

Hawsker Cum Stainsacre Church of England Voluntary Controlled Primary School

Hawsker, Whitby, North Yorkshire, YO22 4LA

Inspection dates 26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils very much enjoy coming to school as they say the school is like a 'big family'. Pupils' behaviour is outstanding. They get on very well with each other. They support each other in their work and play and say there is no bullying. They have an excellent knowledge of how to keep safe in different situations.
- Children enter the school with skills that are typically below average and make good and sometimes outstanding progress across the school. They reach standards that are broadly average overall by the time they leave the school in Year 6.
- Pupils make outstanding progress in their reading skills. The school has a systematic approach to teaching reading skills. It also has a strong focus on developing pupils' love of reading. Daily reading sessions and a new library have also contributed to pupils' increased progress.
- Teaching is good, because teachers have high expectations and good questioning skills. They have good knowledge of pupils' abilities through regularly checking on pupils' progress. Teachers meet the needs of their pupils well through good quality planning and activities in lessons that inspire pupils to learn.
- The headteacher is ambitious for the school, leads by example and has high expectations of all pupils and staff. He is very well supported by a strong team of staff. They have improved pupils' standards in reading and are committed to improving their own teaching and standards in mathematics.
- Governors are very knowledgeable about their school and are well trained in their role. They are keen for the school to do even better. They know that pupils' performance in mathematics needs to improve further. They are very supportive but are also challenging the school to become outstanding.

It is not yet an outstanding school because

- Teaching is not yet outstanding. It sometimes does not have sufficient pace and challenge. Some marking fails to help pupils improve their work and even when it does, not enough time is always given for pupils to respond to advice.
- Pupils do not have enough opportunities to solve problems, use their mathematical skills in other subjects, nor progress well enough in their calculation skills. Children in the Early Years Foundation Stage do not sufficiently develop their mathematical skills through play.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, of which one was observed jointly with the headteacher.
- Inspectors looked at groups of pupils working with teaching assistants and specifically listened to Year 2 pupils read, and other year groups in lessons.
- Inspectors talked to a range of pupils, including the school council, about their work and play in school.
- Meetings were held with six governors as well as teaching staff, including subject leaders and the teacher responsible for pupils who are disabled or have special educational needs.
- Inspectors were unable to take account of responses to the on-line questionnaire (Parent View) when planning the inspection, as there were insufficient responses. They did consider staff questionnaires as well as parental and pupils' surveys completed by the school.
- Inspectors observed the overall work of the school and studied a number of documents including the school's data about pupils' current progress. They also examined documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, its website and work representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Kath Mullen

Additional Inspector

Full report

Information about this school

- The school is a smaller than average-sized primary school.
- A below average proportion of pupils are known to be eligible for the pupil premium which is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- A below average proportion of pupils are supported at school action, school action plus or have a statement of special educational needs.
- The majority of pupils are of White British heritage.
- A number of pupils have been joining the school at different times throughout the year and pupil numbers are rising.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics, do not apply to this school. When results are reported at the end of Year 6, the number of eligible pupils has been consistently below 11.
- The school has experienced significant changes in staffing over the last two years.
- The school has achieved the Inclusion Quality Mark.
- The school provides before- and after-school care and a 'mother and toddler group' managed by the governing body.
- Children in the Early Years Foundation Stage are currently taught in a Reception class with Year 1 and 2 pupils.

What does the school need to do to improve further?

- Improve the overall quality of teaching so that it is outstanding by:
 - always ensuring pupils know how to be successful in lessons so they can improve their own learning and progress
 - giving very clear points for improvement when marking pupils' work and also dedicated time for pupils to improve their work in the next lesson
 - improving the pace and challenge in lessons so all pupils make the best possible progress.

- Raise standards in mathematics by:
 - providing more opportunities for mathematical investigations and problem solving
 - giving pupils more opportunities to use their mathematical skills in other subjects
 - providing more opportunities for children in the Early Years Foundation Stage to develop their mathematical skills through play
 - ensuring that pupils make better progress in their calculation skills.

Inspection judgements

The achievement of pupils is good

- The school knows its pupils well and as a result, is able to ensure they make overall good and sometimes outstanding progress. They track pupils' progress carefully to ensure that no one is being left behind and also set challenging targets for pupils.
- Children enter the Reception class with skills that are below those typical for their age, particularly in their early literacy skills. They make good progress overall as they settle in well and develop their speaking and listening skills rapidly. Opportunities to develop their mathematical skills through play are less common, sometimes limiting their progress and understanding in this area of their learning.
- Pupils make good and sometimes outstanding progress across Key Stages 1 and 2 due to consistently good teaching and lessons that meet pupils' needs well. By the time pupils leave Year 6, standards in English and mathematics are broadly average and are continuing to improve.
- Pupils' attainment in mathematics is lower than in English. This is because teachers do not give pupils sufficient opportunities for mathematical investigations and problem solving. Pupils do not make sufficient progress in their calculation skills nor do they have enough opportunities to use their mathematical skills in other subjects.
- The school has a systematic approach to teaching phonics (sounds that letters make) and this gives pupils a good grounding that enables them to make outstanding progress in their reading. By the time pupils leave Year 6, standards in reading are above average. This is also due to a recent focus on improving pupils' reading skills, through daily reading sessions and a new, well-resourced library. In the Year 1 Phonics Test pupils performed well above the national average due to the school's effective approach to teaching reading and phonics.
- The school is keen to ensure that all pupils, whatever their needs, make good progress. It has used the pupil premium money wisely by purchasing additional resources for reading and providing extra individual support in mathematics. Consequently, pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, also make good progress. They reach standards in English and mathematics that are one term ahead of similar pupils nationally. The gap between the attainment of pupils known to be eligible for free school meals and those pupils who are not, is beginning to close quickly.
- The school supports pupils with specific needs well. As a result, disabled pupils and those with special educational needs also make good progress from their starting points. They reach standards that are comparable with similar pupils nationally.

The quality of teaching is good

- Teaching is consistently good and in some lessons, teachers' questioning and planning for pupils' individual needs are outstanding. Teachers are also effective at capturing pupils' imagination and inspiring them to learn. This ensures that they make at least good and sometimes outstanding progress during lessons.
- In an art lesson on 'pointillism', in the Key Stage 2 class, pupils were inspired when practising their art skills using small dots to create a picture. The teacher's direct teaching was precise and effective. She very effectively modelled the skills pupils needed. As a result, all pupils' needs were well met and they made at least good progress. The lesson was not outstanding because pupils were given too little indication of what they needed to do to achieve the highest standards.
- Teachers mark pupils' work regularly and usually give points for improvement. Some marking, in writing, is very effective and pupils respond well. In some marking, however, points for improvement are not always precise enough. Consequently, pupils cannot always achieve a

higher level in their work, nor understand misconceptions, in mathematics, for example. In addition, pupils are not always given time to put their work right in the following lesson and sometimes this means that they repeat their mistakes.

- Although pupils often make good progress in mathematics lessons they do not always reach high enough standards in their work. Teachers do not always ensure that pupils are involved in mathematical investigations so they can solve problems using numbers. They do not develop formal calculations soon enough so pupils become more efficient in their work. Opportunities to use their mathematical skills in other subjects are also not planned so pupils can use their skills at a higher level.
- In a Key Stage 1 writing lesson, about predicting 'What will happen next?' pupils were very involved in writing about the life cycle of butterflies. The work was well planned to meet pupils' needs and the majority made good progress. This was due to the teacher's effective questioning and support she gave through well-structured activities. Pupils might have made even better progress if they had been challenged to work at a faster pace during the lesson.
- Children in the Early Years Foundation Stage have a range of opportunities to develop their skills both inside and outdoors. The outdoor area has been improved since the last inspection. Children now have more opportunities to develop their literacy skills because the classroom and outdoor learning areas are more language rich. Pupils were enthralled and excited about experiencing shaving foam during one lesson. The teaching assistant was very effective at developing their language skills as they relished this experience. However, insufficient encouragement is given for children to recognise the mathematical aspects of their play activities.
- Where teaching assistants are used effectively, pupils with specific needs make good progress with their learning. A teaching assistant was particularly effective at supporting pupils with their learning in a reading session. She skilfully kept them on task, and as a result they made good progress with their reading task.

The behaviour and safety of pupils are outstanding

- Pupils were very positive about their school. They thoroughly enjoy coming to school and relationships across the school are very strong in this family orientated school. Pupils new to the school are made very welcome. They settle quickly and other pupils take on the responsibility for ensuring newcomers feel welcome and make friends quickly. A 'mother and toddler group' held twice a week, also supports children who are likely to enter the school's Reception class.
- Pupils play well together at playtime and lunchtime and a wide range of provided activities enable them to do this successfully. Behaviour in the dining room is exemplary. Dining is a quality experience where pupils are able to socialise over tasty, healthy food. They are often complimented on their behaviour when they are out on school visits.
- Pupils were keen to tell inspectors that there was no bullying in the school and that everyone gets on with each other exceptionally well. The school has high expectations of pupils' behaviour and pupils respond well to staff and enjoy their learning.
- They have excellent attitudes to learning because teachers make it fun. Pupils work well together in groups and in pairs. They achieve well because of strong relationships and well-structured interesting activities.
- Pupils have an outstanding understanding of how to keep safe in a wide range of situations. An annual visit to the 'Crucial Crew Safety Activity Day' ensures pupils know about a whole range of different situations. It very effectively promotes pupils' understanding of keeping safe, including fire and water safety. Pupils also have an excellent understanding of how to keep safe when using the internet.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are supported in their personal development as the school discusses issues, such as right and wrong and the importance of being truthful, during assembly and in 'circle time'.

- Attendance is above average because the school promotes it well. There are good systems in place to promote good attendance and punctuality. Pupils are very keen to come to school and know why it is important to attend school and to be on time.

The leadership and management are good

- Since the last inspection, the headteacher has been instrumental in improving pupils' reading skills and the partnership with parents. He is proud of the school and ambitious for the pupils. A strong team of staff has supported the changes. They know pupils well and consequently are well equipped to improve the school further.
- The school knows itself well as a result of its accurate evaluation of its performance. The school regularly checks on how well it is doing through lesson observations, looking at the school's information on pupils' progress and work in pupils' books. Leaders have used this information effectively to identify areas for improvement. As a result, leaders know that standards in mathematics need to improve further and are putting strategies in place to enhance pupils' achievement in this subject.
- The school is very committed to ensuring all pupils achieve as well as they can. Pupils are treated as individuals and their progress is maximised. As a result, the school provides good equality of opportunity for pupils to achieve well in all aspects of their development.
- Performance management is used effectively to improve the quality of teaching and to raise standards. Teachers receive good quality training, professional development and support to improve their work. Consequently, pupils' reading skills have improved in particular. Staff are rewarded appropriately for their leadership responsibilities as well as their performance in the classroom.
- The school is particularly good at ensuring parents are involved in the life of the school. Fund-raising, social events and a mathematics evening for parents have ensured that parents know the school and staff well and are able to play a positive role in supporting their children's education. They endorse the school's aim to offer pupils the best that a school can offer. The school also provides good quality before- and after-school care for pupils. Parents appreciate and value this provision which their children enjoy.
- The school is developing a good range of partnerships to support the school and ensure that pupils and staff have the benefit of linking with other local schools. The school has a good link with the feeder secondary school where pupils attend cookery lessons. This also ensures pupils feel comfortable when leaving Year 6 to go to their new school.
- The school's curriculum is developing well. The school is keen to use the local area as much as possible to foster pupils' interest in and understanding of the local and wider community. They are developing whole-school themes and more links to other subjects. As a result, pupils are increasingly involved in their own learning and their progress is improving quickly.
- Spiritual, moral, social and cultural development is at the heart of pupils' personal development. It underpins the strong teamwork and relationships across the school. Pupils also experience a range of musical and artistic opportunities that fosters a wider love of learning.
- The school gives careful attention to safeguarding and procedures meet requirements.
- The school has good support from the local authority to enable it to further improve.
- **The governance of the school:**
 - Governors are ambitious for the school and know it extremely well. They have a broad range of skills and are well trained in the respective roles that they take on to support aspects of the school's work, such as finance and safeguarding. They are very knowledgeable about how the pupil premium funding is spent and how it has been particularly successful in improving pupils' reading skills and contributing to improvements overall in English and mathematics. Governors have a good understanding about the quality of teaching because they regularly visit the school as parent helpers and in their roles on the governing body. They ensure that performance management is used appropriately to challenge staff to improve pupils'

achievement and the quality of teaching. In addition, the governing body ensures that staff pay is linked closely to how well pupils achieve.

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	121498
Local authority	North Yorkshire
Inspection number	412138

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	46
Appropriate authority	The governing body
Chair	David Rowland
Headteacher	Carl Hardwick
Date of previous school inspection	2 July 2009
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