

Green Hammerton Church of England Primary School

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

Inspection dates

22–23 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- Since the school's previous inspection, the headteacher and leaders have effectively addressed most of the areas for improvement. The improved quality of teaching, particularly in upper key stage 2, now means that pupils are making good progress from key stage 1.
- Governors, some new to the role, bring high levels of expertise. They have quickly gained a good understanding of the school's strengths and weaknesses in teaching and learning.
- Teachers generally use assessment effectively to plan for mixed aged classes. Activities are usually well matched for different ages. There are some weaknesses in reading and variance in teachers' expectations about the presentation of pupils' written work.
- Pupils enjoy reading and many bring in books from home. However, teachers do not always provide sufficient guidance to ensure that books are well matched to pupils' capabilities.
- The school's curriculum provides pupils with some stimulating starting points and activities. However, in foundation subjects, such as art, leaders have not ensured a clear progression of skills.
- The pupil premium funding is used effectively to provide intervention teaching for the very few disadvantaged pupils. This has improved their progress.
- The achievement of pupils with special educational needs and/or disabilities (SEND) is good. Leaders ensure that these pupils receive the quality of teaching and support which meets their needs.
- The school puts a high priority on pupils' welfare. Procedures for safeguarding pupils are effective. As a result, pupils say that they feel safe and nearly all parents agree.
- Pupils behave well and show high levels of engagement with their learning. This is endorsed by 100% of parents who responded to Ofsted's questionnaire Parent View.
- Children in the early years get off to a flying start. Activities are thoughtfully planned to meet the needs of the youngest Nursery children as well as ensure that the older children are well prepared for key stage 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better to raise pupils' attainment in reading and writing by:
 - ensuring that assessment is used to plan lessons so that work is pitched at the right level of difficulty
 - using questioning to deepen pupils' understanding
 - setting high standards for the presentation of pupils' written work
 - planning reading lessons which are focused on developing pupils' reading skills
 - ensuring that pupils' choice of reading books is monitored so that younger pupils read books which support the learning of phonics, and older pupils read a wider range of genres
 - ensuring that pupils have opportunities to edit and improve the quality of their writing.
- Improve leadership and management by:
 - revising the curriculum so that subjects are planned with a clear path of progression to deepen pupils' understanding in the foundation subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The new headteacher, appointed in September 2017 has brought about a sense of energy and drive to the school. This is recognised by parents. For example, one parent said, 'The school has radically changed under the new leadership.' Leaders have been largely successful in raising teachers' expectations and improving the quality of teaching and learning.
- The headteacher is well supported by some highly effective subject leaders. Regular monitoring and evaluation provide leaders with a secure understanding of the strengths and weakness in the quality of teaching and the impact on the school's effectiveness.
- The school has overhauled its assessment system for monitoring pupils' progress and attainment. This is effectively used to track how well pupils are progressing and set appropriate targets to ensure that they do as well as they should. Because leaders have an accurate picture of how well pupils are doing, intervention actions to provide additional support are well directed and have improved the progress for these pupils.
- The school has very effective relationships with parents and the local community and this is reflected in the Ofsted questionnaire, Parent View. Nearly all parents and carers who responded would recommend the school to others, and those who responded in writing to the inspection survey were overwhelmingly positive.
- With the support of the local authority and the diocese, leaders have provided a range of professional development and mentoring to support and develop teaching. While this has largely been effective, there are still pockets of weaker teaching in the school, which hampers the progress of some pupils.
- The curriculum is currently under review. At present subjects are planned using a quality text as a starting point. Activities related to subject teaching are sometimes very imaginative. This results in pupils having high levels of engagement and is evident in the enthusiasm pupils have for a range of different 'favourite' subjects. However, planning to ensure that pupils are learning a subject in real depth is not well established in the foundation subjects.
- The leadership of SEND is effective. Any additional funding is successfully used to provide additional staffing support. Pupils in school identified as requiring some support are well catered for and this is clearly outlined in their individual learning plans and resourced by the school.
- The pupil premium is used effectively to support the few disadvantaged pupils in the school. The school provides extra teaching and programmes of support which have been successful in improving their progress.
- Pupils are very enthusiastic about physical education (PE). Careful thought is given to the spending of the sports funding grant. This is used effectively to deliver high-quality PE sessions by specialist sports coaches who also provide professional development for the teachers. In addition, a range of sporting opportunities are enjoyed by the pupils. They talk about how much they enjoy the various tournaments as well as the upcoming sports day.

Governance of the school

- New governors bring to the governing body a sharp focus and commitment in addressing weaknesses. Governors have a good understanding of their role and responsibilities in holding the school to account and are unequivocal in their commitment to ensure that all teaching is consistently to a high standard.
- Governors regularly visit the school to evaluate its effectiveness. They have an accurate overview about the quality of teaching and learning. They clearly articulate the strengths and weaknesses of the school.
- Governors are prepared to challenge the headteacher and have been largely effective in speeding up the rate of improvements in the quality of teaching so that pupils are now achieving well.
- There are few disadvantaged pupils in the school. Governors have directed funding to supporting some of these pupils with additional teaching, access to extra-curricular activities and providing pastoral support. This has had a positive effect on the progress of these particular pupils. Governors evaluate the expenditure of this grant to ensure that the funding is being used effectively.
- Governors are conversant with their statutory duties for safeguarding, ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has created a safe culture to take care of pupils and are vigilant in checking up that procedures are implemented to protect pupils. All staff understand their obligations for safeguarding, and this is emphasised throughout the school's work, as well as in lessons.
- Pupils say that they feel safe and talk about how they trust the adults in school who look after them. Nearly all parents who responded to Parent View agree that the school looks after their children well and this results in their child feeling safe in school.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work with outside agencies when they have a concern.

Quality of teaching, learning and assessment

Good

- There is some high-quality teaching across the school and all teachers have high expectations for pupils' behaviour and conduct. This means that time in lessons is spent on learning and also reflects pupils' good attitudes.
- Teachers generally use assessment well to pitch work at the right level and this ensures that the learning needs of pupils are mostly well met. Teachers have

developed good strategies for planning and teaching mixed-age classes. However, teachers sometimes miss opportunities to use effective questioning to clarify a learning point and secure and deepen pupils' understanding.

- The teaching of mathematics is good. In key stage 1 pupils have plenty of opportunities to become fluent in basic mathematical skills. In key stage 2, expectations are high. The oldest pupils are given some challenging mathematical investigations, resulting in some high achievement for the most able pupils.
- The teaching of writing in key stage 1 is variable. Pupils are productive and apply a range of punctuation and grammar to their writing. They make plausible attempts at spelling using their phonic knowledge but teachers' expectations about the presentation of work are inconsistent.
- The teaching of writing and expectations about presentation improves in Years 5 and 6. Good use is made of linking pupils' learning in reading and writing, so pupils are starting to have an understanding of various authorial styles. Pupils are taught techniques to write across a range of genres and many are working well towards achieving higher standards. Pupils do, on occasions, redraft and edit their work, but there is sometimes a lack of rigour in doing this, which impedes their good progress.
- The teaching of reading lacks cohesion across the school. There is insufficient monitoring of what pupils are choosing to read. On occasions this results in some younger pupils tackling books which are too difficult for them to decode, or older pupils not being challenged to read a range of genres, preferring to opt for their favourite authors.
- The teaching of phonics is effective and young pupils quickly learn to decode words and develop the early skills of reading. In key stage 1 adult-guided groups provide good support for pupils to develop their reading skills and comprehension. Activities for pupils to do independently are well planned to ensure that pupils are embedding their phonic knowledge.
- This good start is not always effectively built upon when pupils enter key stage 2, where the planning and teaching of reading lacks focus and challenge. At the end of key stage 2, teachers' expectations are high. As a result, pupils are making good links between the texts they are reading and the influence of an author's style on their own writing.
- The teaching of subjects across the curriculum is variable. Where the teaching of skills and knowledge is carefully planned, pupils show a good understanding of what they have learned. Science is taught well; this results in pupils having a secure understanding across this subject. In other subjects, such as history and design and technology, pupils show a good grasp of what they have learned. Where teaching is weaker, this results in a lack of clarity. The learning purpose of some activities means that pupils are unclear about the subject, knowledge or skill they are learning.
- The pupils with SEND are well supported by an individual learning programme with clear targets for achievement and additional teaching from a teaching assistant. This support enables them to access the curriculum and achieve well alongside their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is good.
- The school is an integral part of the local community and the needs of pupils and families are well known and support is provided where necessary. The school has a high proportion of children looked after and is providing some good-quality support for these children and their families.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of using the internet and social media.
- Pupils say there that is no bullying in school, and they have a good understanding of what can constitute bullying, including bullying related to race and gender. Most parents who responded to Parent View are confident that their children are well looked after. Pupils respect the school rules and know that there are consequences to bad behaviour.
- The school's ethos promotes tolerance and understanding of differences. Pupils have a sound understanding of British values. Pupils show a good awareness of faiths other than their own. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, they cooperate effectively with each other when working in lessons and are keen to do well. They are proud of their work and are keen to share their success.
- Pupils embrace responsibility, for example on the various school councils. Pupils conduct themselves well in and around school and they are polite and use good manners. They say that pupils behave well. Pupils have a thorough understanding of the school's behaviour policy, the consequences and sanctions, and say that it is applied fairly.
- Pupils are courteous, well mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.

Outcomes for pupils

Good

- Throughout the school, pupils attain well, particularly in reading and mathematics. At key stage 1 in 2018 the proportion of pupils achieving expected levels, as well as those achieving greater depth, was above the national average and in the top 10% of schools. Over time, attainment at key stage 2 also reflects the same strong picture in reading and mathematics.
- Pupils' books show good achievement in mathematics. Pupils in key stage 1 have fluent

skills in the basic four rules of addition, multiplication, subtraction and division and can apply these to solve simple problems. By the time they reach the end of key stage 2, pupils show a high level of competency to tackle complex and open-ended mathematical investigations with enthusiasm and a real sense of enjoyment. The most able pupils are more than adequately challenged.

- Pupils leave the Reception class with a good grasp of phonics. Recent improvements in the teaching of phonics in key stage 1 now mean that the majority of pupils have a secure understanding of how to decode words and apply this knowledge to their writing. Young pupils soon develop the mechanics of writing, including a cursive handwriting style, and usually set their work out neatly.
- Pupils in key stage 2 can write effectively across a range of genres. Pupils use a range of vocabulary and grammatical techniques to write to a good standard, including when they write across other curriculum subjects. Their handwriting is consistently good but work is not always well presented. Pupils redraft and edit their work but this does not always result in effective improvements to enhance their writing.
- Pupils of all ages talk about their enjoyment of reading. When books are well matched to their skills, younger pupils read confidently with enthusiasm, sounding out words using their phonic skills, anticipating what is coming next in a story and enjoying their choice of text.
- The older pupils in key stage 2 read fluently and can discuss their choice of books and talk about an authors' style of writing. They share their preferences for books they bring in from home. However, the lack of monitoring of these books means that pupils' reading experiences can be quite restricted to their favourite authors and limit their experience of a range of genres.
- The few disadvantaged pupils make good progress as a result of the school's attention to supporting their learning and ensuring that they have equal opportunities to participate in out-of-school activities and, when necessary, access to pastoral support.
- The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and quality of teaching and support from teaching assistants.
- Pupils talk with enthusiasm about the topics they have covered. They enjoy a range of different subjects and sometimes show a good grasp of what they have learned. In science, pupils use the correct terminology to recount the experiments they have done, explaining their hypothesis and conclusion, and have a secure understanding of the concept of a fair test.
- In other subjects, where teaching has been weaker, pupils are less confident in explaining their learning, although they can describe the activity they were doing. For example pupils in key stage 2 pupils were sharing some art which they had done relating to their work on rainforests. They had been tasked with work based on the paintings by the artist Henri Rousseau. However, pupils' work and explanations did not relate to the artist's style or technique.

Early years provision

Good

- The leader of the early years is passionate and knowledgeable about this stage of children's learning. Children get off to a flying start in the school's Nursery where they quickly adapt to the routines and expectations. Children are happy, motivated and ready to learn. They respond well to the stimulating activities, in the classrooms and outside, which are carefully planned to meet their varying needs.
- Children entering the Reception class have skills, knowledge and understanding in line with those typical of their age. Over time, the proportion of children achieving a good level of development by the end of Reception has been consistently above the national average, including those exceeding in some areas of learning. Children leave the Reception Year well equipped for learning in key stage 1.
- Children make good progress because they are well taught. The teaching of phonics, for example, is effective. Teachers use active methods to engage children's interests. Children can sound out simple words. They learn the basic skills of reading and apply the sounds they have learned to their spelling. Children are confident and able to write work of considerable length at standards above those expected for their age.
- Stories are used well to start a topic. During the inspection, children explained in some detail the story of a lazy farmer. This had stimulated some imaginative play as children cleaned the farm animals and built them a farmhouse using construction equipment. Children were also keen to share their knowledge about how to eat healthily and stay fit as they advised the lead inspector not to eat too much chocolate.
- The teaching of mathematics is focused on acquiring early number skills and children are able to count and show an understanding of numbers up to 100. Teachers are adept at following children's interests and pursuing further learning. While children were using a number square to identify number patterns, the teacher seized this moment to teach the concept of odd and even numbers.
- Children behave well both in the classroom and the outside area. They cooperate well with each other and engage in lively chatter as they work and play, sharing their ideas with each other and the adults and visitors in the setting.
- Learning from the classroom is taken outside whenever possible. There are opportunities to further understanding in reading, writing and mathematics as well as play using the mud kitchen, building in the sand area, gardening or acting in the theatre. These activities provide a broad experience across all the areas of learning for this age group.
- Transition arrangements are good. The welfare and safety requirements in the early years are met. Children's personal needs and health and safety requirements are ensured. The Nursery and Reception classes provide a safe place for children.

School details

Unique reference number	121564
Local authority	North Yorkshire
Inspection number	10087538

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Rebecca Jackson
Headteacher	Jenny Langley
Telephone number	01423 330314
Website	www.greenhammertonprimary.co.uk
Email address	admin@greenhammerton.n-yorks.sch.uk
Date of previous inspection	31 January – 1 February 2017

Information about this school

- This school is smaller than the average primary school. There are four classes, all of which are mixed-age classes.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of current pupils known to be eligible for the pupil premium is well below average.
- The proportion of disabled pupils and those with special educational needs varies from year to year. Currently it is equivalent to the national average for those pupils requiring additional support.
- The governing body provides before- and after-school care.
- Since the school's previous inspection the local authority has been providing professional support for the school.

Information about this inspection

- The inspector visited lessons in all classrooms, and many with the headteacher. In addition, she observed the teaching of small groups of pupils.
- The inspector scrutinised some pupils' work and listened to some pupils read. She spoke with a number of pupils about their views of the school and their opinions of behaviour and safety, including the 79 responses to Ofsted's pupil survey.
- The inspector held discussions with staff and governors and took into account the 13 responses to Ofsted's staff survey.
- The inspector considered a wide range of school documents. These included: the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- The inspector took into account the responses of parents who submitted their views to the inspection team, as well as the 30 who responded to Parent View.

Inspection team

Karen Heath, lead inspector

Ofsted Inspector

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