

Inspection of Hackness Church of England Voluntary Controlled Primary School

Hackness, Scarborough, North Yorkshire YO13 0JN

Inspection dates: 14 and 15 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Staff treat all pupils with kindness and respect. They want pupils to achieve well. Pupils benefit from the care and support of staff. They enjoy school and are happy to be there.

The majority of pupils behave well. Bullying is very rare. Pupils are confident that staff will address any concerns that they may have. In classrooms, behaviour is more variable. Some pupils become distracted when they are unsure about what they need to do.

Pupils' learning varies across the school. They learn more in Year 5 and Year 6 than they do in other year groups. Staffing disruption has affected pupils' learning in lower year groups.

Pupils benefit from a wide range of clubs and activities. Staff have been keen to restart these activities as restrictions associated with COVID-19 have eased. Pupils enjoy playing musical instruments and attending gardening club. Their experiences are widened through trips and residential visits.

Pupils are taught how to be safe. They learn about other cultures and traditions. Pupils learn how to treat others with respect. Parents and carers said that they appreciate the 'caring and nurturing' nature of staff. They value the 'wide variety of extracurricular activities on offer to develop multiple interests and skills.'

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

The quality of education that pupils experience is variable. Pupils do not learn well across all subjects and phases. The curriculum is more developed in Years 5 and 6 than it is elsewhere. Leaders are working with staff to strengthen the curriculum.

Leaders have made reading a priority. They have made sure that the books pupils read match the sounds they have been taught. Staff read books that capture pupils' interests. They provide support that helps pupils who have fallen behind to catch up. Leaders are training staff in how to teach a new phonics scheme. However, the impact of this training is variable. Staff do not consistently model sounds well. This can limit pupils' progress in reading.

In mathematics, pupils experience a stronger curriculum at key stage 2 than at key stage 1. Younger pupils' understanding of mathematics has been affected by the interruptions to learning caused by the pandemic. Nevertheless, teachers do not consistently address pupils' misconceptions.

Leaders have sought to build staff expertise. Staff have worked with teachers from other schools to enhance the curriculum in subjects such as history and geography.

However, these plans have not been fully implemented. The knowledge and skills that pupils acquire in the wider curriculum remain variable.

Leaders enhance pupils' personal development. Pupils learn about the importance of equality. They develop a sense of responsibility by exploring issues such as homelessness. Their experiences are widened through sport, music and exploring nature. Leaders ensure that there is a strong focus on pupils' mental health and well-being. Pupils value this provision as they know they can talk to someone if they are worried.

Leaders are mindful of the needs of pupils with special educational needs and/or disabilities (SEND). Parents value the support their children receive. Leaders provide staff with guidance on how to support pupils with SEND. Despite this, variance remains in how well staff adapt the curriculum to meet pupils' needs.

The majority of pupils behave well. They respond to the kindness shown by all staff. They are happy to attend school. Bullying is rare. In classrooms, pupils' attitudes to learning can be less focused. Some pupils become restless when they are unsure about what they have to do.

Leaders have worked with the local authority to develop the early years curriculum. They have improved the learning environment. However, these plans have not been implemented quickly enough. The quality of teaching remains too variable. Children do not benefit from clear routines. This hinders their learning.

The headteacher has provided strong leadership throughout the pandemic. She and her team have worked with local hubs, the local authority and other schools to develop the curriculum. The pace of improvement has been disrupted by COVID-19 and by staff absence. The headteacher recognises the additional responsibilities that staff carry in a small school. The use of external specialists in music and physical education (PE) reduces some of the demands on staff workload.

Governors take their responsibilities seriously. They use reports from the local authority to help them to check how well the school is doing. They provide challenge, but also support the headteacher. For example, they have lobbied the county council for speed restrictions on the road outside the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out thorough checks on the suitability of staff working at the school. Staff and governors receive regular safeguarding training. The headteacher tests out how well teachers understand this training.

Pupils feel safe in school. They are taught how to stay safe in the curriculum. Leaders follow up concerns over pupils' safety. They refer to external partners when they have concerns and record these concerns appropriately.

Leaders complete risk assessments for trips and visits. They have taken additional action to make the site safer. For example, three staff members in high-visibility jackets walk children across the road to the school field at lunchtime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not developed the wider curriculum with sufficient depth. They have not mapped out the knowledge and skills that they want pupils to acquire across all subjects. This leads to variability in the knowledge and skills that pupils acquire across subjects. Leaders need to further enhance subject expertise and leadership. This will help teachers to make sure that pupils learn well across the whole curriculum.
- Leaders have committed to a new phonics programme, but it is not sufficiently embedded. The quality of phonics teaching is inconsistent. This can have a negative impact on the support that pupils receive with early reading. Leaders need to ensure that all staff are effectively trained in the phonics programme. They then need to check that this training is working well in classrooms. This will give pupils a better start in reading.
- The early years curriculum is not developed sufficiently. Existing plans are not implemented effectively. This means that children do not get a good enough start to their learning. Leaders need to further develop the early years curriculum. They also need to make sure that it aligns better with what pupils will learn in later years. This will give children a better start to school life.
- Pupils can become restless in lessons when they are unsure about what is expected of them. This interrupts learning for some pupils. Leaders need to work with teachers to develop clear expectations in classrooms. This will help pupils to learn more 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 information from Ofsted Parent View 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 are the school and 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	121497
Local authority	North Yorkshire
Inspection number	10212203
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	73
Appropriate authority	The governing body
Chair of governing body	Karen Price
Headteacher	Janet Spittal
Website	www.hacknesswykehamcefederation.co.uk
Date of previous inspection	15 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The school is part of a hard federation with Wykeham Church of England Voluntary Controlled School. The schools share the same headteacher and the same governing body.
- This voluntary-controlled Church of England school is in the Diocese of York.
- The school received its most recent section 48 inspection in July 2016, when it was judged to be good.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held several discussions with the executive headteacher and senior leaders from Hackness and Wykeham Federation. They talked to teachers with

responsibility for different phases of the school. They also talked to subject leaders and teachers in the early stages of their careers.

- Inspectors looked in detail at the curriculum in reading, mathematics, geography and history. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.
- Inspectors talked to members of the local governing body to find out how they support and challenge school leaders.
- The inspectors talked to representatives from the North Yorkshire local authority and from the Diocese of York to gather their views on the work of the school.
- Inspectors considered one response to Ofsted's pupil questionnaire, nine responses to Ofsted's staff questionnaire and 12 responses to Ofsted Parent View questionnaire, including 10 free-text comments.
- Inspectors talked to pupils to gather their views on school life.

Inspection team

Malcolm Kirtley, lead inspector

Her Majesty's Inspector

Jo Heaton

Ofsted Inspector

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