



# Kirk Hammerton Church of England Primary School

## Inspection Report

**Unique Reference Number** 121572  
**LEA** North Yorkshire  
**Inspection number** 281047  
**Inspection dates** 7 February 2006 to 8 February 2006  
**Reporting inspector** Mr Philip Jarrett HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	St John's Grove
<b>School category</b>	Voluntary controlled		Kirk Hammerton
<b>Age range of pupils</b>	4 to 11		York, North Yorkshire YO26 8DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 330460
<b>Number on roll</b>	60	<b>Fax number</b>	01423 331706
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Robert Ward (Acting)
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mr Paul O'Rourke

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 February 2006 - 8 February 2006	<b>Inspection number</b> 281047
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

Kirk Hammerton Church of England Primary School is a very small primary school near York. Most of the pupils live in the local village, which is in a mainly prosperous area. Many of the pupils have above average ability on entry, although the ability range varies from year to year, reflecting the small intake. No pupils are eligible for free school meals and the school identifies only a small number as having learning difficulties and/or disabilities. There are almost no pupils from minority ethnic groups. Pupils are organised into three mixed age classes. A new headteacher joined the school last September. The school has met the standards for the Healthy Schools Award and Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Kirk Hammerton Church of England Primary School provides an acceptable standard of education and gives satisfactory value for money. Pupils enjoy coming to school and have a real desire to learn. Parents support the school well. The personal development of pupils is good and the school is effective in providing a healthy environment for learning. Standards are broadly average and most pupils make satisfactory progress, although pupils' writing should be better. Provision for the Foundation Stage is satisfactory. However, the curriculum offered to older pupils in the infant class does not always meet their needs and they are capable of achieving more.

The school has suffered from a lack of continuity in its leadership and management, with four different headteachers in the last five years. Improvement since the previous inspection is no better than satisfactory and test results have fallen since then. However, last year's results improved, especially for the older pupils. Teaching is satisfactory, but teachers sometimes focus too much on what they want the pupils to do rather than what they need to learn. Expectations should also be higher. Pupils are not always clear enough about how to improve their work.

A new headteacher was appointed last September and he has worked hard with staff and the new governing body to identify the areas where improvements are most needed. The school's self-evaluation is honest and well judged and the inspection team agrees that some pupils are capable of achieving more. The school has good capacity to improve.

### What the school should do to improve further

- Improve the way the curriculum is organised for younger pupils in order to eliminate underachievement by the end of Year 2.
- Raise standards of writing throughout the school.
- Improve teaching throughout the school by planning more effectively for the pupils' learning and setting higher expectations.
- Make better use of assessment in order to help pupils understand more effectively how to improve their work.

## Achievement and standards

### Grade: 3

When children start in Reception, their standards are generally at least average and sometimes higher than that. The standards achieved by 7 year olds in the national tests are broadly average. However, standards in writing are too low and too few of the most able pupils achieve a higher level result. Given their good starting points, some of the pupils should be achieving more than this.

The standards reached when pupils leave the school are not as high as at the time of the previous inspection in 2000. However, the national test results for 11 year old

pupils improved last year and many of the able pupils reached the higher Level 5. In general, standards are broadly average by the end of the key stage. This means that most pupils make satisfactory progress by the time they leave the school. Standards of reading are higher than for writing. Test results show that standards in mathematics have slipped since the previous inspection, although they rose slightly last year.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They are confident in sharing ideas and enthusiastic about learning. They enjoy school and this is shown in very high levels of attendance and positive attitudes in lessons. The school helps them to learn about other cultures and social issues. The school ensures that pupils have a good understanding of right and wrong. Pupils follow rules sensibly, as seen by their behaviour at playtimes. Pupils work and play together well and show good concern for others. Their attitude to visitors is friendly and courteous. Behaviour is mostly good, both in lessons and around the school. Experience of working and playing in teams; for instance, in music and sport, helps pupils to learn important skills for later life.

Links with the community are good. Pupils write articles for local newsletters, attend church events and perform at the local nursing home. Fund raising activities, such as baking and selling buns to raise money for a girls' home in India, also help them to develop an understanding of the world beyond their village and skills for their future. Pupils know how to keep themselves safe and understand the importance of a healthy lifestyle. This is seen in the sensible choices made by pupils at lunch and in the range of activities available at play times. The school is increasingly asking pupils for their opinions and the school's council gives pupils the opportunity to influence decisions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. However, inspectors observed a variability that needs to be monitored closely. Some good teaching was seen during the inspection as well as some that was unsatisfactory. Teaching in the infant class did not always meet the needs of older pupils sufficiently well.

Many of the pupils are very knowledgeable and keen to learn. Their intellectual curiosity was shown in one lesson where Year 3 to 4 pupils became genuinely interested in the differences between Judaism and Christianity. The teacher motivated them through her own subject knowledge, her high expectations for the class and good use of challenging questions that enabled pupils to build on what they already knew. Where teaching is weaker, activities tend to be passive and too little is expected of pupils. The pupils in this school respond well to a challenge; however, they soon become bored if work is dull or too easy. In some lessons, there is too much emphasis on the

activities and not enough thought is given to what the teacher wants different groups of pupils to learn.

There are some weaknesses in the school's assessment practices. Marking generally offers pupils good encouragement. However, comments too rarely help pupils to understand what to do next. While teachers are beginning to make use of learning targets for pupils, this is restricted to writing and there is a lack of consistency across the school. Overall, pupils are not always clear how to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum as a whole is satisfactory, although some aspects are better than that. Provision for music is good; this leads to high standards and helps pupils develop self-confidence and their ability to work together. A range of curricular and extra-curricular physical education activities helps keep pupils fit. Other strengths include French, which is taught to older pupils, and the developing use of information and communication technology.

Planning the curriculum is a challenge for the school since all classes are taught by at least two teachers. The infant class contains pupils from ages 4 to 7. Teachers have reviewed the provision for this class and currently operate an approach that meets the needs of the youngest pupils well. This helps to develop their independent learning through a choice of activities from themed areas of the classroom. However, this does not meet the needs of older and more able pupils in the class, too many of whom were observed during the inspection spending a lot of time on unstructured play activities. As a result, standards are not as high as they should be at the end of the key stage.

All teachers work hard to find time to plan together for the shared classes. Medium and long term planning are mostly fine. However, a review of the pupils' books confirmed that there are gaps in coverage of some of the foundation subjects. For example, the older pupils spend too little time on science and there is a lack of consistency in pupils' experience of subjects such as design and technology and history across different classes.

## **Care, guidance and support**

### **Grade: 2**

The school is a very happy and caring place and this is much appreciated by parents. Pupils say they feel safe and that the adults look after them well. Incidents of bullying are very rare. However, pupils are clear what to do if they feel bullied or unhappy and know that they will be listened to and action taken.

Pupils receive good quality support in developing personal and social skills. They are expected to behave well and are helped to do so. This produces an orderly atmosphere.

Pupils with learning difficulties and/or disabilities benefit from good levels of support and encouragement. The school has recently been awarded the local authority's Quality Marks for both inclusion and special educational needs, confirming that support for

pupils with learning difficulties and/or disabilities is well managed. Health and safety, child protection and risk assessment procedures are fully in place. Older pupils are prepared well for their move to secondary education.

## **Leadership and management**

### **Grade: 3**

There have been a number of changes of headteacher since the last inspection. This instability appears to have been reflected in a lack of improvement since the last inspection. There have also been some recent significant changes to the governing body. The new headteacher has undertaken the process of self-evaluation with governors in an honest and constructive way, involving parents, and areas of weakness have been identified. There is now an accurate view of what needs to be done and the school acknowledges that some pupils should be achieving more highly. An effective and focused action plan has been produced and this has already led to early signs of improvement, such as better monitoring of teaching and planning.

Teachers track pupils' academic progress carefully and this has been used to identify underachievement and to prioritise areas for development. However, data are sometimes not analysed well enough to identify the next steps for pupils; for instance, for those pupils who did not meet their targets in mathematics.

The school is adequately staffed. Teachers work well together and all take responsibility for a number of curriculum areas. Staffing arrangements are complex and made more so by the need to provide planning and preparation time for teachers. Some parents believe that this sometimes disrupts learning.

Parents acknowledge the positive impact made by the headteacher since his appointment. Communication has improved through newsletters and the use of a parents' notice board. Parents and governors say that they feel more involved and more comfortable to express their views.

Governors are very supportive of the school and are extremely committed to working with the headteacher to move the school forward. They are aware of the need to raise standards while maintaining the happy and caring ethos. They have a clear view of their role and are becoming more knowledgeable through a better understanding of the curriculum and regular monitoring visits to the school. The inspection team is confident that the new leadership and management team will be able to make a difference and will help raise standards so that every child is reaching his or her full potential.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for making us so welcome when we visited your school recently. We enjoyed talking to you. You were very friendly and well behaved and we were pleased that you were all really keen to do well.

We think that your school gives you a satisfactory education and that it is getting better.

These are some of the things that we liked about your school:

- it takes good care of you and the teachers help you to develop into thoughtful and caring young people
- your behaviour is very good in lessons and around school and you play well together
- you feel safe and happy in school and you know how to live healthy lives
- you enjoy lessons and get on well with each other.

Most of you learn quite well as you move through the school. However, we think that the school could help some of you to do even better. We have asked your headteacher, governors and staff to look at some things that will improve the school further:

- we think that you could all be helped to do better at writing
- the very youngest children do well; however, some of the older children in the infant class could make better progress
- teachers can help you to do better by setting you harder work, telling you what you are going to learn, and helping you to understand how to improve through the comments they write in your books and the targets they set you.

We are sure that if all of you at the school work together as a team, then Kirk Hammerton Church of England Primary School will become an even better place to learn.