



Inspection Report

**Better
education
and care**

Unique Reference Number 121567
LEA North Yorkshire
Inspection number 281044
Inspection dates 3 April 2006 to 4 April 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Church Lane
School category	Voluntary controlled		Hampsthwaite
Age range of pupils	5 to 11		Harrogate, North Yorkshire HG3 2EZ
Gender of pupils	Mixed	Telephone number	01423 771 336
Number on roll	116	Fax number	01423 771 336
Appropriate authority	The governing body	Chair of governors	Mr Richard Dawson
Date of previous inspection	13 March 2000	Headteacher	Mr Steven Holmes

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average sized primary school. Almost all children are of white British heritage. The socio-economic circumstances of the area are well above average. Attainment on entry to the Nursery, which opened in September 2005, is above average. The proportion of children with learning difficulties and/or disabilities is below average and very few have a statement of special educational need. During the past two years, there have been significant staff absences and staffing changes. The headteacher took up post in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its effectiveness as good and the inspection confirms this. It provides good value for money. The headteacher, staff and governors lead and manage the school well. Standards are significantly above average. Teaching is good and children achieve well. Provision in the Foundation Stage is good. The curriculum is effective but there is lack of suitable accommodation for physical education. Children's personal development is outstanding. Attendance rates are well above average. Children enjoy coming to school and they respond extremely well to the good, supportive care they receive. The school has improved well since its last inspection. It has a clear understanding of its strengths and areas for development. The school rightly identified the need to improve the recording of children's progress from entry into the Nursery to the end of Year 2 to link into the well established and effective systems in Years 3 to 6. The effective leadership and management and the commitment of staff indicate that the school has good capacity to continue to improve. Parents are very pleased with the education provided by the school and their comments include 'an excellent village school', 'providing an excellent all round education' and 'very happy, confident children who are proud to say that they attend Hampsthwaite School'.

What the school should do to improve further

This good school knows what needs to be done to improve. In particular it should focus on:

- improving the way children's progress is recorded so that individuals' and groups of children's attainment can be clearly tracked from entry to the Nursery to the end of Year 6
- seeking ways to provide better accommodation for physical education.

Achievement and standards

Grade: 2

The achievement of children, including those with learning difficulties and/or disabilities, is good. Standards by the end of Year 6 are significantly above average, as has been the case since the last inspection. Attainment on entry varies from year to year though is generally above average. Children make good progress during the Foundation Stage and they exceed goals expected nationally for children by the end of Reception. Standards in the national tests at the end of Year 2 in 2005 declined to below average due to the lower prior attainment of that particular, small group of children, and because of staffing difficulties that were beyond the school's control. However, these children's progress has accelerated in Year 3 as a consequence of good teaching. Standards of the present Year 2 are on course to be above average and children are making good progress. In the Year 6 tests in 2005, children attained significantly above average standards. The 2005 test results in English, mathematics and science were the highest since the last inspection. During their time in Years 3 to 6, that group of children made more progress than the average nationally. Challenging

targets were exceeded in each subject. The present groups of children are likely to exceed the targets set for them because of good teaching. They are on course to reach above average standards by the end of Year 6.

Personal development and well-being

Grade: 1

Personal development, including children's spiritual, moral, social and cultural development, is outstanding. Children demonstrate high levels of interest and are a good example to one another in work and play. This is a friendly school where behaviour is excellent: instances of bullying rarely occur and, if they do, are resolved swiftly. Children are extremely well mannered, confident and articulate. They have an acute awareness of others, particularly those less fortunate than themselves. They have a keen interest and understanding of their own and other cultures.

Attendance has been consistently well above average for several years because children enjoy school. They feel safe and cared for by staff and other children. They know how to maintain a healthy lifestyle. Children make excellent progress in developing their social skills and take on and fulfil responsibilities, such as being in the 'playground squad' and 'lunchtime table captains', extremely conscientiously. Year 6 children are very well prepared for the next stage of education because of their excellent attitudes to work and good standards in basic skills. An older child encapsulated the feeling of others when he stated that 'Hampsthwaite is a wonderful school'.

Quality of provision

Teaching and learning

Grade: 2

The school quite rightly judges the quality of teaching and learning as good. All lessons seen were good or better and, as a result, children progress well in their learning. Children with learning difficulties and/or disabilities make good progress because of carefully planned activities which are taught skilfully by capable teaching assistants and teachers. The teaching provides children with plenty of opportunities to find things out for themselves; for example, older children prepared excellent presentations of their research into major world rivers using information and communication technology (ICT). Lessons are interesting and fun. Role play is used to good effect to actively involve children, such as when a teacher created a 'Henry Moore's Workshop' and dressed up and pretended to be the artist with children as art students. Good use of an ICT presentation and plenty of challenge enabled children to gain a good understanding of subject language, such as 'abstract'. As a result of this very effective approach, children produced detailed sculptures in the style of the artist. Teachers check children's understanding through effective questioning though often do not direct the questioning equally to all individuals but to those who indicate they know the answer.

The marking of children's work is thorough and good records of their progress are kept in each class. Comments in books celebrate good effort and suggest how to improve, such as, 'A lovely letter. You have used paragraphs well. Next time try to use some complex sentences as well'.

Curriculum and other activities

Grade: 2

A good range of activities meets the interest and needs of all children. The curriculum is planned well to develop children's skills in literacy, numeracy and ICT, as well as their personal, social and emotional development and citizenship. In all subjects there is a strong emphasis on learning through investigation; for example, in literacy children learnt how to follow instructions by using a recipe to make buns. A good range of educational visits and visitors to the school, as well as a sound range of extra-curricular activities, enrich the curriculum further. Enjoyment of the curriculum is enhanced by the strong emphasis on performing arts. Provision in the Foundation Stage is good and has improved following the opening of the nursery. Due to limitations of the accommodation, the school finds difficulty providing sufficient opportunities, particularly in winter and in inclement weather, for two hours of physical education each week, as recommended nationally. This limits the standards children can reach in the subject.

Care, guidance and support

Grade: 2

Care, guidance and support for children are good. Child protection procedures are in place. Thorough risk assessments ensure that health and safety matters are well organised. The school values all of its community highly. Staff know the children very well. Children with learning difficulties and/or disabilities are identified early and supported by well thought out individual education plans which are shared with the children and parents. The tracking of children's progress is well established in Years 3 to 6. The school has recently begun to introduce similar systems in the rest of the school to show how well individuals and different groups of children progress and meet their potential from the beginning of Nursery to the end of Year 6. It is intended that this will help management to identify quickly when extra help is needed in order to assist all children to make consistently good progress.

Leadership and management

Grade: 2

Leadership and management are good. The school's evaluation of its performance is well thought out and accurate. The new headteacher has built very well on the strengths of previous leadership. He provides a very good model in the quality of his teaching. The support given to other staff through monitoring teaching has resulted in good or better standards of teaching throughout the school. The headteacher has a clear vision of how to move the school forward. Capable staff are becoming more responsible for

coordinating their areas of responsibilities, although many are new to their posts. A strong sense of teamwork is helping to drive this successful school forward. The improvement plan identifies the right priorities for future action. Governance is good. Governors have a wealth of experience that benefits the school. They have successfully handled difficult staffing issues and have ensured the maintenance of high standards. Governors have worked hard to provide a nursery and are determined to improve provision for physical education. The budget is managed carefully. Resources are deployed well and used efficiently.

Parents are very satisfied with what the school provides. Their views are sought and acted upon. Children's views are also considered through the Children and Teacher Association. Children know that their voice is heard and their ideas taken into account. For example, they have written an action plan which is part of the school improvement plan. Recently, they have been involved in producing a high quality, informative school prospectus on a digital versatile disc (DVD). It captures the children's strong commitment to the school as well as their sense of fun and enjoyment of learning. The nature of this project illustrates well why this school is successful - children are at the heart of all that happens.

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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	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	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	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?	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

Thank you for welcoming me back to your school again. It seems a long time since I inspected your school in March 2000. Once again, I enjoyed my visit and I want to share with you what I now think about your school.

What I liked most about your school

- You are very polite and friendly.
- You behave extremely well, work hard in lessons and all get on so well together.
- You are taught well so that you make good progress in your learning.
- Your attendance is very good and you really enjoy school.
- The headteacher, staff and governors look after you well and know how to make your school better.

What I have asked your school to do now

- Improve the way that staff record your progress from the Nursery to Year 6 so they can see whether any of you need extra support to help you learn better.
- Try to find ways of improving opportunities for physical education.

I appreciated talking to you about your work and watching you learn; I wish you well for the future.