

Inspection of Sharow Church of England Primary School

Berrygate Lane, Sharow, Ripon, North Yorkshire HG4 5BJ

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They know they are safe and cared for. Staff have high expectations for pupils' learning and behaviour. They are 'ready, respectful and safe.' Pupils engage well in lessons. If they do lose focus, staff quickly get them back on track. Pupils get on well together at social times. Pupils devise and lead games and activities for one another. Older pupils support younger ones to join in.

The curriculum has developed strongly since the previous inspection. Pupils learn well. Children in the early years have a positive start to their education. They play and learn well together. Pupils with special educational needs and/or disabilities (SEND) are well supported, and staff have a clear understanding of these pupils' needs and next steps.

Pupils are prepared for life in modern Britain. For instance, they have regular opportunities to learn about the experiences of people from different cultures and backgrounds. They celebrate the contributions that diverse authors and experts have made to British life. The school makes effective use of its grounds to support pupils' development. For example, pupils learn camping and bushcraft skills in the school's woodland area. Through this, they are supported to appreciate the natural world.

What does the school do well and what does it need to do better?

The curriculum is well designed. In each subject, the school has identified important knowledge and skills that pupils need to learn. This is broken down into steps in learning that deepen pupils' understanding over time. Teachers have secure knowledge of the subjects that they teach. Important knowledge is revisited to help pupils to remember it. The school checks effectively how well pupils are learning the curriculum.

Throughout the school, pupils are taught in mixed-age classes. Pupils in the same class are therefore at different stages and have different learning needs. However, sometimes, the school does not ensure that teaching takes account of these differences. When this happens, activities are less well matched to pupils' learning needs. Some pupils do not learn as well as they should.

The early years curriculum prepares children for Year 1. For example, activities help them to develop their vocabulary and mathematical knowledge. Staff are skilled at interacting with children so that they get the most out of their learning. However, sometimes, these activities do not help children to practise and apply what they have learned independently.

Staff are well trained in early reading. Pupils learn to read quickly and accurately. Pupils get extra practice, when required, so that they keep up. Most pupils enjoy reading. They are keen to talk about books they have read in school.

The school works well with external agencies, including the speech and language service, to identify and meet the needs of pupils with SEND. The adaptations to delivering the curriculum that teachers make for pupils with SEND are effective. The school provides

appropriate interventions for pupils who need more, or different, opportunities to secure learning or develop their skills.

The school's curriculum for pupils' personal, social and health education prepares pupils well for life in modern Britain. Pupils know how to keep themselves safe, including online. A range of residential trips, including a visit to London, develop pupils' independence and resilience. Some pupils have leadership roles, such as well-being ambassadors. However, some pupils do not have enough opportunities to contribute to the life of the school and wider community. This limits the experiences for pupils to develop their sense of personal responsibility and active citizenship.

The school has clear expectations and routines, which pupils understand and follow. If pupils need extra support to enable them to behave well, they get the right help.

Governors and staff are deeply committed to the school's work. The school has had a challenging few years caused by factors beyond its control. Despite this, it has improved significantly since its last inspection. Governors carry out their statutory duties effectively. They provide the school with the challenge and support it needs to continually develop. Staff morale is high. Teachers and support staff make good use of the regular training and networking opportunities available.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the teaching of the curriculum is not well adapted to what pupils know and can do. Where this happens, pupils do not learn subject content as well as they could. The school should make sure that teaching of the curriculum is based on a clear understanding of what pupils already know and need to learn next.
- Some pupils do not have enough opportunity to practise active citizenship by contributing to the life of the school and wider community. Where this happens, pupils have little access to experiences that might develop their sense of responsibility and purpose. The school should make sure that all pupils have meaningful opportunities to recognise the impact they can have on the school and wider community.

How can I feed back my views?

You can use to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121588
Local authority	North Yorkshire
Inspection number	10379361
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Michael Paul
Headteacher	Jacqui Palmer
Website	www.sharow.n-yorks.sch.uk
Dates of previous inspection	7 and 8 February 2023, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Leeds. It was last inspected under section 48 of the Education Act 2005 in November 2019. The next section 48 inspection is due within seven years of this date.
- The school does not make use of any alternative providers.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher. The lead inspector also met with representatives of the governing body, including the chair.
- The lead inspector also spoke with representatives from the diocese and the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed and reviewed the curriculum in some other subjects.
- An inspector observed some pupils reading to a familiar adult.
- Inspectors spoke to pupils about their learning and their experiences at school. An inspector also spoke to parents as they dropped their children off at school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour throughout the school day, including at social times. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- Inspectors reviewed the responses received through Ofsted Parent View, including free-text responses. Inspectors also considered the responses received to Ofsted's online surveys for staff and pupils.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Joanne Cliff

Ofsted Inspector

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