever happens at the school.
- The school promotes spiritual, moral, social and cultural development extremely well and, as a result, pupils are well prepared for the next stage of their education and for life in modern Britain.
- Governors know the school well and they share the vision of senior leaders to make the school as good as it can be. They are effective partners in supporting and challenging the school to improve further.

It is not yet an outstanding school because

- Expectations of what the most-able pupils in mathematics can achieve are not consistently high. The work provided is sometimes too easy or does not challenge them to think deeply.
- Opportunities for pupils to solve practical and real-life problems in mathematics are sometimes overlooked.
- The quality of marking is inconsistent. It does not always provide pupils with the next steps to develop their understanding. Pupils do not always know how they can improve or learn from their mistakes.
- Targets contained within some of the school's action plans for improvement lack the necessary precision to drive rapid improvement.

Information about this inspection

- Inspectors visited all classes and observed lessons, along with observing pupils being taught by teaching assistants outside of classrooms. The headteacher and assistant headteacher joined inspectors for two separate observations. A range of other school activities was also observed, including collective worship, playtimes and lunchtimes.
- Inspectors looked at information about pupils' attainment and progress and were joined by the headteacher to look at a range of work in pupils' books. Inspectors also looked at pupils' work displayed around the school.
- Meetings were held with pupils, school leaders, members of staff, members of the governing body and a representative of the local authority.
- Inspectors listened to a small sample of pupils in Year 2 and Year 6 read and talked to them about their learning.
- Inspectors studied a range of school documents, including the school development plan, the school's own evaluations of its work, policies and procedures for safeguarding children and the range of information on the school's website.
- The inspectors took account of the views of 32 parents who completed Ofsted's online questionnaire, Parent View, and the views of a sample of parents met during the inspection. They also took account of the 26 questionnaires completed by staff.

Inspection team

Lesley Bowyer, Lead inspector

Additional Inspector

Christine Cottam

Additional Inspector

Full report

Information about this school

- This is a slightly smaller than average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils, those who are eligible for support through the pupil premium funding, is below the national average. Pupil premium funding is additional funding for pupils who are known to be eligible for free school meals and those in local authority care.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The early years provision is for children in the Nursery class, who attend part time, and children in the Reception classes, who attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school takes a lead role in aspects of the work in the local alliance of primary and secondary schools.

What does the school need to do to improve further?

- Improve further the quality of teaching to ensure consistently high rates of progress and so that a greater proportion of pupils reaches the highest levels of attainment by:
 - ensuring that expectations are consistently high and work is challenging, particularly for the most-able pupils in mathematics
 - providing pupils with increased opportunities to solve practical and real-life mathematical problems which encourage them to apply their skills and think more deeply
 - ensuring more consistent use of the agreed policy for marking pupils' work in order to provide useful advice and feedback about how pupils can improve their work and that this has an impact on their future learning.
- Ensure that the targets contained within the school's action plans for improvement are more precise so that improvements are driven forward even more rapidly.

Inspection judgements

The leadership and management are good

- The headteacher and assistant headteacher provide clear leadership and high ambition for the school. All staff responding to the Ofsted questionnaire, and most parents using the online survey, agreed the school is led and managed well.
- The school's own evaluations of its work are accurate and are used to identify appropriate priorities for improvement. Improvements made since the previous inspection, particularly for pupils' achievement in writing and improved provision in the early years, reflect the successful actions taken to raise standards. However, action plans do not always include precise targets to make sure that the school improves at a rapid rate.
- The leadership of teaching is good. The school works with other schools in the area to lead the development of an alliance of schools. This provides increased opportunities for staff training and development and enables leaders and teaching staff at the school both to support development at other schools and also to learn from the best practice elsewhere in order to further improve their practice.
- The school is held in high regard by the local authority and enjoys a mutually supportive partnership. For example, the headteacher invited the local authority to review aspects of the school's work in order to support further improvement. The local authority recently invited the headteacher to speak at a conference about the school's effective work in raising attainment for disadvantaged pupils.
- The headteacher provides good support and guidance for middle leaders who are knowledgeable about their subjects and who have a clear understanding about the strengths and areas for improvement. They monitor and evaluate the quality of teaching and pupils' progress, although the impact of this work through precise action plans is stronger in some subjects than in others.
- The school uses additional funding, including pupil premium and the primary PE and sport premium funding to good effect. For example, the primary PE and sport premium has been used to develop teachers' confidence and skills in teaching PE through increased training opportunities, along with increasing the number of opportunities pupils have to take part in competitive sport. The number of pupils taking part in high quality sporting activities in after-school clubs has increased.
- The school promotes equality of opportunity very well, which is recognised in the award of the local authority Inclusion Quality Mark, held by the school. Discrimination is not tolerated. Older pupils, in particular, have a very good understanding of all types of bullying, including racism, and can say why it is wrong. As a result, relationships in the school are very strong and pupils get along well together.
- The curriculum is well thought out and interesting to pupils. The high quality of pupils' work seen across a wide range of subjects reflects their enjoyment of learning. School leaders have been forward thinking in adapting the curriculum and assessment systems in order to take account of statutory changes. As a result, the expectations for pupils' achievement have been raised and pupils are making increased rates of progress in most subjects. Although the curriculum provides a good range of opportunities for pupils to develop their reading skills and to write regularly, opportunities for pupils to apply their skills in practical and real-life problem-solving activities are still sometimes overlooked.
- The curriculum is extended by a rich variety of after-school clubs and cultural activities, including educational visits and residential trips, such as the Year 6 visit to Wensleydale. These well-planned learning opportunities support pupils' spiritual, moral, social and cultural development very well. For example, pupils spoke with excitement about taking part in a local dance festival, with over 80 pupils from the school performing with those from other local schools. Consequently, pupils are well prepared for life in modern Britain.
- The statutory requirements for safeguarding are met and the school's arrangements are effective.
- **The governance of the school:**
 - Governors know the school very well and speak about it with passion. They have a clear understanding of the school's strengths and the areas identified for further improvement. They are well informed through regular meetings and an effective sub-committee structure. They use visits to the school in order to deepen their knowledge and understanding of its work and, as a result, know that the quality of teaching is good and is improving over time. Governors ensure that teachers' performance is managed well and that there are clear links between this and their pay progression.
 - The governing body provides effective support for school leaders, utilising governors' specific skills and expertise well. Governors also provide effective challenge to the school. They are well informed about school data and how the school performs in comparison to others.
 - Governors manage the finances and resources that are available to the school effectively, for example identifying funding for future developments. They fully understand the additional funding received

through the pupil premium and sport premium and talk knowledgeably about the impact of its use.

- The governor with responsibility for safeguarding has regular meetings with the headteacher and, as a result, governors understand the school's systems for safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are extremely polite and show respect to other people. Pupils say behaviour is usually good. All staff responding to the Ofsted questionnaire, and most parents responding to Parent View, agree.
- Pupils behave well in lessons and at other times around school, including at playtimes. There are a very small number of pupils who find it difficult to conform to the school's expectations but their behaviour is managed well and the school works closely with support from outside agencies where appropriate. As a result, behaviour is improving.
- The school provides highly effective care, guidance and support for all pupils and in particular provides excellent support for children who are in looked-after care, described by the local authority as 'inspiring'. These children thrive at the school, not only making good academic progress, but also growing in confidence and self-esteem.
- Pupils have a good understanding of different types of bullying and can explain why it is wrong. They say that bullying hardly ever happens at the school but when it does they are confident about how to deal with it. For example, pupils have been taught strategies for 'de-bugging' where they try to deal with a situation themselves first if someone else is 'bugging' them, before seeking support from an adult if it cannot be resolved. Pupils therefore have increased confidence and independence in resolving issues for themselves.
- The school has good systems in place to identify and record any incidences of bullying or inappropriate behaviour. School records show that such incidences are rare but when they do occur, they are dealt with effectively.
- There are some excellent opportunities for pupils to take responsibility for themselves and others, for example as play leaders, junior road safety officers and school councillors.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. Almost all parents responding to the online survey said they feel their child is happy, safe and well cared for at the school.
- Pupils learn how to keep themselves safe in different situations, including using the Internet and when near roads. Inspectors observed pupils enjoying an interesting assembly where the focus was on reinforcing the need for pupils to keep safe and to take responsibility for themselves and others.
- The school has good systems in place to ensure pupils are safe, which are shared with staff. Even so, written records are not always easily accessible for staff to refer to and evaluate regularly in order to improve practice further.
- The school's work to improve attendance and support families where there have been concerns about persistent absence has been successful and attendance is above average.

The quality of teaching is good

- Pupils usually make good progress because the quality of teaching, over time, is good and at times outstanding, particularly in upper Key Stage 2.
- Teachers have good subject knowledge and high expectations. They make learning interesting and provide a wide range of experiences, including educational visits, which are highly valued by pupils and which they describe as 'cool' and 'fun'.
- The teaching of literacy has improved as a result of well thought out policies that ensure a consistent approach and high expectations for pupils of all ages.
- Pupils enjoy being challenged to tackle difficult work. For example, pupils in a Key Stage 1 lesson about division responded well to mental and written calculation problems after being introduced to division the previous day. They rose to the challenge of exploring ways to solve division problems. As a result, they were able to identify for themselves that division is the inverse operation of multiplication and that multiplication is the same as repeated addition. However, at times there is a lack of challenge in

mathematics for the most-able pupils. Pupils acknowledge that the work set for them is sometimes too easy.

- Overall, questions are used well to check on pupils' understanding and to deepen their thinking. Where teachers adapt their planning skilfully in the light of assessments they make within lessons, the level of challenge offered to those pupils demonstrating a good understanding is quickly increased. As a result, they make rapid progress. However, this is not consistent across all classes.
- Regular assessments are used to identify any pupils at risk of not making good progress and appropriate support is put in place. Assessments are moderated by staff in school, with colleagues in the alliance and by the local authority and are accurate.
- There is a clear policy in place for teachers to provide effective marking and feedback to pupils. Where this works best, pupils are involved in assessing their own work and they regularly reflect not only on their progress, but also on the skills they are developing as effective learners. However, not all staff apply the agreed policy equally well. Some marking does not help pupils to develop their understanding and, as a result, a small minority of pupils are unclear how they can improve their work or learn from their mistakes.
- Teaching assistants are deployed well and make a significant contribution to the progress pupils are making, particularly in phonics, reading and writing.

The achievement of pupils is good

- All groups of pupils in all key stages achieve well and make good progress from their different starting points.
- While progress in the early years has now improved and the majority of children join Year 1 with skills and abilities that are typical for their age, in the past, pupils have joined Year 1 with skills, knowledge and understanding that were below those expected. In Years 1 and 2, pupils make good progress over time so that they reach broadly average standards in reading, writing and mathematics by the end of Year 2.
- Pupils continue to make good progress between Years 3 and 6. In Year 6 in 2014, an above average proportion of pupils reached the expected standards of attainment in reading, writing and mathematics. The proportion of pupils making expected progress from the start of Year 3 was higher than average, especially in writing and mathematics. In reading, and particularly in writing, the proportion of pupils making more than expected progress was higher than nationally. However, a below average proportion did so in mathematics. School data and inspection evidence show that pupils currently in Key Stage 2 are making good progress across the year groups.
- Pupils achieve well in reading and this is now a strength of the school. Pupils in Years 1 and 2 use their knowledge of letters and sounds to read well. As a result, the proportion reaching the standard expected in the Year 1 phonics screening check has improved significantly over the past two years and the current Year 1 pupils are on track to reach standards that are well above the national average.
- Key Stage 2 pupils read confidently and use a range of strategies to enable them to read fluently and accurately for their age. The use of homework to develop their understanding of what they have read is enabling them to use their inference and deduction skills.
- Standards in writing have improved since the previous inspection as a result of specific work to improve skills in phonics, grammar, punctuation and spelling. Pupils have good opportunities to write for a range of purposes across different subjects and they take pride in producing writing of a high standard.
- Pupils demonstrate good standards in their mental mathematics calculations as a result of recently developed strategies to improve skills. There are however, too few opportunities for pupils to apply their skills in practical and real-life problem-solving activities and, as a result, not enough pupils achieve the highest levels of attainment in mathematics.
- Overall, the most-able pupils achieve well. The proportion of pupils reaching the highest levels at the end of Key Stage 1 has improved to be broadly in line with the national average in reading, writing and mathematics. However, too few of the most-able pupils are reaching above average standards at the end of Key Stage 2, especially in mathematics.
- Disadvantaged pupils make good progress as a result of effective use of the pupil premium funding. In 2014, at the end of Key Stage 2, the attainment of disadvantaged pupils in school was two terms behind other pupils in the school in mathematics, four terms behind in reading and two terms behind in writing. Compared to non-disadvantaged pupils nationally, disadvantaged pupils in school were just over a term behind in writing and about three terms behind in mathematics and reading. School data and inspection evidence, however, show that any gaps between their progress and that of others in the school are minimal or closing strongly. Indeed, the school's success in supporting this group of pupils to achieve well was recognised recently in a letter from the Minister of State for Schools.

- Disabled pupils and those with special educational needs make good progress as a result of well-targeted support. The school achieved the local authority Inclusion Quality Mark, which commended the effective work the school does in partnership with parents.

The early years provision

is good

- Most children make good progress from their individual starting points which, overall, are below what is typical for their age when they join the Nursery class. Consequently, they catch up quickly. By the time they leave Reception, most pupils have reached the level of development expected for their age and are well prepared for the move to Year 1.
- There is an effective programme of support in place for children joining the school. Teachers and other staff make visits to meet children in their homes before they join the Nursery class and visit children in their Nursery provision prior to them joining the Reception classes. Procedures and systems to keep children safe are effective. Children learn to behave well and respond to adult instructions quickly. As a result, children feel well-cared for, safe and enjoy learning.
- Teaching is good overall and adults respond to the interests of children. For example, in the Nursery class, following the children's enjoyment of the story *'We're going on a Bear Hunt'*, adults provided resources outside and supported the children in recreating the story, helping them to find musical instruments to make the various sound effects. The children were completely engrossed in their learning. Their conversations showed real empathy with the bear when they decided he was not really scary, but just wanted someone to play with.
- Improvements in the way children are supported in learning of letters and sounds are contributing to improved progress in early reading and writing skills. Further improvements have been made in supporting children's language and speaking skills through the introduction of a structured approach. However, new early years staff are still developing their skills and do not yet always make the most of all opportunities to extend children's speaking and listening skills.
- Parents are encouraged to contribute to assessments about their children's achievements. They speak highly of the school's introduction of an online information system and value having easy access to see what their children are learning. They also welcome opportunities to add their own information about their child's achievements out of school. 'It makes my day when I receive an email from school and I can look at what my child has been doing when I am not there.' was a typical parental comment.
- As a result of good leadership, provision for children in the early years has improved since the previous inspection. The school has invested resources to develop outdoor learning and is continuing to develop the quality of teaching so is as good outdoors as it is inside the classrooms, as well as increasing access to outdoor learning for children in the Reception classes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121435
Local authority	North Yorkshire
Inspection number	449639

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	226
Appropriate authority	The governing body
Chair	Mrs J Prescott
Headteacher	Mrs F G Peill
Date of previous school inspection	24 February 2010
Telephone number	01977 682434
Fax number	01977 683892
Email address	admin@sherburnhungate.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

