



Hook Church of England VC Primary School

Inspection Report

Unique Reference Number 118029
LEA East Riding of Yorkshire
Inspection number 280219
Inspection dates 4 April 2006 to 5 April 2006
Reporting inspector Mr Anthony Calderbank

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Garth Lane
School category	Voluntary controlled		Hook
Age range of pupils	4 to 11		Goole, East Yorkshire
Gender of pupils	Mixed	Telephone number	01405 762576
Number on roll	188	Fax number	01405 762576
Appropriate authority	The governing body	Chair of governors	Mrs Pamela Bell
Date of previous inspection	1 July 2000	Headteacher	Mrs Janet Huscroft

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Hook C of E School is an average sized primary school in the village of Hook near Goole in East Yorkshire. The pupils come from a wide range of social and economic backgrounds. A below average proportion of pupils is in receipt of free school meals. Attainment on entry to the school is broadly average. The majority of the pupils are of white British heritage and no pupil is learning English as an additional language. The proportion of pupils identified as having learning difficulties and/or disabilities is higher than that found in most schools. The school holds the Basic Skills Quality Mark, the Bronze Active Mark and the Inclusion Gold Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Inspectors agree with the school's view that it provides an outstanding standard of education. Children enter school with broadly average standards although their mathematical skills are not as good as other areas of learning. They make good progress in the Reception class and achieve well. Progress accelerates as the pupils move through the school. Achievement is outstanding and, by the end of Year 6, standards are significantly above those found in most schools. Though children's speaking and listening skills are good overall, the school has recognised that they could be even better. Children's personal development is excellent. They enjoy school and their behaviour is good. Teaching is outstanding, especially in Years 3 to 6, and children benefit from very good relationships. The high standards of care ensure that children feel safe and enabled to do as well as they can. Assessment is used very effectively to monitor pupils' progress and to set targets. The curriculum, including provision for children with learning difficulties and/or disabilities, is exemplary. The headteacher and deputy headteacher provide excellent leadership. The leadership and management provided by staff and governors are very effective. The school has progressed very well since the last inspection and the ability of the current leadership to bring about further improvement is very good. The school provides outstanding value for money.

not applicable

What the school should do to improve further

- Maintain and develop strategies to improve pupils' speaking and listening skills throughout the school and to work with parents to increase children's mathematical skills in the Reception class.

Achievement and standards

Grade: 1

Achievement is outstanding and pupils make excellent progress in meeting their challenging targets. They start school with broadly average attainment although there has been a recent decline in mathematical skills. The school is working closely with parents to address this. Children make good progress in the Reception class. By the time they enter Year 1 most achieve or exceed all the early learning goals. In Years 1 and 2, children continue to make good progress and, as a result, achieve well in reading, writing, mathematics and science. Children achieve very well between Years 3 and 6 and make very good progress developing their skills in reading, writing, mathematics and scientific investigations. Standards are very high in these areas. Though children's speaking and listening skills are good overall, the school has recognised that they could be developed further and this has become a whole school focus. Test results in 2005 showed that the children had not progressed as well in mathematics as they had in other subjects. Provision was reviewed and standards are now well above average. Pupils make excellent use of their literacy, numeracy and information and communication technology skills to support their learning in other subjects. The quality

of the topic work throughout the school is exemplary. Standards in art and design are well above those found in most schools. Children with learning difficulties and/or disabilities also make outstanding progress and achieve well above expectations.

Personal development and well-being

Grade: 1

Children's personal development is outstanding. Many children spoke about how much they enjoyed school and this was abundantly clear as they participated in a wide range of challenging and exciting activities. There is a strong mutual respect between children and teachers. The result is that every child feels important, valued and well cared for. Children have high levels of self-esteem without being over-confident. They are very well mannered and thoughtful. Their spiritual, moral, social and cultural development is excellent. They have many opportunities to reflect upon their own and each other's work, to broaden their horizons and to think for themselves. They are enabled to exercise responsibility and to assist in looking after each other. The school recently won an award for its anti-bullying scheme; much of the research and ideas were managed by the school council. Behaviour is good with occasional lapses dealt with swiftly and effectively by teachers. Children themselves have developed the behaviour policy and drawn up the rules by which the community abides. They engage in a wide range of activities which develop key skills, including enterprise skills. They put into practice the good advice they have received about healthy living and are prepared very effectively for life in the wider world. Attendance is above average and reflects the children's enjoyment of school.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Children respond enthusiastically to their teachers' high expectations and there is a great thirst for knowledge.

The emphasis is on developing key transferable skills through a fascinating and creative range of topics. It is very successful because teachers plan superbly and all children are able to achieve well beyond expectations by the end of Year 6. Independent learning is fostered successfully and teachers make lessons exciting, challenging and fun. For example, during the inspection children in Year 5 were baking cakes according to a Viking recipe thus developing their understanding of ingredients and measures. Lesson objectives are very clear and every child knows exactly what they have to do and, more importantly, why. Teaching assistants play an important role using their considerable skills. Teaching and learning in the Foundation Stage are very good overall. Warm relationships and practical activities ensure children are happy and make good progress. Assessment procedures and the use made of the information, a process in which the children are fully involved, are exemplary and ensure that any underachievement is spotted quickly and appropriate steps taken. Children participate fully in reviewing

their targets and setting new ones. As a result, children become independent learners and take responsibility for their own progress.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that very effectively meets the needs of all its pupils. It is exceptionally well planned, creative and interesting. A topic approach has been adopted that ensures clear progression in key skills in all subjects. Excellent links that capture pupils' interests are made between subjects. The strong emphasis placed on the creative arts is highly successful with children producing work of outstanding quality as seen in the stimulating displays around school. There is appropriate provision for children in the Foundation Stage. Personal, social and health education is excellent and successfully promotes an understanding of staying safe, keeping healthy and citizenship. Children benefit immensely from an extensive range of enrichment activities, which includes well attended after-school clubs, visits and visitors. The curriculum is very successful in developing children's self-confidence and the skills they will need in the future.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Staff are exceptionally good at providing a supportive and caring environment in which children become confident, mature and independent learners. Children settle quickly into the Reception class because of the friendly ethos and special attention of the staff. They all have a 'buddy' mentor from Year 5. All children are encouraged to live healthy lifestyles through diet, exercise and learning about how to look after themselves. Child protection procedures are very well established and understood by all staff. There are very good procedures for risk assessment and children confirm that they feel safe and secure in school. Those with learning difficulties and/or disabilities are very effectively supported by teaching assistants and this enables them to have full access to the activities provided. Good links with local secondary schools ease pupils into their new environment.

Tracking of pupils' progress is outstanding. Very strong links with parents enhances the provision.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The direction and sense of purpose given to the school by the headteacher and the deputy headteacher are excellent. There is a strong sense of teamwork within the school, based on mutual support. Improvements have been brought about in consultation with all staff so that everybody feels valued and willing to put the new ideas into practice. For example, the strategies put into place to improve children's speaking, listening and early mathematical skills have been enthusiastically taken on board and are already having

a positive impact on standards. The school is very effective in promoting equality of opportunity. This is very evident in the outstanding quality of support given to children with learning difficulties and/or disabilities. The school has an excellent range of systems in place to monitor its work and has an accurate and honest picture of what needs further improvement. The school's improvement plan clearly identifies areas for development and how to address them. The school works well with external agencies. Children and parents are consulted about the school's development and their suggestions are acted upon if considered to be in the best interests of all concerned. Governance is very effective. Governors play an active role and are well informed about the school. The matters raised in the last inspection have been dealt with successfully and the school has a very good capacity to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mrs Janet Huscroft

Hook Church of England VC Primary School

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Goole

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4 April 2006

Dear Children

Thank you very much for making us feel so welcome in your school. We enjoyed talking to you and seeing your lessons. We are particularly grateful to those of you who came to talk to us about the work you do and what you think of your school. You told us how much you like your school and how happy you are. We also know that your parents are very pleased that you are at this school because it is excellent.

These are just some of the things that impressed us:

you are doing very well; you work hard and make extremely good progress

your teachers work very hard and teach you really well

we enjoyed watching your lessons because you are so enthusiastic

everybody gets on very well together

you behave well and help one another

all the adults in the school look after you really well

your headteacher has got lots of ideas and she is very good at finding out what people think and making things better.

To make things even better, this is what we have asked your school to do now:

to continue to help you improve your already good speaking and listening skills

to continue to help the children in the Reception class with their number work.

We feel sure that Mrs Huscroft, the teachers, and the governors will carry on working hard to make your school even better. Do keep on working hard and enjoying school.

Yours sincerely

Tony Calderbank and Judith Straw