

Hambleton Church of England Voluntary Controlled Primary School

Gateforth Lane, Hambleton, Selby, North Yorkshire, YO8 9HP

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a happy school where pupils enjoy their learning and are well prepared for the next stage in their education and future lives.
- Achievement is good and pupils make good progress through the school. As a result, they reach above average standards in English and mathematics by the end of Year 6.
- Teaching is consistently good and sometimes outstanding. Teachers prepare interesting materials and teaching assistants provide good support to pupils who need extra help with their work. Classrooms are managed well so that lessons run smoothly.
- Pupils' behaviour is outstanding. The older children work in partnership with school leaders to set the standards for exemplary behaviour. They are eager to learn and try their very best to succeed. Around the school pupils are considerate and polite. They feel safe and secure and take pride in their school.
- The astute leadership of the headteacher has been central to the school's good improvement since the previous inspection. Both teaching and achievement have improved.
- The governing body and staff work well as a team and morale is very high.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and learning across the school.
- Teachers do not always use the results of tests and assessments to plan activities that get the best out of the pupils. This sometimes results in work that is too easy for more-able pupils, particularly in mathematics.
- In some lessons there is too little time for pupils to be independent and take responsibility for their own learning.
- Leaders do not always make sure that checks on the quality of teaching are leading to improvements.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 28 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the governing body, staff and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement.
- Inspectors heard four groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- Hambleton is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average but the proportion supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are White British.
- The school has a number of awards, including Eco Friendly Status Silver Award.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further raise achievement by ensuring that:
 - teachers use their assessments to help them plan work that challenges all pupils, particularly the more able.
- Further improve the quality of teaching by:
 - ensuring that checks made on the quality of teaching bring about an increase in the number of outstanding lessons
 - providing more opportunities for pupils to be independent and take more responsibility for their own learning.

Inspection judgements

The achievement of pupils

is good

- Children start school with skills and knowledge that are generally those typically expected for their age. Children make good progress in the Early Years Foundation Stage because they are well supported and guided in their learning. They work and play well together, taking turns and sharing fairly. Children grow in confidence, are eager to explore the exciting activities available and enjoy learning.
- At Key Stage 1 pupils continue to show very positive attitudes in lessons. They are eager to learn and keen to cooperate and make good progress in reading and writing by the end of Year 2. The school has worked hard to ensure all pupils are achieving well in reading and this has paid off with pupils making better progress and demonstrating good comprehension skills.
- Achievement by the end of Key Stage 2 has improved in all areas since the previous inspection and is now good. Most pupils make good progress across Key Stage 2 because the quality of English and mathematics teaching is good. The school has improved strategies for teaching mathematics and there is evidence of improved attainment in all Key Stage 2 classes. Although more pupils attain above the expected level, a few more-able pupils do not make as much progress as possible.
- Disabled pupils and those with special educational needs make good progress because of the well-targeted extra support they receive. Their individual needs are identified early and a variety of extra activities put into place to help them to catch up.
- A small number of pupils who are known to be eligible for the pupil premium also receive additional support if it is needed. Test results and pupil progress data show that this effective support helps these pupils to do as well as others in the school.
- Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.

The quality of teaching

is good

- Adults in the Early Years Foundation Stage work effectively as a team to ensure the individual needs of children are met. There is a good balance between adult directed activities and those chosen by children for themselves. As a result, their development as independent learners is fostered well.
- In Years 1 to 6, lessons are helping pupils make progress. Marking is used well to show pupils how improvements could be made. However, while pupils are skilled in checking aspects of their progress, teachers place insufficient emphasis on pupils' understanding of their role to take charge and be responsible for their own progress.
- There were many examples of good teaching and in these lessons pupils were actively engaged and made good and outstanding progress. For example, in a Year 3 and 4 class, pupils made good progress in a mathematics lesson exploring shapes because the teacher was enthusiastic and motivated the pupils to learn. The pupils responded well and were able to work with their friends which enhanced their learning.
- Teachers have good subject knowledge and so are able to explain ideas clearly and confidently. This was evident in an English lesson for pupils in Years 2 and 3 in which they were learning to develop and apply new words they had learnt to spell within sentences. The pupils were confident that the teacher could help them overcome any difficulties if they arose.
- Teaching was also good when teachers planned activities that allowed pupils to explore learning within a theme. For example, Year 2 children were very appreciative of having the opportunity to develop their understanding of different values of coins within the theme of 'Doctor Doom'.
- Teachers check pupils' work during lessons so they can pick up any misconceptions and adjust

their plans accordingly to promote learning. However, occasionally, teacher assessment is not always used to inform planning to ensure the best possible progress. In a few lessons the more-able pupils are not sufficiently challenged to extend their learning, especially in mathematics.

The behaviour and safety of pupils are outstanding

- Pupils are well behaved, courteous and polite at all times. In lessons, they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- The older children are actively engaged in working with the school leaders to set standards and ensure behaviour is of the highest quality. This is exemplified in the 'Rights and Responsibilities Charter' which outlines what children can expect from the school and the importance of their contribution.
- The life of the school is enhanced by this willingness of pupils to take on responsibility, such as being a member of the school council. In so doing they learn about the democratic process and it also gives all pupils a voice in how the school develops.
- The older children understand their responsibility to model good behaviour and safe practice. The 'buddies' and 'monitors' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils enjoy playtimes which are very happy and secure for all.
- They know about different kinds of bullying, such as physical bullying and name calling, and say such instances are rare. Pupils with behavioural difficulties find it hard to act responsibly at times. However, they respond very positively to the school's consistently applied behaviour management strategies and their behaviour has shown marked improvement over time.
- Pupils have a good understanding of how to keep themselves and others safe. This is promoted effectively by the curriculum, through which they learn about how to react if approached by a stranger and the dangers associated with roads, railways and water. They are confident that any issues they raise will be dealt with promptly and effectively by the school.
- Pupils enjoy coming to school and this is reflected in comments such as, 'We like school because teachers are friendly and everyone looks after each other.' Their attendance is at least average and pupils are consistently punctual.
- Parents are supportive of the school. The majority of parents who responded to Parent View indicated that the school makes sure children are well behaved and deals with bullying effectively.

The leadership and management are good

- The headteacher's ambitious vision for further improvement is shared by all leaders and the governing body. All leaders lead by example, consistently communicating high expectations to staff and channelling their efforts to good effect.
- Leaders base their actions on robust self-evaluation, which gives a clear picture of the school's strengths and weaknesses. As a result, there has been good improvement since the previous inspection and there is a good team to take the school forward.
- The leadership of teaching, including professional development and management of teachers' performance, has successfully improved the quality of teaching and raised pupils' achievement, particularly in reading and most recently in mathematics. Teachers are accountable for the progress that pupils make and regular meetings are held to check pupils are on track to meet the challenging targets set for them. Any pupil identified as falling behind is quickly given extra support to boost their performance.
- Leaders are aware of the need to think carefully as to how they can use monitoring to improve the quality of teaching and make more lessons outstanding; particularly in respect to ensuring teachers plan work that will extend the achievement of all learners, particularly the more able.

- Staff model professional standards in all of their work and show respect and courtesy for pupils and each other. There are good relationships throughout the school and this contributes positively to pupils' learning and development.
- The promotion of equality of opportunity and tackling of discrimination is good. The school has rigorous systems for checking the performance and progress of different groups. As a result, pupils' experiences are positive and any unevenness between groups is minimal.
- All statutory safeguarding regulations and duties are met and regularly reviewed. The school integrates issues of safety within the curriculum.
- After working closely with leaders and the governing body to secure improvement after the previous inspection, the local authority now provides light touch support for this good school.
- The school works successfully in partnership with others, including the local primary school cluster, to promote pupils' learning. Engagement with parents is very positive and they are kept informed about school activities and how their children are progressing.
- The curriculum is organised well to meet the needs and aspirations of different groups of pupils. It is enriched by a variety of well-attended extracurricular activities and visits to places of educational interest. The range of residential visits the pupils experience, such as a trip to Boggle Hole in Whitby, is exemplary. Pupils' spiritual, moral, social and cultural development is promoted effectively. International links with the Mupata School, in Mongu, Zambia extend pupils' horizons and their appreciation of other cultures.
- **The governance of the school:**
 - The governance of the school is good. In particular, governors are fully involved in evaluating the school's performance and in determining its strategic direction. Governors are fully involved in the leadership team and their relationships with staff, parents and pupils are constructive. They are aware of the need to hold leaders to account to ensure consistently good progress is made. The governing body ensures that performance management takes place and as part of this they are regularly updated on training needs of staff. The finance committee review the school budget and pupil premium funding is used well to support the achievement of this small group.

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	121566
Local authority	North Yorkshire
Inspection number	406036

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Anne Perry
Headteacher	Jonathan Swain
Date of previous school inspection	20 September 2010
Telephone number	01757 228391
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