

Green Hammerton Church of England Primary School

York Road, Green Hammerton, York, North Yorkshire YO26 8BN

Inspection dates

31 January–1 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching across the school is inconsistent. As a result, pupils' progress in some classes and subjects varies.
- Outcomes for current groups, including disadvantaged pupils, have been variable over time.
- Teachers' expectations about the presentation of pupils' written work and handwriting are not consistently high.
- Pupils' phonic skills have lagged behind those of other pupils nationally.
- The most able pupils do not always reach the standards of which they are capable because they find some work undemanding.
- The least able pupils sometimes face tasks that are too hard for them. This leads to insecure understanding.
- Leaders have not analysed assessment information in sufficient depth to provide a clear view of pupils' progress.
- The impact of governance has been limited in evaluating and improving pupils' outcomes.

The school has the following strengths

- Pupils conduct themselves very well. There is a calm and orderly atmosphere around school.
- Relationships between pupils and adults are positive. Pupils trust the adults who look after them well.
- Safeguarding arrangements are secure. Staff are alert to the needs of vulnerable pupils.
- The curriculum offers a breadth of learning opportunities and enriching activities.
- The good provision for spiritual, moral, social and cultural education contributes strongly to pupils' good personal development.
- Improvements in the teaching of mathematics are starting to accelerate pupils' progress.
- Children in the early years get off to a good start in a stimulating and nurturing environment.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that outcomes in reading, writing and mathematics for all year groups are consistently good by:
 - increasing the challenge for the most able pupils
 - setting high expectations of the quality of written presentation and handwriting
 - ensuring that the teaching of phonic and spelling skills is of consistently high quality
 - providing effective training and support to teachers, building on the existing effective practice in the school
- Strengthen the effectiveness of leaders and the governing body by:
 - improving the monitoring and evaluation of the quality of teaching, learning and assessment
 - embedding assessment systems to provide clear information about the progress of groups of pupils
 - helping the governors to fully understand the quality of teaching, learning and assessment and their impact on outcomes.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders and governors have not ensured that outcomes for pupils have been consistently good. Changes to staffing in recent years and some staff absence have slowed the pace of school improvement.
- Leaders have introduced new approaches to assessment and these are starting to be effective in identifying individual pupil attainment. However, leaders have not yet analysed assessment information sharply enough to develop an accurate overview of progress.
- Leaders have established systems for appraising the performance of teachers. These are linked to expectations about how many pupils will reach expected standards, but are not tied closely to proportions of pupils making more than expected progress.
- Leaders' evaluation of the use of pupil premium funding focuses more on expenditure plans than on how well previous strategies have worked. Leaders have recently introduced additional learning opportunities for older pupils before the school day starts and are currently reviewing the effectiveness of this provision.
- Leaders use a range of approaches to check on teaching quality but have not taken enough account of the standards and progress evident in pupils' workbooks. Although they have provided feedback to teachers, leaders have not communicated expectations and common areas for improvement in a cohesive and unequivocal way.
- Although there is a written feedback policy, not all teachers apply it consistently. Consequently pupils are unclear about how to present their written work. The useful guidelines set by the teacher in one class were not evident in other classes, where presentation was more variable.
- The new special educational needs coordinator has quickly introduced intervention activities that target specific key reading and spelling skills. As a result some pupils are now making rapid progress. She acknowledges, however, that others need to gain ground more quickly. The school is now using the funding for special educational needs more effectively.
- Subject leaders are keen to develop their roles and benefit from support provided through the local cluster of schools and the North Star Teaching Alliance. As yet leaders' impact on raising standards is limited as they are comparatively new to these responsibilities.
- The curriculum offers a wide variety of activities that broaden pupils' learning experiences. There are many enriching activities on offer, such as the choral work and residential outdoor pursuits visits. The provision for multicultural education is particularly effective in broadening pupils' understanding about life in modern Britain.
- Leaders and staff promote a strong, inclusive culture of respect and tolerance with an emphasis on equal opportunities and inclusion, based on the Christian ethos. Pupils in turn show great care for each other and older pupils go out of their way to look after the youngest children.
- The funding for primary school physical education and sport is used extremely well. All pupils have participated in inter-school tournaments or dance events and many attend after-school clubs such as gymnastics or hockey. Teachers' expertise in coaching skills

is growing and some pupils have served on a regional sports council.

- The local authority has provided strong challenge and support to the school through its detailed and rigorous school review process. Governors have appreciated the recent guidance and advice offered through the headteacher recruitment process.

Governance of the school

- Governors keep a watchful eye on the school's finances but have placed less emphasis on the quality of teaching and its impact on pupils' outcomes. They acknowledge that they need to be kept well informed and to seek out training in order to provide robust challenge to leaders about progress and school improvement.
- While governors are mindful of their statutory duties, they have not ensured that the school website is compliant with regard to governor information.
- The chair of the governing body explained that in the previous year a system of shadow link governors helped to raise the profile of governors in school and challenge and support the work of leaders. However, this system has not been maintained or revised.
- Some governors play an active role in the life of the school, for example by providing additional support for mathematics teaching or by helping older pupils to plan worship assemblies.
- Governors have worked closely with the local authority in the process of appointing the school's next headteacher. They have appreciated this support and are confident in securing a suitable appointment.

Safeguarding

- The arrangements for safeguarding are effective. Records of recruitment procedures are thorough and meet statutory requirements, though some documentation requires a revision in layout.
- The headteacher conducts termly tours of the site to identify any emerging hazards. Where any issues arise, leaders and governors take swift action to resolve them. The site is maintained in a safe and clean condition.
- Leaders pay due regard to the administration of medicines, health and safety duties, first aid provision and the maintenance of accident records.
- Induction arrangements are detailed and checks are in place through mentorship arrangements. These ensure that new staff are fully conversant with key policies and procedures in advance of starting work at the school.
- Leaders update staff on safeguarding matters through annual training, periodic safeguarding memos and at staff meetings. Safeguarding is a standing agenda item at governing body meetings.
- Leaders ensure that staff are well aware of the potential issues around the use of electronic communication and social media. Because of frequent coverage of safety issues in the curriculum, pupils are also safety conscious, especially regarding e-safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because it is inconsistent. Although there is evidence of some strong teaching, it is too variable across different classes. As a result pupils' progress is uneven.
- Not all teachers use assessment information to take account of pupils' learning needs when setting tasks. Some activities are too hard for the least able and this leads to lack of confidence. Some work for the most able pupils lacks challenge because it does not extend prior knowledge or move pupils quickly enough to more complex tasks.
- In some writing and mathematics lessons pupils are asked to complete tasks that are either undemanding or lack obvious purpose. Some of the most able pupils carry out tasks that involve no new learning or are over-repetitive.
- Teachers' expectations of pupils' written presentation are not high enough. Although in some classes the content of writing is good, there are frequent basic errors in spelling and punctuation for all groups, including the most able pupils. Teachers do not identify these errors rigorously, and in a minority of classes poor or untidy work receives praise.
- Handwriting guidance across the school lacks a coherent approach. There is little evidence, for example, of teachers modelling correct letter formation in books to support weak writers. Poor writing habits sometimes lead to misspelling.
- The teaching of phonics is rooted in the school's chosen scheme and while this is very structured, it does not always provide enough challenge. The most able pupils could learn at a faster pace and tackle more stretching words. Some pupils lose focus because the teaching does not fully secure their interest.
- Positive relationships and learning attitudes are generally evident across the school so little behaviour management is needed. Where teaching is less engaging this is not always the case. In a minority of lessons too much teacher direction leads to some loss of learning time.
- The least able readers use their phonic skills to sound out unfamiliar words and they understand what they read. Teachers give pupils books at an appropriate level of challenge but some pupils thought reading was more challenging at home. 'We don't ever find reading hard in school', they said.
- Older most-able pupils read with confidence, fluency and expression. They are able to talk about their favourite authors and story types and report that there is a rich choice of books available to them in school.
- The teaching of mathematics is improving, as a result of the increased drive to promote key number skills and reasoning. Teachers provide daily practice to build up number fluency and work in pupils' workbooks demonstrates more opportunities for pupils to solve worded problems.
- In upper key stage 2, the teacher checked pupils' understanding of fraction and percentage correspondence before challenging them with more difficult examples. She then encouraged them to explain strategies, seizing on opportunities to gently but clearly correct misconceptions, resulting in strong progress.
- Teachers set homework weekly to help pupils consolidate key skills and pupils are conscientious in completing this. Pupils say that the work is set at an appropriate standard.

- The work of teaching assistants in providing additional support to pupils who have special needs and/or disabilities is effective. They work unobtrusively under the direction of the teacher and try to draw out pupils' understanding through questioning. Despite this, the progress of these pupils is variable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils really care for each other and older pupils like to be buddies for younger children. They help them to settle in to school life and look after them when visiting the local secondary school to enjoy drama productions.
- The day gets off to a good start for those pupils who attend the breakfast club. They are able to enjoy playing games and can access a variety of creative activities. Staff provide a range of healthy snacks and drinks.
- Pupils are proud to take on a variety of responsibilities, such as class monitors and worship organisers. They carry out these duties conscientiously.
- The school council and eco-council meet and enjoy presenting suggestions about school improvement. Their ideas have led to improvements to the washing facilities, additional seating on the field area and a quiet area for reflection.
- Pupils are encouraged to develop confidence through activities such as debating competitions, poetry recital and through presenting to other pupils, for example through collective worship.
- Older pupils are very clear about the need to treat others fairly and with respect, no matter what their circumstances. Younger pupils said that they are usually able to sort out the few squabbles that occur. All agreed that bullying is rare and that they trust the adults to sort it out. 'We treat each other well here', they said.
- Pupils regard the behaviour systems as fair and effective. One pupil said, 'My brother was in trouble a lot, but staff have helped him to really improve.'
- Pupils feel safe at school and remember safety messages from visitors such as the NSPCC, who came to talk to them about ChildLine. Both older and younger pupils know to take care when online. Year 5 and 6 pupils also are well aware that not everything posted on the internet is true.
- Pupils know that poor diet can trigger health problems. They explain that too much sugar intake can lead to a multitude of risks and that we all need to exercise regularly. A Year 2 pupil explained the value of fruit and vegetables, saying 'You eat five of them a day.'
- An exceptionally good range of wider opportunities develops pupils' interests and promotes independence. They love the challenge offered at the outdoor pursuit residential centre and the sports, dance and choir events built into the school calendar.
- Parents have a positive view of the care offered to their children. One parent said that any bullying was 'quickly nipped in the bud' and that children quickly settle into school.
- Visits to special places such as a Bradford mosque and gurdwara link to a well-structured religious education programme and help pupils develop a good understanding of different faiths and cultures.

Behaviour

- The behaviour of pupils is good. Pupils display consistently responsible attitudes and are friendly and polite to each other and to visitors. They move around school in a calm manner, remembering to hold doors open for each other and for adults.
- Behaviour in the hall at lunchtime, around the corridors and on the field and play areas is consistently good. Pupils respect routines and boundaries and respond quickly to adult instructions. 'You only go on that path at lunchtime', a Year 1 pupil advised.
- Good behaviour in most lessons means that little learning time is lost and teaching can proceed without interruption. In lessons where teaching is less engaging, some off-task behaviour occurs.
- Attendance is consistently above national averages and is closely monitored by staff. Pupils like coming to school, respect their teachers and say they enjoy lessons.

Outcomes for pupils

Requires improvement

- As a result of inconsistency in the quality of teaching over time across the school, pupils' progress in reading, writing and mathematics is variable. School assessment information for current pupils suggests that more pupils may be starting to reach curriculum age-related expectations.
- Scrutiny of workbooks indicates that older pupils are making secure progress across writing and mathematics. Progress for other pupils is not as consistent, however, because expectations are variable and teaching does not build on prior learning systematically.
- Over the last three years, the proportion of Year 1 pupils meeting the phonics screening standard has declined year on year. It was below the national average in 2015 and dipped further to be well below average in 2016. The quality of teaching of early reading skills requires improvement to ensure that standards rise rapidly.
- From typical starting points, by the end of key stage 1 in 2015 and 2016 the proportions of pupils reaching expected standards in reading were below the national average. In writing and mathematics they reflected national averages.
- By the end of key stage 2 in 2016, from different starting points, pupils' rates of progress in reading and writing were in line with national averages although in mathematics they were above those seen nationally. This reflects the improvements in mathematics teaching.
- In 2016, at the end of key stage 2, proportions reaching expected standards were above average in reading and mathematics, but only just above in writing. Proportions reaching higher standards were above average in reading and mathematics but only in line with the average for writing. In grammar, punctuation and spelling they were well below the national average for the higher standard.
- The progress of current pupils who have special educational needs and/or disabilities is variable because some are not catching up quickly enough to reach expected standards.
- At the end of key stage 2, in 2016 in comparison to national averages, the most able pupils made better progress in reading and mathematics than in writing. The least able pupils made progress that was better in mathematics than in reading and writing.

Writing was the weakest area of the curriculum at both key stage 1 and key stage 2.

- Pupils enjoy a variety of subjects and their work in books provides evidence of wide learning experiences. One pupil said, 'I love art and craft and we have a full afternoon to try different activities like mask making, clay work or baking.' Eye-catching displays reflect this.
- Pupils write for a variety of purposes across the curriculum, an area for improvement at the previous inspection, but have fewer opportunities to apply mathematics skills in a range of other subjects, including science.
- Older pupils display responsible attitudes and show a strong commitment towards learning. They enjoy making a contribution to school life. Such positive attitudes are likely to support their learning and development when they move to their next schools.

Early years provision

Good

- The early years provision is good because teaching is good and children make secure progress in their development, enjoying their learning and mixing positively.
- Most children join the early years from one local pre-school setting. Effective transition arrangements on a termly basis enable staff to assess learning needs well in planning provision. As a result, children settle in quickly to routines. When they leave Reception, effective liaison with main school staff eases the move into Year 1.
- Children join the Nursery class with abilities that are broadly typical. They make steady progress in key skills and good progress in creative areas during their time in the setting. Proportions reaching a good level of development have been a little erratic over time but have been above average for the last two years. This represents good progress.
- Children who have special educational needs and/or disabilities make progress in line with other children because staff support their needs so well. Leaders make good use of help from external agencies.
- Adults emphasise the development of key language skills as a foundation for reading and writing. This is reflected in the standards of work seen in children's learning journey records, which indicate secure progress. Most children are able to respond to simple questions and converse confidently with each other.
- Leaders and staff plan a range of purposeful learning activities that support all curriculum areas. They make effective use of the outdoors to engage children in constructional and investigative challenges.
- Children quickly become absorbed in activities and delight in solving problems. Two children in the construction area proudly announced, 'We are building a bridge like this one in the picture.'
- Children work and play harmoniously in a kind and caring manner. Activities engage boys and girls equally and they interact positively together. Focused teaching and assessment of key skills to small groups proceeds without interruption.
- Welfare requirements and safeguarding arrangements are robust. Clear procedures for first aid and medicine administration are in place and staff manage the handover to parents at the start and end of the day well. The setting is secure and tidy.

- Experienced teaching assistants interact positively with the children and make good use of questioning to deepen learning. When children showed a teaching assistant the line of bricks they had created, she asked them how many bricks had been used, and then involved them in counting up to 32 correctly.
- The teaching of phonics is very structured and children enjoy sounding out their letters, spotting nonsense words and joining in with the catchy rhymes. However, teaching does not always extend the most able children's learning. They could make faster progress by tackling more challenging reading material, for example.
- The early years leader ensures that staff are well briefed about improvement areas. She relates very well to parents and knows the children well. She accepts that her evaluation of outcomes lacks a clear overview of the progress of boys and girls.

School details

Unique reference number	121564
Local authority	North Yorkshire
Inspection number	10026428

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Simon Hartley
Headteacher	Carol Wallis
Telephone number	01423 330314
Website	www.greenhammerton.n-yorks.sch.uk
Email address	admin@greenhammerton.n-yorks.sch.uk
Date of previous inspection	13–14 March 2007

Information about this school

- This school is smaller than the average primary school. There are five classes, three of which are mixed-age classes.
- One class is currently based in the school hall. This measure was triggered by an increase in pupil admissions.
- Most pupils are of White British heritage. The next significant groups represented are 'White Other' and mixed White/Caribbean.
- The proportion of current pupils known to be eligible for the pupil premium is well below average. There are too few disadvantaged pupils to be able to comment on the progress of this group without risking identifying individual pupils.
- There are slightly fewer girls than boys in the school.
- The proportion of pupils who have special educational needs and/or disabilities is much lower than the national average. The proportion of pupils with statements of

special educational needs, or education, health and care plans, is in line with the national average.

- The school meets the government's current floor standards that set out the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- There have been some changes in staffing and leadership since the time of the previous inspection. Three teachers were appointed within the last two years and a new special educational needs leader has been in post for a term. There are transition arrangements in place to support a new mathematics leader.
- The headteacher is due to retire at the end of the summer term.
- The school provides before- and after-school care daily, through its breakfast club, which is managed by the governing body.
- The local authority has provided support to the school through its routine review process.
- The school does not meet requirements on the publication of information about the key stage 2 progress and attainment measures or details about governors' interests and attendance at meetings.

Information about this inspection

- Inspectors visited 13 lessons or part-lessons across all classes to assess teaching and learning. The headteacher and lead inspector viewed some lessons jointly.
- Inspectors listened to pupils reading from Years 2, 3 and 6.
- Inspectors sampled work from all year groups in English, mathematics and a range of other subjects.
- Inspectors conducted meetings with the headteacher, middle leaders, subject leaders, the governors, and a representative from the local authority.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, previous inspection reports, external reports by the local authority and the school's latest assessment information.
- Inspectors viewed the school's own evaluative judgements, information about the performance of current pupils, curriculum outlines and school monitoring information. Inspectors also looked at governing body minutes and safeguarding documentation.
- Inspectors took the views of parents into account through informal discussions with 20 parents at the start of the school day and by analysing responses from the 41 parents who completed the online questionnaire, Parent View.
- Inspectors took the views of pupils into account through two planned meetings with different groups of pupils. Inspectors met groups of pupils from Years 1 and 2, and from Years 5 and 6.
- Inspectors took the views of staff into account by analysing responses from the school's own survey carried out earlier in the year. The school had obtained responses from 11 staff.

Inspection team

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Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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