



Hackness Church of England Voluntary Controlled Primary School

Inspection Report

Better
education
and care

Unique Reference Number 121497
Local Authority North Yorkshire
Inspection number 292139
Inspection dates 12–13 October 2006
Reporting inspector Ralph Higgs

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

Type of school	Primary	School address	Hackness
School category	Voluntary controlled		Scarborough
Age range of pupils	4–11		North Yorkshire YO13 0JN
Gender of pupils	Mixed	Telephone number	01723 882212
Number on roll (school)	58	Fax number	01723 882212
Appropriate authority	The governing body	Chair	Ms Valerie Bolton
		Headteacher	Miss Jenny Hartley
Date of previous school inspection	24 February 2003		

Age group 4–11	Inspection dates 12–13 October 2006	Inspection number 292139
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small village primary school admits pupils from a wide rural area. There are three mixed-age classes. Pupils come from a variety of family circumstances, including a minority from farming backgrounds. All pupils are of White British heritage. A new headteacher has recently taken up post. The school has been awarded the Basic Skills Quality Mark and has achieved Investors in People Status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education. Although pupils' achievement is satisfactory, the school has some excellent features. Pupils' personal development is outstanding, and their attitudes and behaviour are excellent. This is because the school has a very caring ethos and pupils feel special.

Some entry groups of children to Reception are broadly average in attainment and some are above average. In each case, children make satisfactory progress in the Foundation Stage to at least reach the standards expected for their age. Children benefit from working with older children in the same class, and quickly gain confidence. All groups of pupils, including those with learning difficulties and/or disabilities, make satisfactory progress to reach broadly average standards at the end of Key Stages 1 and 2. Despite efforts to improve, pupils' attainment in writing has been weaker than in reading for several years.

Parents are very pleased with the work of the school. One said, 'My son often comes home excited about the things he has learnt that day.' This degree of enjoyment is shown by pupils' above average attendance and their eager participation in lessons. Relationships are excellent, and pupils are polite and courteous. Pupils have a very good understanding of how to keep healthy and stay fit. They have responded strongly to new opportunities to take part in competitive sports. They are very alert to any safety risks.

The quality of teaching and learning is satisfactory. There is some good teaching throughout the school, which has been strengthened by the appointment of new staff. Classrooms are busy places because pupils are very involved in their learning. However, the school is just beginning to track pupils' progress effectively so that they can be set more challenging targets and be given prompt help if they fall behind. Pupils are well served by a good curriculum that captures their interest. Provision in the Foundation Stage is satisfactory with some good elements. However, despite improvements, the lack of a secure outdoor area and limited facilities restrict the opportunities for children's play.

The quality of leadership and management is satisfactory overall. Teamwork and strong links with the community are good features. However, the school's original self-evaluation has been too optimistic. The new headteacher has quickly arrived at an accurate view of the school's strengths and weaknesses, and is taking firm action to bring about improvement. A new and effective strategic plan provides a clear direction for the school. This recognises the need to establish more robust systems of self-evaluation, including using information gathered from assessing pupils' progress to measure how well the school is performing. Governors take a keen interest in the school and have used their skills to bring beneficial changes, such as recent enhancements to the accommodation. The school gives satisfactory value for money and has a satisfactory capacity to improve further.

What the school should do to improve further

- Raise standards in all aspects of writing.
- Use assessment information more effectively to set challenging targets so all pupils do as well as they can.
- Improve the outdoor play area in the Foundation Stage, to extend opportunities for children's physical development and creative play.

Achievement and standards

Grade: 3

Reception children settle into school quickly. Teaching assistants are used effectively to give them good individual attention, and they make satisfactory progress. They quickly find their feet amongst older children and develop confidence in speaking and listening.

Standards across Key Stages 1 and 2 fluctuate because numbers are small and there are more pupils with learning difficulties and/or disabilities in some year groups than others. This is evident in recent national test results. The Year 2 results in 2006 fell back to be broadly average but in Year 6 increased to be broadly average. Standards are higher in mathematics than in English. Standards in writing have lagged behind reading, and speaking and listening, for several years. Aspects such as the organisation of writing and writing for different purposes are weaker areas. Pupils' achievement is satisfactory overall. In each year group, pupils make at least the progress expected in relation to their starting points. This is because they work hard in lessons on activities which are aligned to their needs. Also, those with learning difficulties and/or disabilities receive appropriate help, which has recently become more sharply focused on exactly what they need to do to improve their literacy and numeracy skills.

Personal development and well-being

Grade: 1

Pupils are happy, safe and confident in school. Their spiritual, moral, social and cultural development is outstanding. They respond very positively to the Christian ethos of the school. This is reflected in their good attendance, excellent behaviour and the exemplary care and consideration they show to one another. They derive real pleasure from each other's successes. Pupils contribute positively to the well-being of others through fund-raising and charity work. They readily exercise responsibility, showing considerable maturity. For example, playground buddies and peer mediators offer help to other pupils when needed. Skills such as these prepare pupils very well for the next stage in their education and for their future roles in society.

Class councils encourage pupils to become involved in the development of their community. For example, they have recently suggested several measures to help improve hygiene. Indeed, pupils have a very good understanding of how to be healthy. One young boy said, 'I don't have to tell my mum now. She knows which food to give

me.' They play energetically, and safely, during breaks and participate keenly in the new sports opportunities offered.

Quality of provision

Teaching and learning

Grade: 3

Within the overall picture of satisfactory teaching and learning, there are good features. Teachers cater for pupils' different learning needs well both in their planning and in their teaching. This helps pupils sustain their interest and leads to satisfactory progress. Explanations at the start of lessons are clear. These make use of large projector screens to help make learning easier. Pupils listen intently and are keen to be involved in answering questions. However, limited use is made of these good speaking and listening skills to talk in depth about topics. At times, opportunities are missed to check and extend learning, for example, at the end of lessons.

Marking is done conscientiously and positively. Records are kept of children's assessments in the Foundation Stage, and in English and mathematics throughout the school. However, this information has not been used effectively to promote better progress. Teachers use different methods to set targets. These have some good features. For example, pupils in Years 1 and 2 are involved in agreeing their learning goals. This helps them improve their work; but there is not a whole-school approach to this process as yet.

Curriculum and other activities

Grade: 2

The curriculum fully meets national requirements in Key Stages 1 and 2. The provision for teaching basic skills is good, and computers are being used well to provide individual work at just the right level. Good progress is being made in linking subjects into topics that encourage the development of writing. The recent introduction of French is extending learning. Staff plan interesting activities for children in the Foundation Stage, and try hard to overcome the restrictions of their accommodation. However, opportunities for children to improve their physical and creative development are limited by a lack of secure outdoor play facilities.

The curriculum is enriched by many visits and visitors, including some from overseas. Good use is made of the National Park for field visits. Collaboration with local schools is providing challenging activities for gifted and talented pupils. An annual special week allows for the in-depth study of a topic. Lessons in personal development contribute effectively to pupils' understanding of health and safety. Pupils participate in large numbers in the interesting activities provided outside the school day.

Care, guidance and support

Grade: 2

Whilst care is outstanding, the guidance given to pupils on how to improve their work is satisfactory. A very strong ethos of care and support for others permeates all aspects of school life. Parents and carers strongly value the work of the school and the commitment of staff. This very positive relationship helps overcome any difficulties that are encountered. Pupils who transfer from other schools quickly settle here. All health and safety regulations, including those for child protection, are fully observed. Effective partnerships with local agencies ensure that pupils who need extra support receive it.

Pupils are given very good guidance for their personal development. However, the school has lacked an accurate picture of how well pupils are doing, and has not been able to set challenging targets to show individual pupils what they need to do to move forward. Consequently, it has not been in a good position to make timely interventions if less than expected progress occurs.

Leadership and management

Grade: 3

The leadership and management of the school have successfully met the high priority given by governors to the personal development and well-being of pupils. However, there has been insufficient emphasis on evaluating standards and achievement. Under the leadership of a new headteacher, the school is now getting to grips with this issue. A high tempo of change is evident. Several management responsibilities have already been redefined and this is bringing improvements. For example, provision for pupils with learning difficulties and/or disabilities has been put on a stronger footing. The school has set out on a new course to broaden the curriculum by emphasising the role of sports.

The school runs smoothly on a day-to-day basis, despite cramped accommodation. A small budget is used effectively alongside the excellent fund-raising efforts of parents to enhance provision. The school has established a very effective partnership with local schools and has close ties with the local community. These are used beneficially to help overcome the limitations of its size, accommodation, and rural location.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the friendly way in which you answered my questions during my recent visit. I agree with you that school is an enjoyable place to be because everyone is helpful to each other. These are the main things I found out.

- You work very well and mostly reach the targets your teachers set for you.
- You are growing up to be confident, mature young people.
- I was very impressed by your excellent behaviour. You are keen to take part in lessons.
- School is a safe and happy place to be. You are very polite and considerate to one another and to adults.
- You know how to choose healthy foods and know that exercise is good for you. I saw how active you are at playtimes. You are eager to take part in sports and games.
- You are right to say that school is very enjoyable and that staff are helpful.
- The school is trying hard to give you a wide range of interesting things to learn.
- All of the staff take really good care of you, as they know you very well.
- The headteacher and governors are working hard to ensure that you get a good education.

Your teachers will be trying to help you more by:

- helping you to do better in your writing, but you will also have to concentrate hard on this
- checking carefully how you are doing in your lessons, so you get the right help when you need it
- improving the outside play area for children in Class 1.

I enjoyed meeting and talking to you and I wish you every success in the future.