

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



4 April 2016

Mrs Judy Clarke
Headteacher
Hackforth and Hornby Church of England Primary School
Hackforth
Bedale
North Yorkshire
DL8 1PE

Dear Mrs Clarke

Short inspection of Hackforth and Hornby Church of England Primary School

Following my visit to the school on 9 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2010.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You, your staff and governors have responded well to the substantial increase in the number of pupils over the last year, which has more than doubled the school population. You have enabled new pupils, many of whom are children of service men and women, to settle quickly, so they are happy, confident and thriving in the warm and welcoming school environment you have created.

Teachers have quickly and accurately assessed what new pupils know, understand and can do, identifying and planning for their needs, so that the vast majority of pupils have made at least expected progress since they joined the school. Some pupils are making more than expected progress, although there is scope to challenge further the most-able pupils so that more of them reach above age-related standards.

A particular strength of the school is the rich and varied curriculum you provide, which promotes pupils' personal and social development as well as securing good progress in reading, writing and mathematics.

At the last inspection, inspectors identified three areas for improvement. The first was to improve learning and progress in the early years. Provision in the early years is effective, providing challenging opportunities for the youngest children to play

and explore. Consequently, children's outcomes are good. Most children have made more than typical progress so far this year.

The second area for improvement was to improve the standard of writing. Achievement in writing across the school is good. This is because teachers ensure that pupils write accurately and give them plentiful opportunities to write at length, not just in their literacy lessons, but also in science, religious education and topic work.

The final area for improvement was to increase the rigour with which staff check on the quality of teaching and learning. You and your teachers know each pupil well because you track their progress at half-termly intervals and regularly review this information together. You carry out regular checks on the quality of teaching and of pupils' work, and make sure that teachers know what needs to improve. This monitoring can be improved further by focusing more sharply on pupils' learning when observing teaching.

Governors bring a range of skills and experience. Because you provide useful information to the governing body, governors know where the strengths and relative weaknesses are in teaching and pupils' progress. Governors are making frequent visits to the school: for example, to check on the quality of collective worship, to see how the early years' provision is developing, and to see how well you are preparing pupils for life in modern Britain. The governing body communicates a clear vision, rooted in strong values of tolerance and respect, as exemplified by pupils' understanding of the 'golden rule' – treat others as you expect to be treated.

Safeguarding is effective.

Since the last inspection, you have improved the security of the school site, creating an external environment that enables pupils to undertake a range of outdoor learning and play activities safely. Adults are vigilant and because there is a clearly communicated policy and you have provided training, staff know what to do if they have concerns about the welfare of any pupil. You carry out regular fire drills and carefully consider the potential risks of activities, putting control measures in place to minimise risks. All the proper checks are carried out when recruiting staff to make sure that they are suitable to work with children.

Inspection findings

- Pupils take part in regular sporting competitions throughout the year, and access a range of after-school clubs such as gardening, yoga and film club. Pupils develop confidence as they participate in an annual performance of a play, usually a Shakespeare play. They learn French, take part in weekly swimming lessons and have had external tuition from experts, for example in archery. As well as enabling children to develop a broad range of knowledge and skills, these activities enhance pupils' enjoyment of, and enthusiasm for, school.
- The strong values promoted by you and governors contribute to pupils'

spiritual, moral, social and cultural education. Commitment to these aspects of the curriculum is preparing pupils well for life in modern Britain. Such activities as involvement in observation of Remembrance Day, fundraising for victims of the Nepalese earthquake, learning about non-Christian religious traditions and a visit to a Bradford interfaith centre increase pupils' understanding of their place in the wider world, and promote respect and tolerance for others. Pupils have recently been involved in a drama and film-making project exploring respect for different beliefs, as well as for those who have no religious belief. The whole school has recently been involved in the appointment of new school councillors, giving pupils an insight into how elections work. Each candidate presented a manifesto in assembly.

- A large minority of pupils are children of parents in the armed forces. You make effective use of additional funding provided by the government for these pupils and provide strong pastoral support that helps them to settle and build self-confidence. Partnership with the HMS Heroes organisation brings pupils into contact with service children beyond the locality.
- You have adopted a new system of assessment aligned with the National Curriculum that enables teachers to track pupils' progress and identify gaps in their learning. This in turn enables teachers to plan learning that results in pupils making good progress. Teachers check pupils' learning in lessons to make sure that the work is helping pupils to progress.
- The neat work in pupils' workbooks shows that teachers generally uphold appropriate expectations in terms of the quality of work completed. Pupils take pride in their work. While teachers generally offer a good level of challenge to pupils, there are a few gaps in teachers' subject knowledge and this prevents consistently high challenge for the most-able pupils.
- Pupils behave well in lessons and around the school, including at break times in the school grounds. Pupils say they are happy in school and parents strongly agree. Parents who responded to Ofsted's online questionnaire, Parent View, were glowing in their view of the school and say it allows their children to flourish. One parent described school as a 'warm friendly and life-enhancing community'. This is reflective of parents' views generally.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers consistently provide strong challenge for the most-able pupils so they reach the very highest levels of which they are capable
- checks on the quality of teaching are refined by focusing more sharply on learning when observing lessons.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of West Yorkshire and the Dales and the Director of Children's Services for North Yorkshire County Council. This letter will be published on the Ofsted website.

Yours sincerely

Philip Riozzi
Her Majesty's Inspector

Information about the inspection

I discussed aspects of the school's work with you. I also held meetings with three members of the governing body and a local authority adviser. I considered the responses of 15 parents to Parent View and written comments from 13 parents. I also considered seven responses to the staff questionnaire. We visited both classrooms together to observe teaching, and examined samples of pupils' work. I listened to what pupils had to say about their learning and what it is like to be a child in the school, as well as observing them during lunchtime. I scrutinised a range of documents, including the school's self-evaluation document, local authority notes of visits, and notes of governing body meetings. I also examined information about pupils' achievement.