

# Inspection of Hawes Primary School

Town Head, Hawes, North Yorkshire DL8 3RQ

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Inspection dates: 25–26 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

## **What is it like to attend this school?**

Pupils say that they enjoy school. They say that there is always something to do. Those pupils who spoke to inspectors told us how much they like mathematics. They also said that their teachers help them to learn more.

Pupils behave well in school. They respond straight away to what their teachers ask them to do. They are polite to each other and to adults. The oldest pupils are very good role models for the youngest pupils to follow.

Bullying in school is rare. Pupils know what bullying is, and the different forms it can take. They know how important it is to tell, and they are confident that an adult will sort out any problems for them. Older pupils are not always aware of some of the risks associated with using social media and online bullying.

## **What does the school do well and what does it need to do better?**

Leaders have thought very carefully about the school's curriculum. Teachers have had lots of training from the trust so that they have good subject knowledge. They understand how to use pupils' assessment information well. Leaders have organised schemes of work in some subjects so teachers know what to teach, and when to teach it. In mathematics, teachers plan to help pupils know more and to be secure in their basic skills. The 'Daily 5' gives pupils lots of practice at remembering their arithmetic facts. Pupils' learning in history and religious education reflects the same thoughtful precision. Not all subjects are coherently planned. It is clear from the actions leaders have already taken that they are improving this. Although early in the term, leaders have not checked that all staff are implementing recent curriculum changes.

Teachers share their love of reading with pupils. All classrooms have reading corners with lots of books to choose from. Pupils talk about their favourite stories and books during a weekly reading assembly. The youngest pupils read to their teachers regularly to practise their reading fluency. A daily phonics session helps pupils learn their sounds quickly. Sounds are being taught in order. This helps pupils to make speedy progress in acquiring their phonics skills. In early years, children spend lots of time looking at books and listening to rhymes and songs. Puppets and toys help children remember stories. For example, Nursery children retold the story of 'Three Billy Goats Gruff'. They used soft toys to represent the goats and troll, and made a bridge from blocks. They then made the goats 'trip trap' over the bridge, remembering the rhymes from the story.

The personal, social and health curriculum helps broaden pupils' awareness of the wider world. It improves pupils' understanding of diversity. Governors use their skills to support the headteacher with this aspect of the school's work. For example, several arts projects have linked pupils at Hawes with pupils in Norfolk and South Africa. Leaders have also established links with a hospice from a neighbouring village. Such projects contribute to pupils' growing awareness of life beyond the

school's rural location. They also add value to pupils' spiritual, moral, social and cultural development.

The headteacher wants all pupils to be successful. She has improved parental involvement with the school. Parents and carers can attend a weekly assembly where pupils share their work. There are opportunities for parents to learn alongside their child. This is particularly helpful for parents whose children may have special educational needs.

The trust has been pivotal to the considerable improvements at the school. It offers continued support and training to leaders and staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The headteacher has improved the arrangements for safeguarding in the school. All staff receive regular training so that they know what to do if they have any concerns. Concerns are reported and followed up appropriately. The headteacher has improved staff vigilance and their awareness of risks. She manages access to the school site well. This is particularly important during the summer months when tourism is more prevalent. Pupils have support and guidance to keep themselves safe. A programme of assemblies and themed days help pupils to do this.

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

### **(Information for the school and appropriate authority)**

- Leaders need to ensure that the schemes of work they produce for all foundation subjects are planned coherently. Such schemes of work need to identify precisely the knowledge and skills that pupils will learn in each year group, so that pupils will know more and remember more, particularly in geography.
- Leaders need to ensure that they monitor the implementation of such schemes of work routinely, so that all staff follow the agreed methodology effectively.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	143523
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10110543
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Jan Linsley
<b>Headteacher</b>	Hanna Vasey
<b>Website</b>	<a href="http://www.hawes.n-yorks.sch.uk">www.hawes.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a small rural village school. It is much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils and pupils with SEND is smaller than the national average. There are no pupils with an education, health and care plan.
- Almost all pupils are of White British heritage.
- The school was sponsored by Yorkshire Collaborative Academy Trust (YCAT) in October 2016. This is the school's first inspection since academisation.
- When the predecessor school was last inspected, it was judged inadequate requiring special measures.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, curriculum leaders and special educational needs coordinator (SENCo). We held meetings with the chief executive officer of the

trust and members of the local governing body, including the chair of governors.

- The subjects considered as part of the inspection were mathematics, reading, history and geography.
- We visited lessons in those subjects when they were taught. Afterwards, we talked to the pupils and teachers from the lessons we visited. We looked at pupils' work in their books. We heard pupils read. We talked to curriculum leaders and governors about their ambitions for the curriculum.
- Documents relating to safeguarding were reviewed. We examined safeguarding policies and procedures, along with training records. We talked to staff about their role in keeping pupils safe. There were no referrals to the local authority children and young people's services.
- We checked attendance and exclusion records, and reviewed any recorded behavioural incidents. We reviewed leaders' actions to resolve such incidents.
- We observed pupils at playtime and lunchtime and talked to them about what it is like to be a pupil at the school.
- We talked to staff about their workload and the amount and quality of training and support they receive from leaders.
- We took account of four responses to the staff survey and 17 responses to the Ofsted online questionnaire for parents, Parent View.

### **Inspection team**

Diane Buckle, lead inspector

Her Majesty's Inspector

Zoe Westley

Ofsted Inspector

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