

Inspection of a good school: Hackforth and Hornby Church of England Primary School

Hackforth, Bedale, North Yorkshire DL8 1PE

Inspection dates:

24 October 2019

Outcome

Hackforth and Hornby Church of England Primary School continues to be a good school. However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

Pupils are very happy in school. Leaders' belief that 'together everyone achieves more' shines through. Pupils get lots of opportunities to work alongside each other. They do this well. Staff expect pupils to be respectful towards adults and each other. Pupils try their hardest to fulfil this expectation.

It is clear that pupils enjoy their lessons, especially in history and geography. Pupils told us about their work in these subjects. Some of the oldest pupils also told us that their work was too easy in mathematics. They were unable to tell us much about what they had learned in science.

Pupils say that there is no bullying in school. They say that if there was any bullying, staff would sort it out straight away. Leaders make sure that pupils know how to keep themselves safe. They make links with lots of charities to support the school's work in this area. Pupils could explain how to keep themselves safe when using the internet, including some of the risks associated with online gaming.

Playtimes are lively. Pupils are keen to run off energy. A sports coach organises lunchtime activities three lunchtimes each week. All pupils take part in the team games and sports. No one is left out. The daily run supports pupils' physical well-being further.

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

The headteacher's leadership is well respected by parents and staff. The headteacher makes sure that visitors to this small village school are greeted with a warm welcome. She provides much stability to the school. There has been several staffing changes since

the last inspection. New members of staff are enthusiastic and dedicated in their roles.

The headteacher has led a review of the school's curriculum. Schemes of work take account of pupils being taught in mixed-age-group classes. In particular, the schemes of work for history and geography are very well considered. Plans show the key concepts pupils will learn, and how these will build over time. Pupils told us about their work on rivers and map reading with much confidence and enthusiasm. The headteacher acknowledges that staff have had less training in other subjects, particularly mathematics and science. The schemes of work in these subjects are implemented with much less precision, particularly for the oldest pupils. Teachers do not build pupils' knowledge and skills step by step. Some pupils struggled to explain what they have learned and how this helps them. Older pupils receive few opportunities to practise their skills. They lack a depth of understanding in these subjects.

Early reading is well established. The phonics leader has worked closely with the 'English Hub' to develop her skills. Phonics is well planned. Pupils' reading books are matched to pupils' phonics knowledge. Leaders focus on developing pupils' reading fluency. Pupils keep their books for several days to build their confidence. This is working. All pupils heard to read were able to apply their phonics and read their books with meaning. Pupils can use their phonics to help them read and spell.

Leaders make sure that pupils access a wide range of extra-curricular activities. Pupils recently joined with pupils from neighbouring schools to visit London. Pupils have a strong sense of belonging and of their local heritage. Pupils access a range of community events and sporting competitions.

Staff know the pupils with special educational needs and/or disabilities (SEND) well. All pupils are taught the same curriculum. Staff use the support and advice from other agencies to support them in helping pupils with SEND. That said, the process of setting and reviewing targets for pupils with SEND is not consistent. The targets are not clear about what pupils with SEND should achieve. It is difficult to evaluate these targets accurately.

Staff are new to subject leadership. They embrace their roles. As a small school, staff lead more than one subject. Staff are attending training and receiving support to develop their various roles. Staff work hard. They are highly supportive of each other. Despite the demands of leading several different subjects, staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make detailed checks on anyone wishing to work at the school. They are recorded centrally and are meticulously maintained.

Staff and governors have a good understanding of the potential risks in the local area. They attend regular training to make sure that they are up to date with their knowledge. There is a detailed programme in place for pupils to learn about internet safety. All staff know what to do if they have a concern. The designated leader for safeguarding

makes sure that any concerns are reported in a timely manner. A new system for recording the chronology of any safeguarding referrals was introduced at the time of the inspection.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The high quality of curriculum implementation evident in history and geography is not replicated in other subjects. This needs to improve as soon as possible so that pupils' knowledge and skills can be built step by step. Older pupils, in particular, need to gain a deeper understanding in all subjects.
- Subject leaders are new to their role. They need a greater level of subject knowledge in order to drive through improvements and develop their subjects effectively, particularly in mathematics and science.
- Leaders have introduced a new system for recording the chronology of all safeguarding actions taken by the school. This must now be maintained and the new process embedded into practice.
- Leaders have a good understanding of the needs and abilities of pupils with SEND. However, the procedures they use for setting and reviewing pupils' targets is not undertaken systematically, and targets lack precision. This needs to be improved so that the targets set for pupils with SEND are reviewed regularly and they pinpoint precisely the small steps in pupils' attainment and progress that are desired.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Hackforth and Hornby Church of England Primary School to be good on 22–23 November 2010.

How can I feed back my views?

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

If you are 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

Unique reference number	121496
Local authority	North Yorkshire
Inspection number	10110798
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair of governing body	Ian Schofield
Headteacher	Judy Clarke
Website	www.hackforthornby.n-yorks.sch.uk
Date of previous inspection	9 March 2016

Information about this school

- The school is a small village primary school.
- There are two classes. One class is for early years and key stage 1 pupils and the other class is for key stage 2 pupils.
- The proportion of pupils with SEND is above the national average. The proportion of pupils with an education, health and care plan is below the national average.
- This was the school's second section 8 inspection. It was judged to be a good school at its last section 5 inspection on 22–23 November 2010.

Information about this inspection

- During the inspection, we had several meetings with the headteacher, three members of the governing body, including the chair, and a telephone conversation with the local authority representative. We met with the special educational needs coordinator and curriculum leaders for mathematics, science, reading, history and geography.
- Throughout the inspection, we looked at how well school leaders provided

safeguarding training and updates for staff, and how they create a culture of vigilance. We talked to the designated lead for safeguarding and reviewed the school's documents and records relating to safeguarding.

- We agreed with the headteacher to carry out a review of reading, mathematics and science as part of the inspection. We extended this review to include geography and history during the inspection. Together with curriculum leaders, we completed connected inspection activities that included lesson visits, discussion with leaders, pupils and teachers, and work scrutiny.
- We reviewed the wider curriculum and pupils' involvement in extra-curricular activities, events and visits. We also looked at how well leaders protect pupils from bullying and manage staff workload and well-being.

Inspection team

Diane Buckle, lead inspector

Her Majesty's Inspector

Richard Knowles

Ofsted Inspector

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