

Inspection of Hook Church of England Primary School

Garth Lane, Hook, Goole DN14 5NW

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Caroline Ainley. This school is part of Edukos Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Huscroft, and overseen by a board of trustees, chaired by Nathan Greenfield.

What is it like to attend this school?

Hook Church of England Primary School is a school at the heart of its community. Staff know the pupils and families well. The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). There is further improvement required for these expectations to be fully realised.

Staff expect pupils to behave well. Pupils respond well to these expectations. They behave well in lessons and around school. They are polite, happy and safe. They make visitors feel welcome and are proud of their school. The youngest children listen attentively to their teachers. Pupils insist that bullying is rare. They trust that adults will quickly sort out any problems or worries that they may have.

Pupils, including the most disadvantaged, access a wide range of extra-curricular clubs and activities. These take place after school and at lunchtimes and are well attended. Pupils can learn piano and guitar. Older pupils thrive in a range of leadership roles. School councillors have additional responsibilities such as behaviour, outdoor play and PE leaders. Pupils are well prepared to be positive and active citizens.

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

The school is working closely with the trust to develop a strong curriculum. This work is still at the early stages and, as a result, pupils are not receiving a good quality of education. The school has responded to last year's low external assessment outcomes by prioritising reading and mathematics. Pupils at the early stages of learning to read are taught by teachers who are well trained. They benefit from daily phonics lessons. Teachers use assessment well to identify pupils who require extra support for reading. Those pupils are supported well to keep up and to address gaps in their phonics. Teachers read to pupils every day and this contributes to pupils developing a love of reading. Pupils with SEND are supported well. Staff have received training in identifying and supporting pupils with SEND. They adapt the curriculum well to meet the needs of these pupils.

The school has identified the important knowledge that pupils need to learn in different subjects. However, in a number of subjects learning does not follow a clear and coherent sequence. This means that pupils do not consistently build their knowledge securely on what they have learned before. In addition, there are occasions when pupils' understanding is not checked well enough before teachers move on to new topics.

Pupils behave well in lessons and at less structured times. Children in the early years have settled into school life well. They benefit from well-established routines. At playtime, pupils play well together. Older pupils support their younger peers.

Children in the early years have positive attitudes to their learning. They are supported well by caring adults who have established positive and nurturing

relationships with them. Their personal, social and emotional development has been prioritised. They develop confidence and independence. The curriculum in early years prepares the pupils well for the next stage of their education. Activities are planned to ensure that children develop in all areas of learning.

Through the curriculum for personal, social, and health education (PSHE), pupils learn to keep themselves healthy and to lead healthy lifestyles. They learn to treat people with respect. Pupils said that anyone would be welcome at their school regardless of any differences in backgrounds or beliefs. There is a strong Christian ethos at the school. Pupils understand what it means to be a good Christian. Their knowledge of other faiths and cultures is less well developed.

The school is outward-facing and engages with support from a range of external parties, such as the local authority and the Edukos trust. The trust is working well with the school in the review and development of the curriculum and in the support of pupils with SEND. The school has prioritised professional development of staff, particularly in the core subjects of English and mathematics. This ensures that teachers have good subject knowledge. Leaders are mindful of staff well-being and workload. Staff are extremely positive about their experience of working at the school. They are proud to be part of the school community.

Leaders, governors and trustees share a commitment and ambition for pupils to achieve the best they can. Governors understand their roles well. They make regular visits to the school to monitor the impact of policies and improvement priorities. Leaders at all levels are optimistic and confident in the school's potential to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is at the early stages in a number of subjects. The knowledge that pupils need to learn is not consistently mapped out in a logical manner. The school should develop the curriculum securely so that pupils can better remember important knowledge.
- Teachers do not routinely check that pupils are fully secure with prior learning before they move on to new content. This means that pupils do not build on their prior knowledge as well as they should. The school should help teachers to check what pupils' understanding so that misconceptions are quickly addressed before new learning is introduced.
- Pupils' knowledge of different faiths and cultures is less strong than other aspects of their personal development. Leaders should ensure that teaching enables pupils to broaden their knowledge of different faiths and develop a wider understanding of different cultures.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145595
Local authority	East Riding of Yorkshire
Inspection number	10255633
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Nathan Greenfield
Headteacher	Caroline Ainley
Website	www.hookprimary.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- Hook Church of England Primary School is part of the Edukos Trust.
- The school is part of the Diocese of Sheffield. It was inspected under section 48 of the Education Act 2005 in April 2019. The next section 48 inspection is due before April 2027.
- The school does not use alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 has taken that into account in her evaluation of the school.

- Inspectors carried out deep dives in early reading, mathematics, music and history. For each deep dive, they met with leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning and reviewed samples of pupils' work. Pupils were also observed reading to a familiar adult.
- Inspectors considered other subjects on the school's curriculum. They talked to the leaders who lead these subjects. Inspectors also spoke to pupils about their learning in these subjects and looked at samples of work.
- Inspectors spoke with parents and carers during the inspection. They considered the responses, including free-text comments, to Ofsted Parent View, Ofsted's online questionnaire. The responses to the staff and pupil surveys were also considered.
- Inspectors met with the headteacher, other senior leaders, subject leaders and other members of staff. Inspectors also met with representatives of the trust and those responsible for governance.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

Sinead Fox

Ofsted Inspector

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