

Kirk Hammerton Church of England Primary School

St John's Grove, Kirk Hammerton, York, North Yorkshire YO26 8DE

Inspection dates

24–25 April 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has provided a clear vision to move the school forward. She has brought the whole school community together on a rapid improvement journey.
- Good teaching is helping pupils across all classes to make better progress. Standards by the end of key stage 2 in 2017 were above average in all subjects.
- Leaders and governors have an accurate view of the school and frequently review school effectiveness across all areas of provision.
- Subject leaders provide effective guidance and relish opportunities to extend their impact. They have received excellent support and training to prepare them for their roles.
- Children in the early years get off to a flying start and thrive in a stimulating and nurturing setting.
- Adults provide good care for pupils and know them very well. Pupils feel happy and secure and parents have high confidence in leaders.
- Pupils enjoy school life to the full and love to contribute. Attendance is consistently good.
- The curriculum is well planned and offers many enriching opportunities. Work across a range of subjects, especially science and religious education (RE), is of high quality.
- There are many opportunities for pupils to develop their understanding of other cultures and beliefs.
- Leaders' promotion of the Christian ethos, underpinning all aspects of school life, makes a strong contribution to pupils' outstanding personal development.
- Pupils' behaviour throughout the school day is exemplary. They are polite, friendly and helpful to adults and each other.
- Sometimes the least able pupils struggle with learning tasks because teaching does not take full account of their prior understanding.
- Pupils are not fully secure in their ability to rapidly recall basic number and multiplication tables facts. As a result, pupils are generally slow to solve mathematical problems.
- The teaching of writing is mostly good. Even so, teachers do not routinely address pupils' errors in their spelling, especially of commonly used words.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further so that greater proportions of pupils meet and exceed expected standards in writing and mathematics by:
 - ensuring that teachers take full account of the needs of the least able pupils when planning learning activities and tasks
 - ensuring that teachers address errors in pupils' spelling, particularly commonly used words, so that these errors are not repeated in pupils' work
 - ensuring that the curriculum and teachers provide more frequent opportunities for pupils to develop mental calculation skills and rapid recall of number facts and multiplication tables to help them solve mathematical problems quickly.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational leadership of the headteacher has brought the whole school community together in putting into practice a blueprint for major improvement. Her clear vision and strong support for staff development, coupled with high expectations, have moved the school forward rapidly. As a result, teaching is now securely good, pupils' progress is accelerating and school life is vibrant.
- The headteacher and governors have an accurate view of the school and have placed the highest priority on stabilising staffing, following a period of turmoil. Substantive leaders and teachers are now providing consistency and continuity to drive school improvement effectively. They have successfully addressed the areas for improvement highlighted at the previous inspection.
- The school improvement plan provides the bedrock for professional development, curriculum innovation and thorough staff performance management arrangements. All key groups are able to contribute to action planning and thus have a real sense of ownership and commitment to make provision even better.
- Senior and subject leaders frequently check on the quality of teaching and learning through a wide range of monitoring strategies. They routinely identify any aspects of weaker practice and provide additional training to address these, following up with further checks to gauge the impact of guidance. Teachers value this support and are reflective practitioners.
- There are very few pupils who have special educational needs (SEN) and/or disabilities, but they are well supported and are making steady progress. Leaders are developing assessment systems that better identify the smaller steps that these pupils make in order to provide a clearer overview of their progress.
- Leaders have planned a cohesive and rich curriculum that provides many opportunities for pupils to experience exciting first-hand learning, learn about different cultures and to develop their interests and skills through extra-curricular clubs or events.
- Close attention to social and safety education is built in through a detailed long-term plan. The school has a limited budget for premises development but, nevertheless, recent works have created an area planned to support environmental education. High-quality teaching of music takes place through visiting specialists and the pupils have weekly French lessons.
- Leaders have made excellent use of the additional funding for sport and physical education, directing the majority of the money into staff training to ensure sustainable expertise. They have introduced further opportunities for pupils to try out new sports and participate in competitions.
- Leaders have seized opportunities to help pupils to gain a better perception of the diverse cultures represented in modern Britain. Stories in assemblies, focus weeks linked to writing about other beliefs and traditions, displays around school and planned curriculum themes all add to pupils' growing understanding of citizenship.
- Parents have a very high regard for the school and this has increased as a result of the

positive changes introduced by the headteacher. Parents say that communication is good, staff are welcoming and approachable and that their children are very happy in the close-knit family atmosphere provided. One parent said:

We are extremely happy to have such a wonderful school for our children to attend. The school is very well led, the children are taught extremely well, are happy, well behaved and motivated. The school has a wonderful pastoral care side to it. We have no concerns at all. We are impressed with the improvements in the school overall in the last two academic years.

Governance of the school

- Governors play a key role in the life of the school. They are keen to advance their own knowledge and strategic management expertise and to work closely with the headteacher in carrying out a range of monitoring activities, including visits to lessons, sampling of work, talking to pupils and reviewing results.
- The governing body was reconstituted at the time of transition to federation status, and governors have taken care to recruit individuals with appropriate skills and commitment. Membership is now full and governors are now at the point of devolving some of their work to sub-committees. This step is likely to improve the governing body's effectiveness still further.
- Reports from governors' visits and minutes from meetings show that governors are not shy about asking searching questions of leaders about pupil outcomes and the quality of teaching. They are able to do so because the information that senior and subject leaders provide to governors is detailed, accurate and timely.

Safeguarding

- The arrangements for safeguarding are effective. All site safety checks are up to date and governors keep a watchful eye on the condition of the premises. Entry checks are thorough and the school is clean and tidy.
- All staff recruitment procedures are fit for purpose. A governor visits termly to review the record of statutory security checks. All new staff receive clear instructions and training about what to do if they have concerns about a child's welfare.
- Training for staff with special responsibilities for child protection takes place within required time limits and refresher training for all staff is provided annually. Incidents are rare but leaders and adults know what to do should any occur.

Quality of teaching, learning and assessment

Good

- Teachers make every effort to hook in pupils' interest and make lessons exciting. As a result, pupils' engagement is strong and they enjoy their learning. Time is used productively and teachers have high expectations of pupils. Consequently, progress is accelerating.
- Teachers are reflective, enthusiastic and very keen to improve their practice further, embracing the good-quality training they have received. They respond very quickly to

any suggestions from senior leaders and consultants about how to do things differently.

- There had been some variability in the teaching of phonics that affected outcomes but leaders have resolved these issues through effective training and performance management. Now the teaching of phonics provides a solid platform for the early development of reading and writing skills. Teachers also take every opportunity to introduce new and rich vocabulary that pupils subsequently take delight in using when producing their own work.
- In addition to a new weekly comprehension focus to improve pupils' deeper understanding of what they read, teachers provide supplementary reading tasks in different subjects. For example, in RE pupils applied advanced reading skills to research the importance of peace in different religions, using reference books or the internet as sources of information.
- The emphasis on a cursive handwriting script and higher expectations of presentation have had a telling effect on written work, clearly evidenced by the improvement over time in the pupils' books. A small minority of pupils still find it difficult to write legibly and fluently and leaders are fully aware of this.
- As a result of new approaches to the teaching of writing, this aspect is much improved. Pupils enjoy writing for a variety of purposes and are developing stamina in producing extended pieces of work. Good use is made of texts and books to provide starting points for pupils' own writing, such as the letters by Years 2 and 3 inspired by the story 'The Secret Garden'.
- In 2017, leaders secured additional funding for staff training to develop pupils' writing skills across different subjects. This work is continuing and the investment is bearing fruit. There are plentiful examples of good-quality writing in geography, history, RE and, notably, in science. For example, older pupils produced detailed accounts of their practical work involving the use of insulators in electrical circuits.
- Teachers plan mathematics activities that include frequent reasoning tasks set with varying degrees of difficulty. These provide a good level of challenge for the most able pupils. For example, Year 5 and 6 pupils became engrossed in using a function machine, involving several number operations, to convert temperatures from Fahrenheit to centigrade. Teachers also encourage pupils to explain their thinking more fully. However, speed in problem-solving is hindered because pupils' mental calculation skills or multiplication tables recall are insecure.
- Pupils receive homework on a weekly basis and this can cover work across different subjects, though reading and spelling is always included. Leaders are reviewing the approach to setting homework to encourage more variety and independent study.
- There are frequent opportunities for pupils to compare their work with their peers in a supportive way and this helps them to make good progress. However, some teachers do not address inaccurate spellings as a matter of course. Consequently, pupils often spell commonly used words incorrectly and they repeatedly make the same spelling errors in their work.
- Occasionally, the least able pupils struggle with learning tasks because teachers do not always take full account of pupils' prior learning and skill levels. Progress slows down

for these pupils because some activities are too hard for them.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. There are frequent opportunities for pupils to deepen their understanding of the Christian values that flow through the school through focused teaching across the curriculum, during assemblies and in day-to-day interactions with adults.
- There is a strong sense of belonging and pupils take their varied school and assembly council duties, lunchtime responsibilities and classroom monitor roles very seriously. For example, one pair of Year 5 pupils on the school council spoke to the inspector about their thoughts on how to set up a befriending service at playtimes.
- There is strong engagement in learning and, as a result, no teaching time is lost. Pupils are proud of their work and are self-motivated learners who enjoy taking on new challenges and initiatives. Leaders ensure that there are many opportunities to recognise achievements and to celebrate success, through the popular reward system, recognition assemblies and the attractive wall displays around school.
- Pupils have a growing awareness of British values and the richness of cultures represented in modern Britain. They learn about the contribution of significant cultural figures such as Nelson Mandela or Rosa Parks and are able to compare some aspects of different religions, viewed through a lens of Christianity. This rich learning stems from a well-planned curriculum, focus weeks that highlight diversity, and a thoughtful assembly programme.
- Pupils contribute thoughtfully to class discussions and in worship. In morning assembly, following a story from the bible about generosity, pupils explained that good deeds are often returned. They joined in with gusto with choral speech to bring a poem to life, and then gave a moving rendition of 'What a friend we have in Jesus'. Pupils read prayers they had composed, adding to the spirituality of the occasion.
- Pupils display a good understanding of safety and how we need to be cautious online or when using electronic messaging. They know that we need to avoid over indulgence in sweet or fatty foods, warning the inspector that if he consumed too many chips and fizzy drinks he would be 'a very unhealthy man!'
- Staff and coaches provide a good range of enrichment activities. Pupils have the chance to try out sports such as golf, gymnastics, tag rugby and athletics. They have also experienced some Paralympics events that helped them to better understand achievements of disabled athletes.
- The before- and after-school care club is very well managed and provides a range of interesting and creative activities to sustain pupils' interest. It helps pupils to have an enjoyable and purposeful experience at either end of the school day.

Behaviour

- The behaviour of pupils is outstanding. At all times in the school day, pupils conduct

themselves in an exemplary manner. Movement around school and in lessons is controlled without adult reminders and pupils take turns as a matter of course. They have excellent manners and treat each other kindly.

- Pupils explain that bullying is non-existent and that they have complete trust in the adults to look after them well. Playtimes and lunchtimes are calm and enjoyable occasions. Pupils join in as one when lunchtime prayers of thanks are offered.
- Pupils love coming to school and parents echo this enthusiasm. Attendance has been well above the national average over time.

Outcomes for pupils

Good

- Children enter the Reception class with abilities that are broadly typical for their age. As a result of highly effective teaching, they progress well, and over time the proportion of children moving to Year 1 with a good level of development has been consistently above the national average.
- Proportions of Year 1 pupils meeting the phonics screening check standard have been variable over time compared to the national average. This arose from some historical inconsistency in teaching that new leaders have swiftly resolved. Work in books and the school's assessment information indicates that pupils currently in Year 1 are all on track to meet the standard this year.
- There has been a similarly variable picture in results at the end of key stage 1, but again, as a result of good teaching now, standards are improving. Indeed, work in the current Year 2 pupils' books, supported by school assessment data and inspection evidence, points to favourable standards being reached, especially in reading.
- Small numbers of pupils in Year 6 mean that caution is needed when comparing percentages of pupils meeting and exceeding expected standards against national averages. However, the school's latest assessment information indicates that current pupils are making good progress from their individual starting points. Most-able pupils make especially good progress.
- Analysis of pupils' work in books for all year groups shows good progress across all subjects. Pupils are developing their writing stamina and are completing an impressive amount of work. Teachers' expectations of presentation, an issue identified at the previous inspection, are now much higher across all subjects. Work in science is a real strength, where pupils have many opportunities to apply key writing and mathematical skills.
- Pupils enjoy reading and are keen to explain their reading preferences. They greatly enjoy sharing the class fiction that their teachers read to them daily. Younger readers are steadily building up their reading fluency and confidence. The recent reading homework initiative for older pupils is enhancing their appreciation of books and providing some stepping-off points for individual research.
- Teachers have placed an increased emphasis on the use of practical equipment and real life contexts to increase pupils' understanding in mathematics. Pupils in Years 2 and 3 measured heights and head spans and subsequently compared results to identify patterns. In Year 4, pupils produced graphs based on world temperatures and were able to explain that Britain has a cool climate. These meaningful tasks catch pupils'

interest well.

- Excellent learning attitudes and behaviour mean that pupils across all year groups are well prepared for the next phase of their education, especially those moving across to senior school.

Early years provision

Outstanding

- Close liaison between school and the single pre-school provider helps children settle into the Reception class quickly and happily. Induction visits and meetings with parents help pave the way for a smooth start to school life.
- High-quality teaching, together with a stimulating and attractive indoor learning environment, helps children to make good progress. Almost all of the current cohort are securely on track to reach a good level of development by the time they are due to move to Year 1.
- Adults have high expectations and children respond by displaying independence, cooperative learning attitudes and excellent behaviour. They are calm, caring and helpful towards each other and listen extremely well in lessons, following instructions thoughtfully. This was the case in a superb yoga lesson in which children accomplished balances requiring a high quality of stillness.
- Outdoor learning is equally effective and children work together to complete challenges or investigations, often of a mathematical nature. Two boys persevered in matching up all the large dominoes, prompted by the teacher to extend themselves by adding up the dots. Another group enjoyed looking at three-dimensional shapes and comparing their properties. By the end of the activity, they were able to reliably name cubes, cuboids, cones and spheres.
- All areas of learning are well provided for and adults plan activities to capture children's imagination and deepen their language skills. The group visited the Royal Horticultural Society garden at Harlow Carr on the day prior to the inspection. Adults then provided plants and natural objects for children to explore and this sparked off some impressive watercolour painting and pencil drawings.
- The early years leader knows all the children well and adjusts provision on a daily basis to meet children's needs. Assessment is thorough and adults map out strong progress through the learning journey records over the year. Parents value these and are able to contribute to them, adding their own observations to the picture of the child's learning and development.
- The teaching of phonics is lively and children love to show off their word recognition through simple games. They are able to confidently identify single letter sounds and also blend these together in words. The teacher takes every opportunity to emphasise correct letter formation, laying down the foundations for good handwriting habits. In one session, the teacher exploited opportunities to extend writing for one most-able child by encouraging her to write a sentence and then self-correct any errors.
- Staff communicate well with parents and provide good support for parents to extend learning at home. All welfare requirements are met and the setting is clean, safe and tidy.

School details

Unique reference number	121572
Local authority	North Yorkshire
Inspection number	10048219

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Leanne Eaton
Headteacher	Elisabeth Mellor
Telephone number	01423 330 460
Website	www.kirkhammerton.n-yorks.sch.uk
Email address	admin@kirkhammerton.n-yorks.sch.uk
Date of previous inspection	13–14 April 2016

Information about this school

- This school is much smaller than the average-sized primary school. There are three mixed-age classes.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is very low.
- There are no pupils known to be eligible for support funded by the pupil premium.
- There are fewer girls than boys in the school.
- The proportion of pupils who have SEN and/or disabilities is much lower than the national average. There are no pupils with a statement of special educational needs, or an education, health and care plan.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.

- The school's working partnership with Staveley Primary and Nursery School was formalised under federation arrangements in November 2016. Prior to this time, governors had experienced difficulty in appointing a headteacher and, as a result, several interim arrangements had been in place for several years. A new executive headteacher for both schools was appointed in September 2016 and, at the same time, a new assistant headteacher took up her post, which includes a class-teaching role.
- Two new teachers have also been appointed over the last two years, one of whom now has responsibility for the early years across both schools. Thus the leadership and staffing are very different from those at the last inspection.
- The governing body has also undergone change, following a comprehensive self-audit at the time of transition to the federation. There is a new chair of governors and governing body membership is full.
- The school has received effective support from the local authority and has also worked closely with the headteacher from Marton-Cum-Grafton CE Voluntary Aided Primary School. This support has been brokered through the North Star Teaching Alliance.
- The school operates a breakfast club and an after-school care club, attended by approximately 10 pupils on a daily basis.

Information about this inspection

- The inspector visited 13 lessons or part-lessons across classes to assess teaching and learning. The headteacher and inspector viewed many lessons jointly.
- The inspector listened to a selection of pupils reading from Years 2, 4 and 6.
- The inspector and headteacher sampled work from all year groups in English, mathematics and a range of other subjects.
- The inspector conducted meetings with the local authority school improvement adviser, middle leaders, subject leaders and members of the governing body. The inspector had a telephone discussion with a representative of the diocese.
- The inspector analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, the school's report on its own effectiveness, school improvement plans, the school website, previous inspection reports and the school's latest assessment information.
- The inspector viewed school monitoring information about the performance management of teachers. He also examined safeguarding documentation.
- The inspector took the views of parents into account through several informal discussions with parents at the start of the school day and by analysing responses from the 39 parents who completed Ofsted's online questionnaire, Parent View.
- The inspector took account of the views of staff through Ofsted's online staff survey, to which six staff provided responses.
- The inspector took the views of pupils into account through a meeting with a group of pupils from key stage 2. He also met groups of pupils informally at playtime and lunchtime and viewed the responses to the school's own recent pupil survey.

Inspection team

James Reid, lead inspector

Ofsted Inspector

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