



Hawsker Cum Stainsacre Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121498
LEA North Yorkshire
Inspection number 281027
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Mr Bob Thompson CfBT Lead Inspector

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

Type of school	Primary	School address	Hawsker
School category	Voluntary controlled		Whitby
Age range of pupils	5 to 11		North Yorkshire YO22 4LA
Gender of pupils	Mixed	Telephone number	01947 602772
Number on roll	0	Fax number	01947 601152
Appropriate authority	The governing body	Chair of governors	Mr T Cummins
Date of previous inspection	11 October 1999	Headteacher	Mr J Barber

Age group 5 to 11	Inspection dates 8 February 2006 - 9 February 2006	Inspection number 281027
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a very small primary school for pupils aged 5 to 11. There are 71 pupils on roll with slightly more girls than boys. The proportion of pupils entitled to free school meals and that for children with learning difficulties or disabilities is low. Children come from a below average socio-economic background. Attainment on entry is below expectations for pupils of that age. Almost all pupils are of white British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, a judgement which matches the school's own view of itself and that of parents and pupils. Pupils in the Foundation Stage achieve well, often from a low starting point. This is due to good quality provision in this stage of education. Year 6 pupils attain broadly average standards. Because of their low starting point on entry this represents good achievement over their time at the school. However, the school continually strives for higher standards and in its endeavour to do better has correctly identified that insufficient numbers of pupils reach the higher levels in writing by Year 2 and that by the end of Year 6 not as many pupils as expected reach the higher levels in science. The quality of teaching is good. Provision for the care, guidance and support of pupils is good. Parents have a high regard for the school and the education it provides. Although attendance is satisfactory overall, there is still a high level of authorised absence. Individual target setting is at an early stage of development following cooperative work with a local school. Pupils' personal and social development is good, but they do not have a formal means, such as a school council, of expressing their views about school life. Leadership and management are good. Governance is good and the skills of the governors are used effectively to support and challenge the school to continue to do better. The school has improved well since the last inspection and has a good capacity to improve further. It provides good value for money.

What the school should do to improve further

- Rigorously implement an action plan to raise standards achieved by higher attaining pupils in writing by the end of Year 2 and in science by the end of Year 6.
- Establish a school council in which pupils have the opportunity to express their views and ideas.
- Ensure that best practice for setting pupils targets for learning and providing them with feedback about these is implemented throughout the school.

Achievement and standards

Grade: 2

Overall, pupils make good progress from Years 1 to 6. Year 6 pupils are well on track to

meet the challenging targets set for them in English and mathematics. The school is rightly cautious about the accuracy of data analysis for the very small groups of pupils taking national tests but provides a convincing range of evidence to support its view that achievement is good.

Attainment on entry to Reception is often below average and is particularly low in communication, language, literacy and social skills. Whilst children make good progress

in the Foundation Stage, standards are still below average at the start of Year 1. By the end of Year 6, standards are broadly average. This represents good progress over Key Stages 1 and 2. In Key Stage 1, pupils make good progress in reading and mathematics but progress in writing is only satisfactory overall owing to insufficient pupils achieving higher levels in this subject. By the end of Year 6, the number of pupils who reach the highest level in English is broadly average. In mathematics, slightly more than average attain the highest level but in science fewer pupils attain the highest level than in other subjects. The school has rightly identified the standards achieved by higher attaining pupils in writing at Key Stage 1 and in science at Key Stage 2 as priorities for improvement.

All groups of pupils, including those with additional learning difficulties or disabilities, make good progress. Pupils with learning difficulties and/or disabilities develop in confidence because of the high quality support they receive and consequently their social skills improve significantly. This is reflected in the way they successfully tackle learning tasks independently.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Behaviour is good in and around the school. Pupils have positive attitudes to their work. Bullying rarely occurs and, if it does, pupils are well aware of what to do because of the lessons they have had about this issue. Pupils' spiritual, moral, social and cultural development is good and has improved since the last inspection. Pupils respect each other and show compassion and support for each other. Relationships are harmonious. Attendance is broadly average although a few families continue to take holidays in term time. The school has identified this issue and is working to improve it. The 'Make it Real' event at the local secondary schools illustrates the effective way in which the school prepares its pupils for the next stage of education. Older pupils are confident and know who to approach with their views and ideas although the lack of a school council prevents pupils in all age groups from formally expressing their views about school life. Pupils feel safe at school. They learn about healthy life styles and the importance of a good diet and exercise. Pupils make a positive contribution to the wider community in several ways, for example through the school band playing at local functions.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. As a result, pupils learn well and make good progress overall. Teachers plan their lessons well. They outline clearly at the start what they want pupils to learn and frequently refer to this so pupils focus on the learning intended for them. In mathematics and English, pupils' targets are displayed in the back of their workbooks. Pupils find this helpful and frequently refer to them. Teachers make very good use of resources. For example, laptop computers are used effectively to enhance learning. Teachers challenge pupils' thinking through good question and answer sessions. Pupils are well motivated and complete their tasks willingly. Teachers have good rapport with the pupils and behaviour is well managed. Pupils with learning difficulties and/or disabilities also make good progress because teachers know them very well and plan activities for them carefully which are taught skilfully by capable teaching assistants and support teachers. The school is working to improve the quality of teaching and learning for higher attaining pupils, in writing at Key Stage 1 and in science at Key Stage 2. Assessment is good and informs teachers of the next step pupils need to progress. Target setting on an individual basis has been introduced for mathematics and English and although at an early stage of development is working well following evaluative work with another local school.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that fully meets statutory requirements. It meets the needs of pupils, is effectively underpinned by Christian values and is enriched by a good and expanding range of activities outside lessons. It is planned well to develop pupils' skills in literacy, numeracy and information and communication technology (ICT), and it places a strong emphasis on the use of these skills throughout all aspects of the curriculum. Personal, social, emotional development and citizenship are strengths of the school. The curriculum is further enriched by a wide range of educational visits, such as inter-school sporting activities, after-school science investigations and music and drama festivals. The school effectively promotes the importance of healthy living. However, outdoor provision for Reception pupils is recognised by the school as an area to develop.

Care, guidance and support

Grade: 2

The provision for care, support and guidance of pupils is good. The school values all of its community. Child protection procedures are thorough. Risk assessments are carried out effectively. Staff know the pupils very well and very good relationships mean that pupils feel secure. The system for monitoring of pupils' academic and personal progress from the beginning of Reception to the end of Year 6 is good. The

school is rightly proud of its tracking system which indicates pupils progress well and identifies vulnerable pupils who need more help. Visits to the receiving middle school complement pupils' academic preparation and help with their social preparation for the next stage of their learning. Parents praise the support that their children receive, and are particularly warm in their praise for the happy and caring atmosphere in school. As one parent put it 'since my daughter has attended it has been an absolute God-send: I can't tell you how much she has improved due to the support and care she has received'.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher leads the school well and has built up a high performing team of governors, staff and parents to support his vision of a fully inclusive school where every child matters. Self-evaluation, including feedback from parents and pupils, results in high quality information, which gives an accurate view of how well the school is performing. This information is used well to identify correct priorities for development, such as improving the standards reached by higher attaining pupils in some subjects. The school recognises that it needs to continue to work to improve attendance. Coordination, monitoring and evaluation of English, mathematics and science in particular are good. For example, the English coordinator has built up a portfolio of work that he uses to moderate pupils' work. Governors are knowledgeable about the school and provide a good balance of support and challenge to the management. They meet their statutory responsibilities in full. The headteacher and school are held in high regard by parents, as shown by a comment on a questionnaire: 'This is an outstanding school, where all children are fully included and encouraged to do their best'. The school has improved well since the last inspection and this indicates that it is well placed to improve further. Key factors in this are the knowledge, skill and enthusiasm of staff and their willingness to work together for the benefit of the pupils.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

As you know I recently visited you to find out how well your school is helping you with your learning.

Thank you for being so friendly and willing to talk to me. It was useful to know what you think about your school. I did enjoy having lunch with you and listening to some good advice on 'healthy eating' and how much you enjoyed your clubs in school.

There are some things that I think are really good about your school. These are:

- the good progress you make in your work and the enthusiasm you have for your music, drama and sport
- how well your headteacher and teachers know you so that they can plan exciting activities and lessons that will challenge you to improve even more
- your parents are happy with the school and all it does for you
- your behaviour is good and you are learning to be safe and have healthy life styles.

I have asked your headteacher and teachers to improve a few things to make your school even better.

These are:

- to help younger girls and boys achieve even higher standards in writing, and older boys and girls achieve better in science
- establish a school council in which you will be able to put forward your opinions and views to the management
- ensure you understand the way in which your targets for learning are set and met.