

# Hipswell Church of England Primary School

Hipswell, Catterick Garrison, North Yorkshire, DL9 4BB

**Inspection dates** 17–18 December 2013

<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.

- All pupils make good progress from their individual starting points in reading, writing and mathematics to reach standards that are at least in line with the national averages at the end of Year 6.
- The quality of teaching is good overall. On occasion it is outstanding. This is because teachers use their good subject knowledge to enthuse and engage pupils.
- Leadership has been strengthened since the last inspection. The headteacher, well supported by the assistant headteacher, middle leaders and governors, has ensured a determined focus on securing improvements in teaching, and this has moved the school forward rapidly.
- Rigorous monitoring of pupils' progress and well-chosen training for all staff have improved teaching and pupils' learning.
- Pupils' behaviour is good and sometimes it is exemplary. They enjoy school, try hard and are eager to do well. They justifiably feel happy and safe in school and help each other at playtime and in their lessons. Attendance is now average.
- The school provides pupils with a wide range of stimulating and interesting opportunities to learn. Such high quality experiences contribute very well to their spiritual, moral, social and cultural development.
- Governors are determined to secure further improvements and are effective in supporting and challenging school leaders.

### It is not yet an outstanding school because

- There is not yet sufficient outstanding teaching to lead to a higher proportion of pupils making outstanding progress.
- Sometimes pupils are unclear about what they are trying to master and teachers' expectations could be higher. Additional adults are not always used efficiently.
- The rate of pupils' progress in writing, while good, is not yet as strong as it is in reading and mathematics.

## Information about this inspection

- Inspectors observed 17 lessons of which two were joint observations with the headteacher.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with two groups of pupils from Key Stage 2.
- Meetings were held with members of the governing body, the local authority and school leaders.
- During the inspection, inspectors took account of 16 responses to the online survey (Parent View), analysis of the school's own survey of parents' views and letters from parents. They also held informal discussions with parents.
- They took account of nine questionnaires returned by staff members.
- Inspectors looked at a number of documents including: school improvement plans; records relating to behaviour, attendance and safeguarding; minutes of meetings of the governing body; records of school leaders' monitoring of lessons; and information on the management of staff performance.
- Inspectors also took account of the school's data on pupils' attainment and progress.

## Inspection team

Alan Sergison, Lead inspector

Additional inspector

John Pattinson

Additional inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- The school serves the military garrison town of Catterick.
- A significantly higher number of pupils enter and leave the school at times other than the beginning or end of the school year.
- The large majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those children in the care of the local authority or those from service families, is above average.
- The proportion of pupils with special educational needs supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school runs a breakfast club for pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching to accelerate pupils' progress and to raise standards further by ensuring that all teachers :
  - make the best use of additional adult support so that it is consistently used well
  - check that pupils understand what they are trying to achieve, where they are up to and what they have to do next in lessons
  - have the highest expectations of what pupils can achieve in lessons and always make these clear to pupils
  - have opportunities to share more widely the skills, expertise and best practice found within the school and in other schools.
- Speed up the rate of pupils' progress in writing so that it equals that in reading and mathematics by:
  - providing pupils with further opportunities to write at length and across a range of subjects.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils achieve well and make good progress. From individual starting points below expectation, pupils leave the school attaining standards that are broadly average in reading, writing and mathematics.
- Children enter the Early Years Foundation Stage with skills below those typically expected for their age. However, because teaching staff provide challenging and interesting activities for children, they make good progress and leave this stage with skills broadly in line with expectation.
- Standards across the school can fluctuate significantly year on year because many pupils join or leave the school other than at the normal times. However, pupils continue to make good progress across Years 1 and 2. Overall standards in the school are improving and, in 2013, pupils entered Year 3 with standards above the national average. This good progress continues across Key Stage 2 and pupils are well prepared for the next stage of education. Inspection evidence confirms that these improving rates of progress will be maintained across the school.
- The school has placed a high priority on the development of pupils' reading skills and significant recent improvements have been made. Children are well supported to recognise letters and the sounds they make (phonics). This is illustrated in the high percentages of pupils succeeding in the national phonics screening test. Pupils state that they enjoy reading and are able to express preferences for different writing styles and the work of specific authors.
- Disabled pupils and those who have special needs make good progress in line with their peers. This is because their needs are identified at an early stage and teachers work in partnership with skilled teaching assistants to ensure that they receive the right support.
- Pupil premium funding is now used well to target support for individuals who need the most help. Data from the national Key Stage 2 assessments in 2013, suggested that these pupils were around four terms behind their peers in reading, two terms behind in writing and one term behind in mathematics. However, inspection evidence confirms that differences in attainment between these pupils and others in the school are reducing rapidly.
- Senior leaders ensure that there are regular checks on the progress pupils make and that all pupils, including the most able, have the opportunity to perform equally well. This demonstrates the school's commitment to equality of opportunity. Teachers are held to account for the performance of pupils by senior and middle leaders. Where pupils are seen to be in danger of falling behind, then there is prompt intervention and appropriate support.
- The school's information about current pupils' progress indicates that overall achievement is good, but that performance in writing is not as strong as in mathematics and reading.

### The quality of teaching

**is good**

- The teaching observed during the inspection was consistently at least good. On occasion, it was outstanding. Pupils' work in books and their progress records confirm good teaching over time.
- Teachers plan lessons that take into account the learning needs of all pupils. They have good subject knowledge and lessons move at a brisk and successful pace. There is strong mutual respect between adults and pupils.
- In many lessons, teachers use exciting topics to stimulate and motivate pupils. This was evident in a highly successful mathematics lesson in Year 6, when pupils responded enthusiastically to the challenge of calculating percentage reductions in a shop's Christmas sale. Sharp questioning by the teacher, high expectations and the teacher's enthusiastic approach, ensured that pupils were highly motivated and engaged.
- Not all teaching is as good as this, however. In a few lessons teachers' expectations of pupils were not as high. As a result, the pace of learning slowed. Sometimes, teachers did not ensure pupils knew what they are trying to learn, how well they are doing and what they need to do

next.

- Pupils' books are marked regularly and thoroughly in all subjects and teachers provide comments on what pupils have to do to move on to the next stage. Pupils have the opportunity to respond to these comments. They really appreciate this guidance and it supports them to achieve well.
- Skilled teaching assistants make a valuable contribution to children's learning and progress, particularly when they are working in close partnership with the class teacher and supporting small groups or individual pupils. However, they were not always used consistently well in all lessons for pupils to benefit fully from their support.
- The teaching of reading and mathematics is well structured and this has resulted in pupils making particularly good progress in these areas. Progress in writing is also good but not yet as strong. Pupils have insufficient opportunities to write at length across a range of subjects in the curriculum to enhance and develop writing skills further.
- Pupils have individual targets to work towards the next level of learning. They are aware of these targets and of what they need to do to improve. This system is used consistently well across the school.

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

**are good**

- Pupils enjoy school. They are enthusiastic in lessons, enjoy learning and make good progress. They work well together and can work equally well independently when required. Their behaviour in the playground and around the school is consistently good.
- Pupils were adamant that cases of bullying or poor behaviour were rare. They were confident that any issues would be quickly addressed by staff. They have a good understanding of the different types of bullying, including cyber bullying, and know how to keep themselves safe in a range of situations. Pupils stated that they felt happy and safe in school.
- Pupils display very positive attitudes to learning and this supports their good progress. Only on rare occasions, when teaching is less stimulating and teachers' expectations are not as high, does pupils' attention wane.
- There is a warm, harmonious atmosphere in the school. Pupils are polite, welcoming and well-mannered and they relate well to each other and to adults.
- Teachers and pupils support the many new arrivals to the school very well and this enables them to settle quickly and make progress. This was illustrated during the inspection, when one new arrival and his parent were warmly welcomed to the school personally by the headteacher in the playground on their first day.
- Parents are overwhelmingly positive about the work of the school. They clearly value greatly the care and support their children receive. This is summed up in the view of one parent whose child will soon be leaving the school: 'I wish I could pick this school up and take it with me!'
- Actions taken by the school to improve attendance have been successful and attendance is now average.
- There are good links with a range of external agencies to meet the needs of the most vulnerable pupils. The school provides much appreciated and sympathetic support to families in difficult circumstances.
- Pupils relish the opportunity to take responsibility, for example, through supporting younger pupils at break and lunchtime.

**The leadership and management are good**

- Leadership has been strengthened since the time of the last inspection, with a number of very capable middle leaders new to role. This has had a significant positive impact on the work of the school and is supporting the good progress pupils make. For example, their regular checks on the quality of teaching and analysis of data on pupils' progress have led to significant improvements in the quality of teaching.
- The headteacher expresses a clear vision and determination to secure on-going improvements. Leaders at all levels are driving improvement strongly. However, they have not yet created sufficient opportunities for the very best practice in teaching in the school to be shared more widely.
- The school has well-developed systems for tracking pupils' progress. Leaders, including middle leaders, analyse the results rigorously and identify any underachievement quickly. Swift action is taken, such as providing additional help and support.
- All teachers and teaching assistants are set challenging targets for performance. These are based on the priorities within the school improvement plan. They have access to training to help them develop their skills. These targets are reviewed on a regular basis and salary progression is linked to them being achieved.
- Additional funding for physical education and sport is used well to provide additional activities for pupils. The focus is on staff training, to ensure sustainability. Pupils relish sporting activities, such as the inter-school competitions, and they are having a positive impact on their views of what constitutes a healthy lifestyle.
- Pupils' spiritual, moral, social and cultural awareness is developed well. It is enhanced through subjects and the range of opportunities provided through the school's good curriculum. A good range of visits and visitors enrich learning. There are, however, insufficient opportunities for pupils to write at length across a range of subjects to develop their writing skills.
- The school works well with a range of partner schools to enhance opportunities for its pupils. For example, close links with the adjacent secondary school ensure access to additional sports facilities.
- The local authority provides good, light touch support for this good and improving school.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
  - Under the guidance of a new and well-informed chair of governors, governance is good. Governors rigorously review the school's performance and development plans. Individual governors are linked to different aspects of the school's work. They visit school regularly to develop their understanding of how well pupils are performing. This informs decisions and supports them in challenging senior leaders. Governors are aware of the link between salaries and teachers' performance, and any underperformance is challenged. They ensure that pupil premium funds and additional funding for physical education are spent appropriately and are aware of the positive impact this is having. They attend relevant training and ensure that the school achieves value for money.

## 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>	121499
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	433165

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tadeusz Zaranko
<b>Headteacher</b>	Mr Jon Sykes
<b>Date of previous school inspection</b>	21 September 2010
<b>Telephone number</b>	01748 832513
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