

Sinnington Primary School

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

Inspection dates

26 to 27 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, senior leaders and governors have successfully tackled the previous areas for improvement. As a result, the overall effectiveness of the school is good.
- The head of school and governors have high expectations. Leaders have a secure understanding of what needs to be improved. Staff share leaders' ambitions for improvement and are committed to giving pupils a good education. Staff morale is high and reflects their enjoyment of working at the school.
- The partnership with the Ryedale Federation is highly effective. The close working partnership has been pivotal in securing improvements at all levels. Consequently, current pupils, and children in early years, are making good progress in reading, writing and mathematics.
- The recent changes to the curriculum offer pupils exciting and meaningful experiences. Pupils relish the opportunities to practise and apply their skills, particularly writing, across the curriculum. Parents and carers are very positive about the work of the school.
- The overwhelming majority of parents are pleased with the recent changes and have confidence and trust in the school.
- Pupils feel happy and safe in school. They are polite, caring and enjoy each other's company.
- The quality of teaching is good. Teachers generally use assessment information astutely to plan engaging activities for pupils. However, there are occasions when teachers do not use assessment information well enough. Where this is the case, pupils are not moved on to challenging work quickly enough.
- Pupils conduct themselves well in class and around school. Pupils are eager and are involved in improving their own learning. They enjoy sharing ideas with each other. However, some pupils' presentation skills need further development as they have not developed a fluent style of handwriting. This affects the overall presentation and legibility of pupils' writing.
- Children make good progress in the early years. They enjoy the range of activities and exploring things for themselves. However, opportunities for learning and exploration outdoors are not as strong as the indoor classroom environment.
- Although the quality of teaching, learning and assessment is improving, teachers have had limited opportunities to learn from the best teaching practice in the school.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by ensuring that:
 - all teachers help pupils, especially the most able, to move on in their learning as soon as they are ready to acquire new skills and knowledge
 - pupils' handwriting is neat and legible across the curriculum
 - opportunities are provided for teachers to improve their skills by learning from the best teaching practice in the school.
- Improve the early years outdoor area to ensure that children have opportunities to learn and explore as they do in the indoor area.

Inspection judgements

Effectiveness of leadership and management

Good

- Since taking up post, the head of school has worked in close partnership with governors and the Ryedale federation to improve the school at all levels. All staff are united and share leaders' ambitions for improvement. They have been very successful in improving the quality of teaching so that current pupils make good progress. Leaders are successfully reversing a decline in standards.
- The head of school has worked tirelessly to iron out inconsistencies in teaching and improve outcomes for pupils. The head of school and middle leaders have a secure grasp of the strengths and what needs to be improved further. They have worked together to provide effective training and support to improve the quality of teaching, learning and assessment. However, teachers have not had the opportunity to learn from the best teaching practice in the school.
- An extensive range of strategies has been implemented, including the revamped curriculum. The curriculum enables pupils to gain new knowledge and skills across a wide range of subjects. Pupils told the inspector about the many opportunities they have to engage in real-life experiences. For example, pupils enjoyed digging a trench to reflect what life would have been like during World War 1. Pupils also spoke enthusiastically about when an earthquake came to Sinnington and turned their school upside down. As a result, pupils used their writing skills to produce high-quality descriptive accounts of their experiences.
- Pupils' spiritual, moral, social and cultural understanding is promoted effectively throughout the curriculum. Pupils have a mature understanding of differences in people's faiths and backgrounds. The school's values help to foster pupils' tolerance and respect of others. Pupils are well prepared for life in modern Britain as the school promotes democracy and voting. For example, pupils have voted on the redevelopment of the 'quiet area' and voting to wear pyjamas to raise money for the recent red nose day charity appeal.
- Additional government funding to meet the needs of different groups of pupils is used effectively. The small numbers of pupils who have special educational needs and/or disabilities (SEND) have their progress checked regularly and are supported to make good progress. Leaders organise additional external support to meet these pupils' needs when necessary.
- The pupil premium is used judiciously to provide extra support for disadvantaged pupils. Leaders and teachers have carefully identified the barriers these pupils face. Disadvantaged pupils receive extra support in class, which ensures that these pupils make good progress. Subsidised visits and access to music lessons ensure that these pupils fully engage in the life of the school.
- The primary school physical education and sport funding is used effectively. It is used to provide additional training for teachers in the teaching of physical education. Pupils across the school have increased opportunities to take part in a wide range of competitive sports.
- The head of school has helped to transform the views and perceptions of parents. The

overwhelming majority of parents and carers are highly positive about the school. Parents are very pleased of the recent changes introduced by leaders. Parents value the individual attention and personalised support for their pupils. They are unanimous in recommending the school to others.

Governance of the school

- Governors are ambitious for the school. They have been unrelenting in their efforts to secure effective leadership and improve the overall quality of education for all pupils. Their persistence and attention to detail has been pivotal in improving the school.
- Working together with the Ryedale Federation, governors have strengthened the way in which they support and challenge leaders. Governors take their strategic role seriously by using the information they receive to ask searching questions to ensure that pupils make stronger progress.
- Governors are highly committed to the school and are not content to rest on their laurels. Through their visits into school, they have a clear overview of strengths and areas that require further development. Consequently, they are supporting the school's ongoing improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that there is a strong culture of safeguarding across the school. All staff are well trained and know how to keep pupils safe in school. Staff have access to clear policies and written guidance for keeping pupils safe. Staff are vigilant and alert in recognising signs of pupils being at risk of harm. Staff are aware of how to raise concerns should the need arise.
- Leaders undertake rigorous vetting checks on the suitability of staff to work with children before they begin work at the school. Additionally, senior leaders and governors have been trained in safer recruitment. This ensures that recruitment and induction procedures are in line with statutory requirements.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection. Leaders have been dogged in their pursuit of ensuring that pupils achieve more highly. Leaders conduct lesson observations, carry out scrutiny of pupils' work and hold progress meetings. Leaders have acted swiftly to stem the decline in the standards seen at key stage 1. Leaders' increased rigour ensures that more pupils are on track to achieve more highly and no pupil is left to 'slip through the net' and fall behind.
- Teachers have fully bought into leaders' raised expectations. Classrooms have a positive atmosphere for learning and relationships are good at all levels. Teachers plan and prepare interesting lessons that motivate pupils. Teachers provide pupils with a diet of work that now more closely matches their needs. This is helping pupils,

particularly in key stage 1 and lower key stage 2, to catch up. However, there are occasions where pupils, especially the most able, are not moved on to more challenging work when they are ready.

- The recent focus on improving reading has paid dividends. Classrooms have been transformed to include designated reading areas. These attractive areas have stimulated pupils' interest more widely and more often. Teachers share high-quality books with pupils that foster a love of reading and expose them to rich vocabulary.
- The renewed focus on reading has had a positive effect on improving the overall quality of pupils' writing. Pupils use a wide range of vocabulary to hook in the reader. For example, pupils crafted poignant diaries of what life was like in the trenches during World War 1. However, while the quality of pupils' writing is improving, pupils need more support so that their handwriting is fluent and legible. Not all pupils have developed a fluent style of handwriting, which, sometimes, makes their writing difficult to read.
- The teaching of phonics is systematic and helps pupils to recognise the sounds letters make. Pupils are able to draw on different strategies to blend sounds together to read unknown words. Inspection evidence shows that pupils use these strategies to hear sounds and spell words more accurately when writing.
- The teaching of mathematics has been a focus for leaders. Leaders have provided good quality training and resources to support the teaching of mathematics. Pupils are developing good mental calculation skills. Teachers now provide more opportunities for pupils to apply their calculation skills to reason and in problem-solving situations. This aspect is becoming much more consistent and accounts for the improved progress seen throughout the school.
- Teaching assistants are well deployed and utilised effectively throughout the school. They work hard to ensure that various groups of pupils, including those who are disadvantaged and pupils who have SEND, are given access to learning resources that develop their independence and confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have opportunities to take an active role in the school. For example, some older pupils take on roles such as handing out milk to younger pupils. The school council ensures that school leaders consider pupils' voice. Pupils have had the opportunity to vote on redeveloping parts of the school grounds.
- Pupils have a good understanding of what makes a healthy lifestyle. They understand the importance of having a balanced diet and the benefits of eating fruit. Pupils value the increased opportunities to take part in sporting activities and understand the importance of regular exercise.
- Pupils are keen and eager to learn. The recently introduced system of pupils working with each other to check their work is having a positive effect. Pupils are sensible in offering advice and suggestions to improve the quality of each other's work. Pupils

have risen to the increased challenges set by their teachers. Pupils told the inspector that, by and large, work is more challenging and they persist if they don't get their work right in the first time of asking.

- Pupils have a good understanding of the different forms of bullying, including name-calling, cyberbullying and physical bullying. Pupils say that bullying is a rare occurrence and they have every faith in adults to 'stamp it out' should it occur.

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour is good and they feel safe in school. They have every confidence in adults to sort out any problems should they arise.
- Playtimes are happy and harmonious occasions. Pupils enjoy each other's company and happily play together in the playground. They have opportunities to play sports such as football or basketball in mixed teams. Pupils enjoy talking to one another and some enjoy using their imagination to create their own games.
- Pupils arrive punctually to school each day and are greeted in a friendly manner by staff. Overall attendance has improved from the previous year and reflects the national average.
- Pupils generally apply themselves to work hard and learn well. Very occasionally, pupils show lapses of concentration. Although this affects their work ethic, it does not disrupt the learning of others.

Outcomes for pupils

Good

- This is a very small school with small numbers of pupils. The numbers of pupils within year groups and between successive years is small. Consequently, statistical comparisons between published outcomes and school results over time are not meaningful.
- Leaders' monitoring of pupils' progress across the school is rigorous. Leaders leave no stone unturned in ensuring that pupils attain the standards they are capable of throughout the school. Assessment information and work in pupils' books show that current pupils are making good progress.
- Parents spoken to by the inspector say that they recognise the vast improvements in their children's learning because of the close attention staff pay to their needs. The vast majority of parents believe that their children make good progress.
- The inspector's findings support parents' views and the views of senior leaders that pupils make good progress across the school. Teachers have higher expectations for what pupils can achieve, which is helping to improve the progress pupils make.
- Since taking up post, the head of school and middle leaders have squarely focused on improving standards in reading, writing and mathematics. Leaders have introduced initiatives that have improved pupils' reading, writing and mathematical skills. Pupils are developing good skills in writing for a range of interesting purposes in history, science and geography. Pupils enjoy listening to and engaging in the reading books.

This is helping to instil a love of reading and helping pupils to use a wide range of vocabulary in their writing. Pupils have a wide range of opportunities to apply their mathematical skills to problem-solving situations.

- The number of disadvantaged pupils in Year 6 in 2018 was too low to report on their achievement compared to other pupils nationally. In-school information shows that the small numbers of disadvantaged pupils are making good progress in all that they do.
- Pupils who have SEND receive effective support. The school is quick to identify support for these pupils with appropriately challenging targets for them to achieve. As a result, these pupils are well integrated into school life and make good progress from their individual starting points.
- In 2018, pupils' achievement in key stage 1 was not as strong as pupils in key stage 2. However, inspection evidence shows that this has improved significantly. Teachers now provide pupils with age appropriate work and have a more accurate understanding of what individual pupils can achieve. This is beginning to result in more pupils being on track to meet the standards expected for their age. Nevertheless, pupils, especially the most able, would benefit from swifter challenge to make stronger progress.

Early years provision

Good

- The small number of children who enter the early years do so with levels of development which vary from year-to-year, but are broadly typical for their age. From their different starting points, they make good progress and are well prepared for key stage 1.
- From September 2018, the local pre-school has joined the school and the Ryedale Federation. This partnership is helping to secure a closer working partnership between the pre-school and school. This partnership supports effective transition. In addition, this is helping to boost numbers, in the main, in the school as these children move into Reception.
- Leaders have put successful systems in place to assess and track children's progress across the pre-school and when children enter the Reception Year. Adults regularly assess children's progress and plan appropriate next steps to ensure that they make good progress. Historically, very few children exceeded the standards for their age. Current evidence shows that children are being supported to exceed age-related expectations, particularly in mathematics. Leaders, as with other year groups, are channelling their efforts to ensure that assessment is used incisively to move children on quickly in their learning.
- Adults work hard to provide stimulating activities in the indoor environment throughout the day. The most recent intake has included significantly more boys than girls. Adults plan activities that capture the interest of children, particularly boys. For example, adults have capitalised on the children's interest in animals. The children enjoy taking care of the class guinea pigs. They also enjoyed the challenge of using their mathematical skills to estimate the number of plastic bottles needed to make an indoor igloo. The igloo supported children's understanding of life in contrasting, colder environments.
- Adults try earnestly to provide opportunities for children to continue their learning and

explore outdoors. The outdoor environment both at the pre-school and main school helps children to develop their motor and physical skills. However, at this point, the early years outdoor areas remain underdeveloped for children to learn and play. The open nature of each area affects the frequency of their use, particularly when the weather is inclement.

- Parents have positive relationships with the school. Parents value the close attention and support that their children receive. Parents contribute to their child's development and the school has plans to capture parental voice further.
- Safeguarding in the early years is effective and closely follows policy and practices in the rest of the school. This ensures that children are safe and feel safe. For example, adults provide helpful reminders of using equipment such as scissors safely.

School details

Unique reference number	121355
Local authority	North Yorkshire
Inspection number	10059075

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	David Dangerfield
Executive Headteacher	Mark McCandless
Head of School	Neil Roden
Telephone number	01751 431 725
Website	www.sinningtonprimaryschool.co.uk
Email address	admin@sinnington.n-yorks.sch.uk
Date of previous inspection	5 to 6 February 2014

Information about this school

- Sinnington Primary School is much smaller than the average-sized primary school. The school is part of the Ryedale Federation of schools.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils who have SEND is below average.
- The proportion of disadvantaged pupils is below average.
- In September 2018, the school entered into a formal partnership with Sinnington pre-school. Children have part-time education in the Nursery. In Reception, children receive full-time education.
- The new head of school was appointed from September 2018.

Information about this inspection

- The inspector observed a range of teaching and learning throughout the school. A number of the observations were conducted jointly with the head of school.
- The inspector examined pupils' work in lessons and analysed samples of work in pupils' books across the curriculum.
- Formal and informal discussions took place with parents, middle leaders and members of the governing body. A telephone call was held with a representative from the local authority.
- The inspector spoke with pupils, both individually and in groups, about their experiences at the school.
- The inspector scrutinised the school's self-evaluation document, its development plan and the minutes of the governing body. He considered a range of documentation relating to pupils' progress, safeguarding and attendance information.
- The inspector listened to pupils read individually.
- The inspector considered the 30 responses to Ofsted's free-text service and the 63 parental responses to Ofsted's online questionnaire, Parent View. The inspector spoke with parents at the start of the school day. The inspector also took account of the responses to Ofsted's questionnaires from 11 members of staff and 48 pupils.

Inspection team

Brian Stillings, lead inspector

Ofsted Inspector

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