

Hookstone Chase Community Primary School

Inspection report

Unique Reference Number	121428
Local Authority	North Yorkshire
Inspection number	313986
Inspection dates	6–7 February 2008
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	256
Appropriate authority	The governing body
Chair	Mr Alan Tucker
Headteacher	Miss A Fairman
Date of previous school inspection	8 December 2003
School address	Hookstone Chase Harrogate North Yorkshire HG2 7DJ
Telephone number	01423 886026
Fax number	-

Age group	5-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The large majority of pupils at this average sized school come from White British backgrounds. There is a much lower than average proportion of pupils from minority ethnic groups and very few whose first language is not English. The number of pupils entitled to a free school meal is below average. The proportion of pupils with learning difficulties and/or disabilities is also below average. There is an above average proportion of pupils with statements of special educational need. The school caters for these pupils in two Resource Provision centres for pupils who have severe communication difficulties, including some who have an Autistic Spectrum Condition.

The school has achieved the Financial Management Standard in Schools. It has also attained Healthy Schools Status, an Eco Award, the local authority Inclusion Quality Mark 2 and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, which provides satisfactory value for money. Pupils' good personal development reflects the school's successful emphasis on the need for pupils to demonstrate a strong sense of responsibility. The impact is seen in the good behaviour of pupils, their positive relationships with each other and with teachers and their friendly approach to visitors. Another strength is the pastoral care that all pupils, particularly the more vulnerable, receive so that they enjoy coming to school. Care is taken to ensure a secure environment, and parents and pupils appreciate this. Pupils' progress is now checked and charted carefully in English and mathematics and challenging targets are set. However, this information is not shared in enough detail with pupils. This means that pupils do not know enough about how well they are doing in relation to their targets or what needs to be done to improve. All pupils, including those in the Resource Provision centres and any who join the school later than usual, are integrated well and settle in quickly. By Year 6, pupils are mature and confident and ready for their move on to secondary education.

Most children enter the Reception Year with skills that are below those typical for their age overall, and for a significant proportion they are well below. They make good progress in the Foundation Stage and by the time pupils join Year 1 their attainment is broadly in line with expectations. During the rest of the school, pupils' overall achievement is satisfactory, and the standards reached by the end of Year 6 are broadly average. However, rates of progress are not entirely even. For example, pupils achieve well in English throughout the school, but in mathematics and science, although satisfactory overall, progress is less consistent across the years.

The quality of teaching is satisfactory overall. Teachers manage their classes efficiently. This leads to pupils having good attitudes to their work and behaving well. There is some good teaching, but too much fails to capture pupils' interest and so does not promote learning as effectively as it could. The curriculum is satisfactory and is extended and enhanced by a wide variety of extra-curricular activities, including good use of visitors, visits out of school and links with the community and other local schools.

Leadership and management are satisfactory and have ensured satisfactory provision and outcomes for pupils. Some strategies to tackle underachievement have been introduced with positive effect, for example, to improve reading. The self-evaluation undertaken is mainly accurate. However, not all leaders and managers are clear enough about their roles in monitoring the quality of provision such as teaching and how to use information about pupils' attainment effectively to raise standards. Improved systems to monitor the work of the school are being introduced but they are too new to have a significant impact on standards. The school has satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children enter the Reception with skills that are overall below those expected for their age. Within the well-structured environment, staff care for and nurture children positively through their initial stages of starting school. Children settle quickly into routines, behave well and enjoy their learning. They treat each other kindly and enjoy taking increased responsibility. High expectations and a clear understanding of how

young children learn ensure staff plan activities that are suitable to support learning. Staff continually assess how well children are achieving and use this information effectively to plan further challenges. This underpins the good progress pupils make. Parents are encouraged to become involved in their children's learning and are kept well informed about how they are progressing. A well-constructed outdoor play area is used effectively to provide children with many and varied opportunities to engage in activities to stimulate their curiosity and promote their physical development.

What the school should do to improve further

- Ensure all leaders and managers monitor the effectiveness of their areas of responsibility and use the information to improve achievement and standards, especially in mathematics and science.
- Increase the amount of good teaching.
- Ensure that pupils are better informed about how well they are doing in relation to their targets and what they need to do to improve further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils join Year 1 with standards that are broadly as expected. Standards at the end of Year 6 are broadly average, reflecting satisfactory progress overall for all groups of pupils, including those with learning difficulties and/or disabilities. Pupils in the Resource Provision centres benefit from enhanced support and make sound progress in relation to their prior attainment. Pupils achieve well in English, particularly in developing their reading skills. Most are exceeding challenging targets in the subject due to the strength and confidence of the teaching they receive and the enthusiasm this engenders. Achievement is not as good in mathematics and science. The recent emphasis on improving English has been, to some extent, at the expense of developing these subjects. Nevertheless, pupils' achievement is satisfactory, although not fully consistent across the school. In Year 2, pupils are largely on track to meet the school's targets and many are achieving well, particularly in reading. This is the result of an effective intervention put in place to raise the profile of reading and involve parents more actively.

Personal development and well-being

Grade: 2

Pupils are proud of their school. Some pupils cite 'helpful and understanding teachers, nice outside areas, the way everybody fits in, and fund-raising achievements' as the main reasons for this sense of pride. In lessons, pupils are keen to do well. Behaviour is good in lessons and at playtimes and in the dining hall. Attendance is consistently above the national average; pupils clearly enjoy being at school. Pupils' spiritual, moral, social and cultural development is good. They quickly grow in confidence and older pupils are polite and courteous to adults. They work very well in pairs and small groups and express their views in a thoughtful and articulate way. Pupils' preparation for life in a multi-cultural world benefits from the links with schools in other countries and is strengthened by the visits that pupils make, for example, to a Bradford mosque. They enjoy and benefit from having a good range of responsibilities, including opportunities to work on the school council and act as buddies and helpers to younger

pupils. Pupils understand well how to keep safe and healthy and they are adequately prepared for the next stage in their education and later life. Pupils in the Resource Provision centres benefit from their inclusion in much of the school's work, including their joining peers in lessons throughout the day.

Quality of provision

Teaching and learning

Grade: 3

The mainly satisfactory teaching results in all groups of pupils making at least satisfactory progress in their learning. Pupils are managed well, which results in them behaving well and gaining in confidence. There is some good teaching, especially in English, where pupils' progress is accelerated and they learn well. Here, lessons proceed at a lively pace and pupils are encouraged to cooperate and share ideas. They benefit from taking responsibility for their own learning and pupils clearly enjoy their work. However, some teaching does not challenge pupils sufficiently. Such teaching usually meets the limited learning objectives identified for the lessons and ensures that pupils make satisfactory progress, but does not engage and excite pupils to bring out the best in them. Teachers use questioning well to promote effective learning in some lessons. However, opportunities are sometimes missed to help pupils to develop their speaking and listening skills, for example, by discussing their ideas with each other or explaining their thinking. Teachers' planning is satisfactory in giving direction to pupils' learning, but does not always address the needs of different groups clearly enough. Marking in exercise books is undertaken regularly, but it does not always tell pupils in enough detail what they need to do to improve further.

Curriculum and other activities

Grade: 3

The satisfactory curriculum contributes to pupils' sound progress, including those in the Resource Provision centres. It is sufficiently broad, although there has been a greater emphasis on developing literacy than numeracy and science recently. Planning ensures coverage of all required subjects, but does not fully take into account the implications of mixed age classes when indicating how pupils' knowledge and skills will be developed. The school has particular strengths in music and art, demonstrated in good quality displays and performances by the school choir and orchestra. The Healthy Schools and Eco Schools awards increase pupils' knowledge of the environment and the wider world, as does the experience gained from developing links with differing cultural groups. French has recently been introduced and pupils already demonstrate an emerging knowledge and use of the language through well-devised, practical activities. The good variety of well supported after-school clubs extends opportunities for pupils, for example, in a wide range of sports, information and communication technology (ICT) and recorder playing. The Year 6 residential opportunity is supported well and is particularly successful.

Care, guidance and support

Grade: 3

The quality of pastoral care and support provided for pupils is good. It is built on the positive relationships within the school. Adults use praise to good effect when pupils show positive attitudes, politeness and consideration. Parents find staff highly approachable and helpful. A

small number of pupils experiencing difficulties with their behaviour or self-confidence are supported well. Child protection requirements and health and safety procedures are in place. Pupils say they feel safe and well cared for. Support for pupils with learning difficulties and/or disabilities is good. Support for pupils' academic progress is satisfactory. There is some good marking that provides pupils with guidance on how to improve their work but this is not a consistent feature. Pupils have targets aimed at improving their attitudes which are effective. The use of targets, however, to help pupils understand how well they are progressing and to improve their work in literacy and numeracy is not yet a well established or consistent feature.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. In the recent absence of the headteacher through illness, the deputy headteacher has successfully ensured the continued progress of the school. Some actions have been taken to tackle underachievement and are being monitored for their effectiveness. Improved systems to monitor the work of the school, such as the quality of teaching and learning, have been introduced. Senior and middle managers have started to develop their roles to focus on raising standards, but this is at an early stage. Whole-school targets for improvement are challenging and pupils' progress towards them is charted and checked accurately. However, not enough use is yet made of the information, especially to give feedback to pupils. Governors have made recent improvements to their systems for checking the work of the school. As a result, they are now in a better position to challenge as well as support the senior staff. Their overall contribution is satisfactory. There are good partnerships with other schools and outside agencies to support the school's work and parents are supportive of it.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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

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?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Hookstone Chase Community Primary School, Harrogate, HG2 7DJ

Thank you all for the welcome you extended to my colleagues and me when we visited your school. We enjoyed coming to your lessons, reading your work and talking to you. We found you all to be very helpful and friendly. Please thank your parents and carers for all their letters and for taking the time to talk to us.

We judge your school to be satisfactory overall, however it is good in the way in which it helps you in your personal development. We would like to compliment you on the very good displays we saw around the corridors and in the classrooms. You are obviously very proud of your school and you look after it well. We also enjoyed your singing and the enthusiasm you show for staying healthy and fit. We were impressed by your good behaviour too. You obviously take your responsibilities seriously; for example, the way older pupils help younger children and the way you run your school council. We appreciate how well your school helps you to develop into mature young people who get on well with each other and consider other people. You told us that you like your teachers and the way they take good care of you and teach you to be safe and healthy.

To make things even better, we have asked that all teachers check how well you are doing in the subjects they have responsibility for and use the information to help raise standards, particularly in mathematics and science. We have asked the school to make more of the teaching as good as the best teaching we saw. Finally, we have asked that you receive more information on how well you are doing in your work and what you need to do to improve in order to meet your targets.