

# Sand Hutton Church of England Voluntary Controlled Primary School

Sand Hutton, York, North Yorkshire, YO41 1LB

**Inspection dates** 10–11 January 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The progress that pupils make throughout the school is good and sometimes outstanding. By the time they leave school in Year 6 they have levels of attainment that are at or above those expected for their age.
- Teaching is good and is improving rapidly. Some teaching is outstanding. Lessons are well planned so that the needs of all the pupils are met.
- Teachers spend very little time talking which allows pupils more time to work independently.
- Behaviour and relationships are good. Pupils feel cared for which makes them feel safe.
- Pupils enjoy coming to school and attendance is above average.
- Leaders and managers have good systems in place that have improved the quality of teaching.
- Governors spend time in school talking to pupils to check they are enjoying their learning as well as challenging the senior leaders about the progress pupils are making.

### It is not yet an outstanding school because

- Not all leaders and managers have a clear understanding of the progress pupils make in English and mathematics across the school.
- Some teachers become so involved in working with a small group that occasionally they are not aware of the learning of other pupils in the class.
- Pupils in Key Stage 2 do not have targets for English and mathematics to support them in improving their skills.
- Progress and attainment in writing is not as good as in reading and mathematics.

## Information about this inspection

- The inspector observed six lessons by three different teachers, listened to pupils read and attended an assembly. The headteacher took part in joint lesson observations.
- The inspector analysed 17 responses to the on-line questionnaire (Parent View) and a letter written by a parent.
- Questionnaires received from seven members of staff were also analysed.
- The inspector spoke to or met: the Chair of Governors, a local authority representative, senior managers, pupils and all teaching staff.
- A number of documents were studied, including school development plans, self-evaluations, action plans, external evaluations completed by members of the local authority, performance management records and information about pupils' progress. Documents and records relating to safeguarding, behaviour and attendance were also studied.

## Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school.
- The majority of pupils are of White British heritage.
- The number of pupils in each year group is small.
- Each class contains pupils from different year groups.
- A number of pupils join the school in Key Stage 2.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is lower than that found in most schools.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a confederation with another primary school in a neighbouring village. The headteacher is headteacher for both schools.

### What does the school need to do to improve further?

- Improve leadership and management by ensuring that all leaders have a good understanding of the progress made by all pupils across the school, especially in English and mathematics.
- Improve the learning and progress of pupils, especially in writing, by ensuring that:
  - teachers are constantly aware of the progress being made by all pupils within the class at all times
  - Key Stage 2 pupils have targets for reading and mathematics, and particularly writing, to support them in improving their skills
  - areas of improvement identified in the writing tests taken by Key Stage 2 pupils are used during all lessons to support improvement in writing.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with starting points that range from well below to being in line with age-related expectations. Although there was an expected dip in attainment in 2012, when children leave the school at the end of Year 6 they leave with skills in English and mathematics which are at or above those expected for their age.
- The number of pupils exceeding expected progress in reading, writing and mathematics is higher than that of pupils nationally.
- The achievement of pupils in writing is not as good as it is in mathematics and reading. However, the school is addressing this issue with detailed action plans which include giving older pupils detailed guidance on how to improve writing skills, as identified in writing tests. Pupils are not reminded of the guidance on how to improve their writing skills when working in lessons.
- The younger children in the school make outstanding progress due to the outstanding teaching.
- The attainment of pupils joining the school in Key Stage 2 is generally well below that of the pupils they are joining. The progress of these pupils and those with special educational needs overall is good and sometimes outstanding. They make good progress as the quality of the tailor-made support is very carefully checked and adapted accordingly so that the exact needs of pupils are met.
- Progress in reading is good due to the wide range of opportunities to read and systems in place to encourage reading, for example the reading record book, which highlights tricky words.
- Teachers know their pupils well and this enables all pupils to learn well. The detailed and appropriate planning and preparation for each lesson ensures that the needs of the wide range of ages and abilities found in each class are well catered for. For example, in a Year 2 and Year 3 class, pupils were encouraged to use a range of different resources and ways to calculate subtraction so that they were all working at the appropriate level.
- Pupils who are eligible for pupil premium government funding make progress at the same rate as others in the school.

### The quality of teaching is good

- Pupils enjoy lessons partly because teachers do not spend a lot of time talking. This allows pupils to get on with their work independently with teacher support when they need it. In a literacy lesson for older pupils the pace of learning was good as the teacher's initial input was brief and concise. The teacher deployed herself well, moving around to help individual pupils.
- Teachers' skilled questioning is clearly gauged and targeted to make sure that the teacher gains a clear idea of what each pupil knows and what they need to do next.
- In some lessons teachers are not always aware of the learning that all pupils are making when they are working so closely with a small group of pupils. This means that for some pupils the pace of learning slows.
- Teachers take great care to ensure that activities engage pupils and make them want to learn. This can be seen throughout the school where younger children learn science through pretend snow and older children learn about persuasive writing through role play.
- Marking is good throughout the school. Regular marking lets pupils know things they are doing well and how they could improve that particular piece of work.
- Teachers have high expectations of English across all areas of the curriculum. The school's focus on improving standards in writing means that presentation is consistently good and marking picks up spelling and punctuation errors.
- Each term older pupils discuss where they are academically and what they have to do to reach the next National Curriculum level. However, these notes on what they need to do to improve

are not made into targets to support learning through the term. Lower Key Stage 2 pupils do not have targets to support improvement.

- All parents who responded through Parent View rightly consider that their child is well taught.

### **The behaviour and safety of pupils are good**

- Pupils enjoy coming to school and attendance is consistently above average compared to other schools nationally.
- All relationships in school are good. Teachers know pupils well and pupils feel well cared for. The respect they have for each other is evident through shared discussions in class and in the good relationships that they have, especially between the youngest and oldest pupils.
- Older pupils have various roles of responsibilities which they do well. The school council is active and organises fund raising activities, for example, the 'I've Got Talent' event where they invited parents to attend.
- Parents, staff and pupils agree that bullying is rare and behaviour is good. Pupils are aware of what bullying is. They are happy to tell adults about any worries and know that adults will try hard to resolve issues.
- Behaviour is managed well by teachers as they know the different personalities of all their pupils. Records of accidents and incidents are good and monitored effectively.
- Pupils feel safe in school and are educated via lessons and through the visitors that come to school about keeping safe when not in school. A minority of pupils are not fully aware of how to keep themselves safe on the internet and the school has lessons planned and information ready to go home to address this issue.

### **The leadership and management are good**

- Detailed action plans for improvement and accurate self-evaluation demonstrates that all leaders and managers show a firm commitment to continue to raise the standards pupils reach and the progress they make.
- Areas for improvement identified at the last inspection have been addressed effectively. Clear identification and monitoring of current areas of development show that the school is capable of continuing this improvement.
- Performance management systems in the school are dedicated to improving teaching and leadership skills and their effectiveness is evident. All teachers have targets that relate to pupils' attainment, whole school development plans and their own professional development to support pupils' learning.
- The spiritual, moral, social and cultural development of pupils is promoted well. Assemblies give pupils time to reflect about their actions and to consider how kind others are and how different we all are with differing needs. The good relationships across all ages in school are a tribute to the social skills developed. Good manners, awareness of right and wrong and consideration for others are practised across the school and towards visitors.
- Recent developments in assessment and tracking pupils' attainment and progress give leaders and managers a clear idea of which pupils are not working to their full capability and need support.
- The monitoring of individual pupils' progress is good and ensures the needs of every pupil are met. However, not all leaders have a clear overview of progress made in English and mathematics across the school as a whole.
- Sharing of systems and good and outstanding teaching with the school they are confederated with has been of great value to Sand Hutton school.

- Pupils take part in a wide range of extra-curricular activities which are carefully organised by staff to ensure small numbers do not prohibit pupils from taking part.
  - The school's arrangements for safeguarding meet current standards.
  - The local authority is aware of the improvements made by school leaders and now offers basic support to the school.
  - **The governance of the school:**
    - Governors play an active part in school life. They follow the progress of individual pupils and speak to pupils in school on a regular basis. They challenge the school about various issues such as health and safety and the standards of pupils' attainment. They are fully aware of the robust performance management systems and how these have had a positive impact on the quality of teaching. Much of their time has been spent recently ensuring that should the school become a federation it will be to the benefit of all pupils in school. They have a clear idea of the financial spending in school, for example, how pupil premium funding is spent.
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## 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

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | 121513          |
| <b>Local authority</b>         | North Yorkshire |
| <b>Inspection number</b>       | 402035          |

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

|  |                                 |
|--|---------------------------------|
| <b>Type of school</b>                      | Primary                         |
| <b>School category</b>                     | Voluntary controlled            |
| <b>Age range of pupils</b>                 | 4–11                            |
| <b>Gender of pupils</b>                    | Mixed                           |
| <b>Number of pupils on the school roll</b> | 63                              |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Jo Wheldon                      |
| <b>Headteacher</b>                         | Janet Wardell                   |
| <b>Date of previous school inspection</b>  | 6 July 2010                     |
| <b>Telephone number</b>                    | 01904 468308                    |
| <b>Email address</b>                       | admin@sandhutton.n-yorks.sch.uk |

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