

# Sinnington Primary School

Friars Hill, Sinnington, York, North Yorkshire, YO62 6SL

## Inspection dates

5–6 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils' achievement is good. They make good or better progress from their various starting points. By the end of Year 6 standards in reading, writing and mathematics are usually above national expectations.
- Teaching is good. Teachers expect the best from their pupils. They plan carefully and make their lessons interesting.
- Pupils with special educational needs and those who are supported by the pupil premium make good progress.
- Behaviour in classrooms and around the school is good. Pupils show respect to adults and work well in groups; showing an enthusiasm for learning.
- Pupils say they feel safe in school and that adults in school help them if they have any problems or worries.
- The headteacher's leadership is effective. Consequently, pupils' achievement, the quality of teaching and pupils' behaviour are improving.
- Members of the governing body use their skills and expertise effectively to support and challenge the school to enable further improvement. They visit school often and know what is going on because they talk to staff and pupils regularly.
- Pupils enjoy a rich and interesting curriculum which captures their interest and motivates them to work hard.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Occasionally, the most able pupils are not challenged sufficiently and given hard enough tasks to sustain their learning throughout lessons.
- Pupils are not always given the time to make the improvements to their work that are suggested by teachers' marking.
- Recent developments in the Early Years Foundation Stage provision are not yet fully embedded. Children's progress during their daily activities is not checked regularly enough.
- The role of middle leaders is not fully developed. They are not yet accountable for their subjects across all years in the school.

## Information about this inspection

- The inspector observed nine parts of lessons. One was a joint observation with the headteacher. In addition, the inspector made other short visits to lessons and learning activities and attended an assembly.
- The inspector analysed pupils' work and the school's data about their standards and progress.
- A discussion was held with a group of pupils as well as informal conversations with them during lessons and at break times.
- Pupils were observed as they moved around the school, at playtimes and in the dining hall.
- Meetings were held with a representative from the local authority, members of the governing body and with middle leaders.
- The inspector heard pupils read and talked to them about the types of books they enjoy.
- The inspector analysed a range of documentation, this included: safeguarding records and those relating to pupils' behaviour and attendance; records of the monitoring of teaching and pupils' learning; the school's self-evaluation and improvement plans.
- The inspector took account of comments from 10 parents during a discussion carried out during the inspection, 28 responses submitted to the on-line questionnaire, Parent View, and the school's recent questionnaires.
- Seven staff members completed the voluntary staff questionnaire.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school with three mixed-aged classes.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve teaching from good to outstanding in order to raise achievement further in reading, writing and mathematics by:
  - ensuring that there is sufficient challenge throughout lessons for the most able pupils
  - giving pupils opportunities to make the improvements suggested in teachers' marking of their work to further develop their skills and understanding
  - checking regularly on children's progress during tasks and activities in the Early Years Foundation Stage.
- Strengthen the good quality of leadership and management further by:
  - extending the responsibilities of middle leaders to enable them to lead their subjects across all years in the school
  - ensuring the recent changes to the Early Years Foundation Stage are fully embedded and their impact on improving teaching and children's progress continues through rigorous monitoring.

## Inspection judgements

### The achievement of pupils is good

- The very small number of pupils in each year group means that each pupil has a disproportionate effect on overall results in national tests. Pupils' variable starting points mask the real picture of pupils' good achievement.
- Children join the school with skills that vary but they are generally below those typical for their age. There was a dip in the Early Years Foundation Stage standards last year and the school has taken prompt action to improve teaching so that many children now make good progress from their individual starting points and are getting close to the level expected for their age when they start in Year 1.
- Pupils make good progress overall in Key Stage 1. Trends vary overtime, but reading, writing and mathematics results are broadly in line with national averages at the end of Year 2. However, few pupils achieve the higher levels of attainment.
- Reading, mathematics and writing standards at the end of Year 6 are above average and have been for the past three years except for a dip in writing in 2013. However, the current Year 6 data shows most pupils have already achieved the expected standard or higher in writing to halt this decline.
- Pupils in Key Stage 1 read new and unfamiliar words successfully. Their attainment in the screening check in phonics (letters and the sounds they make) in Year 1 was above average. Pupils in Year 6 enjoy reading and apply their skills across the curriculum.
- The school has focussed on improving pupils' writing skills with many opportunities to write across the curriculum. This inspires pupils to write at length and older pupils now produce examples of neatly presented work with accurate spelling and punctuation, for example when writing about a Roman street.
- Pupils throughout the school make good progress in mathematics due to good teaching and clear explanations of mathematical strategies. The Year 4, Year 5 and Year 6 pupils were engrossed in the adapted video clip of a recent 'chart song' to learn how to find 'the mode, the mean and the median'.
- The most able pupils make good progress by the time they leave school. Their progress is rapid in Year 6, where 50% are working at the higher levels in mathematics, reading and writing. However, in a few lessons the progress of these pupils slows as tasks are too easy and they do not move on to more challenging work soon enough.
- The few disabled pupils and those with special educational needs make good progress. Teachers understand their individual needs and they are supported well in their learning during lessons and intervention activities.
- The pupil premium funding is used efficiently to support individual pupils. There are a very small number of pupils eligible for free school meals, which means comparing their attainment with others is not statistically valid. However, throughout the school they make good progress; similar to their classmates. This demonstrates the school's effective promotion of equal opportunities.

### The quality of teaching is good

- The teaching is good across the school with strengths in many lessons although no outstanding teaching was seen during the inspection.
- During lessons, pupils are focussed and listen well because teachers make it clear to them what they need to do to be successful. As a result, pupils work hard and understand what is expected of them. Tasks usually build well on pupils' skills and knowledge so that the pace of learning is at the correct level and relevant support is at hand when required. Pupils work well together and support each other's learning through paired or group discussion.
- Teachers plan effectively and develop lessons that capture pupils' interests. They have high

expectations and know their pupils well; understanding their different capabilities. Usually, the most able benefit from tasks that are set at a level that ensures they have to think and strive for success, but occasionally, this work ethic is not sustained throughout the lessons because they find the tasks too easy and their progress slows.

- Writing skills are taught in an exciting way. Teachers inspire pupils to use imaginative vocabulary to enrich their work. Year 2 and Year 3 pupils enjoyed writing an adventure story about a character the size of a thumb. They understood his problems and wrote down their ideas quickly including; 'stuck in a spider's web, but with his bare hand he ripped open the web' and 'squashed by a giant snowflake'.
- Pupils are taught their phonics in a structured way that includes activities and fun that ensure pupils recall this important information. They apply this knowledge well and gain confidence in reading. Teachers ensure there are many opportunities to read for pleasure and research. Year 4, Year 5 and Year 6 pupils were engrossed in reading information in magazines and then comparing their purpose and audience to newspapers.
- The teaching of mathematics engages the pupils because teachers use their good subject knowledge to ask probing questions that make pupils think about different ways to carry out calculations. Pupils' learning is extended when they are enabled to think for themselves. This was seen in a lesson for Year 2 and Year 3 pupils who used Venn diagrams to set up their own investigations to record information about colours and objects or letters and words. This activity was organised effectively so that it challenged the mathematical thinking of all ability groups.
- Adults in the Early Years Foundation Stage provide stimulating activities to promote an enjoyment of learning. Children enjoyed weighing objects around the classroom and buying real vegetables from the role-play shop. Children and adults discussed these activities enthusiastically and often identified snippets of progress and how this could be used to extend learning. However, this evidence is not always gathered together to support overall judgements on children's progress.
- Teaching assistants are successful in building up pupils' self-confidence and in helping them to learn and make progress within the classroom and during small group activities.
- Literacy, numeracy and topic books show that pupils usually make good progress overtime. Teachers' marking shows the strengths and next steps for improvement, but there is little evidence of pupils' responding to, or acting on, the advice given.

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

- The behaviour of pupils is good. They are polite and behave well throughout the school. This results in a calm and friendly learning environment.
- Pupils enjoy school, they play and work well together and are keen to learn. They are eager to discuss their learning and listen well to each other. Low-level misbehaviour is rare.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and they have a good understanding of how to keep safe. One child stated 'teachers look after you and that's what makes it safe'. They are confident that any issues will be dealt with effectively. They understand about different types of bullying, including cyber-bullying and say that bullying is rare. School activities show them how to stay safe on the internet.
- Pupils take on responsibilities enthusiastically and the older pupils support the younger children especially during visits to the theatre.
- The school provides healthy hot meals and pupils behave well throughout the meal while they make polite conversations. At play, the small school is a real bonus as they all know each other and share equipment. Nobody is left out.
- Attendance is in line with national averages. There have been no recent exclusions.
- Pupils, staff, governors and the parents spoken to by the inspector state that the school provides a safe environment and that pupils enjoy school and behave well. One parent stated, 'the school is like a family'. The school's recent parent questionnaires show that the school is improving in

areas of behaviour and safety. The majority of responses on Parent View were positive.

- Pupils enjoy the extra-curricular activities, including those related to sport, music and the creative arts. The after-school art club run by volunteers during the inspection enabled pupils to produce potato prints, foil pictures and a fabric book mark.

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

- The headteacher has a thorough understanding of the school's strengths and weaknesses. Her enthusiasm and high ambitions are shared by staff, governors and parents as they strive to improve the quality of teaching and pupils' achievement.
- The headteacher is rigorous in her monitoring of teaching and learning. There are robust systems in place and teachers are informed about how to take their teaching to the next level. A few aspects remain to be resolved including checking that pupils have time to respond to teachers' marking.
- The school's self-assessment is accurate and the school development plan includes the correct priorities to move the school forward. Leadership was prompt to bring about improvements in the Early Years Foundation Stage, including a change of staff. Although these changes have not yet been fully evaluated and assessment is not fully secure the impact is evident in faster progress. However end of year data is not yet available.
- Performance management is focussed on demanding targets to improve the quality of teaching and raise standards; ensuring teachers are fully accountable for the progress their pupils make.
- Middle leaders are enthusiastic about their responsibilities. However, they are not yet fully effective because their role does not cover being accountable for their subject areas across all years in the school.
- The curriculum is engaging and contributes strongly to pupils' spiritual, moral, social and cultural awareness. The involvement of the school in the Comenius Project has enabled some pupils to go to Latvia and Poland to learn about these different cultures 'first hand'.
- The school works closely with local secondary schools to improve the transition. During the inspection the Year 4, Year 5 and Year 6 pupils performed a 'Talent Show' to parents. A secondary school staff member enhanced the rehearsal for the comperes, dancers, singers and musicians by improving their skills and enabling them to become critical friends to each other.
- The school has invested some of the primary school sport funding to provide specialists that work with staff and pupils so that the teaching of physical education can be improved further. The funding has also enabled more pupils to attend new sporting activities.
- Pupil premium funding is used well to support pupils' academic achievement, so that the few pupils eligible for this funding achieve as well as other pupils within the school.
- The local authority has an accurate view of the school and provides support when required.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
  - Governance is good and the governors support and challenge the school. The Chair of the Governing Body leads the governors effectively and they use their skills and expertise well. Governors are well informed and look carefully at the data on the school's performance. As a result, they understand how well pupils, including those supported through pupil premium funding, are progressing. They know what is happening in school because they visit often and spend time talking to staff and pupils. Some governors have observed behaviour at lunchtimes. They know how well teachers are performing and they ensure that pay and promotion for staff are closely linked. Governors oversee the school's finances well and ensure that staff and pupils work in a safe environment. The views of parents are valued and governors hold regular coffee mornings to gain their views.

## 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>	121355
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	431351

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather White
<b>Headteacher</b>	Jill Wells
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	01751 431725
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