

# Inspection of a good school: Kirk Hammerton Church of England Primary School

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

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Inspection date:

25 May 2023

## **Outcome**

Kirk Hammerton Church of England Primary School continues to be a good school.

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

This is a welcoming and friendly school. One pupil said, 'It is like we are one family.' Most pupils enjoy coming to school. They like learning new things.

Leaders have high expectations of pupils' behaviour, which pupils meet. Pupils learn that how they are feeling influences their behaviour. They know that their actions affect other people. This helps pupils to manage their own behaviour and to be considerate towards others. Across the school, teachers engage pupils purposefully in learning. This creates calm classrooms. Pupils respond well to their teachers. Pupils have positive attitudes towards learning. They work well with their peers.

Pupils told inspectors that bullying does not take place in the school. School records indicate that incidents are rare. Pupils know that sometimes pupils fall out but that this does not constitute bullying. Pupils know that adults in school will help them if they have a concern or worry. Older pupils conduct themselves maturely. They recognise that it is important to be a good role model to those in younger classes.

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

Leaders have implemented an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). They have used commercial schemes as the basis on which to map out the knowledge that pupils need to learn over time. Leaders adapt these schemes effectively to meet the needs of pupils at the school. For example, leaders have adapted these curriculums effectively for the school's mixed-age classes. Over time, pupils make connections with prior learning and other subjects. For example, pupils recall their knowledge of volcanoes in geography when learning about Pompeii in history.

Leaders have established a consistent approach to teaching phonics. Teachers and support staff have been trained in how to teach children at the early stages of learning to read. Pupils engage well in phonics lessons. Teachers use their strong subject knowledge to address pupils' misconceptions and errors swiftly. Pupils learn to read with accuracy and fluency. They use their phonic knowledge well to read new and increasingly challenging words and sentences. Many pupils develop a love of reading as they progress through the school. They enjoy reading a variety of books by different authors. Teachers recommend new books and authors for pupils to try. This fosters pupils' enjoyment of reading.

Children in Reception engage in purposeful activities in the inside and the outdoor areas. These provide opportunities to write, draw and gain a secure understanding of numbers up to 20. During the inspection, children used their knowledge of doubling to 'pay' for two bottles of lemonade at the class shop. Children are well prepared for key stage 1, where they continue to build their confidence in their use of number. For example, pupils in Year 1 used cubes to work out halves and quarters of numbers. A pupil confidently told an inspector that they knew that to find a quarter, 'You have to halve and halve again.'

Teachers benefit from working in partnership with other schools in the federation. They share resources, which reduces staff workload. Subject leaders are responsible for the development of their subject across the group of three schools. They check that the curriculum is implemented in the way they intend. Subject leaders make recommendations to improve aspects of the curriculum. However, they do not routinely follow these up to ensure that teachers have acted on them.

Pupils with SEND are supported effectively. Teachers adapt tasks in lessons so that pupils learn important subject knowledge. Following training in the effective use of support plans, teachers set precise targets so that they know the small steps that pupils need to have in place to make progress.

Leaders have integrated opportunities to enhance pupils' broader development in the curriculum. Visits to local places of interest enable pupils to make connections with their learning in the classroom. For example, a visit to a wildlife park supported pupils' understanding of animal habitats. Pupils are proud of the leadership responsibilities that they hold. Worship leaders support and lead acts of worship. They recently wrote and presented an assembly on the school's theme of 'joy'. Pupils vote for their peers to become members of the school parliament. This provides pupils with first-hand experience of democracy.

Parents' and carers' views of the school are mixed. Recent changes at the school and in the wider federation have created some unrest in the school community. Some parents say that leaders communicate well with them. A similar proportion of parents do not feel that they receive enough information about what is happening at the school. Although steps have been put in place to restore the previously strong relationship with parents, leaders, including governors, are aware of the need to further develop this aspect of the school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training and updates. They are clear about the procedures to be followed if they have a concern about a pupil's welfare or the conduct of an adult working with children. Staff are vigilant to potential signs of harm or abuse. They adopt a view that 'it could happen here'. Staff maintain detailed records. They respond to concerns in a timely manner.

Pupils learn how to keep themselves safe, including when online. Leaders have ensured that pupils regularly learn about how to stay safe near roads and railway lines. This is important because the school is located close to major road and rail networks.

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

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

- Some parents do not feel that leaders have communicated with them sufficiently well. Some parents are concerned about the recent changes that have taken place in school and their potential impact on pupils. Leaders and parents should continue to work together to develop ways for parents' concerns, as well as leaders' decisions, to be communicated in an appropriate and timely manner.
- Subject leaders do not routinely check that actions to improve the curriculum are implemented. Leaders are therefore not assuring themselves that steps to improve the curriculum are having the desired impact. Leaders should ensure that intended improvements to the way in which the curriculum is delivered are implemented effectively by staff.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2018.

## 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.

## 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>	121572
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10290097
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Wyman
<b>Headteacher</b>	Elisabeth Mellor
<b>Website</b>	<a href="http://www.kirkhammerton.n-yorks.sch.uk">www.kirkhammerton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	24 and 25 April 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Togetherness Inspires Growth (TIG) federation. This comprises three schools: Kirk Hammerton Church of England Primary School, Long Marston Church of England Primary School, and Staveley Community Primary and Nursery School. Long Marston Church of England Primary School joined the federation in November 2021.
- The headteacher of Kirk Hammerton Church of England Primary School is the executive headteacher of all three schools.
- The school is smaller than the average-sized primary school.
- It is part of the Anglican Diocese of Leeds.
- The school's most recent section 48 inspection for schools of a religious character was in June 2017.
- The school uses one unregistered alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher and the assistant headteacher about the actions they have taken to develop the school.
- Inspectors considered the quality of education provided by the school. To do this, they conducted deep dives in early reading, mathematics and science. Inspectors spoke to subject leaders, visited lessons and reviewed pupils' work. They spoke to pupils and staff separately.
- An inspector visited the school's breakfast club. They also spoke to parents on the playground at the beginning of the school day.
- The views of parents were also considered by reviewing responses to the survey, Ofsted Parent View. Inspectors also reviewed responses to staff and pupil questionnaires.
- Documentation relating to leaders' work to safeguard pupils was reviewed by inspectors, including the school's single central record.
- An inspector spoke to a member of staff from the alternative provision.
- An inspector met with members of TIG's governing body. They also spoke to the school's improvement partner from the local authority and the school's diocesan adviser.

## Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Gerry Wilson

Ofsted Inspector

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