

Hampsthwaite Church of England Primary School

Inspection report

Unique Reference Number	121567
Local Authority	North Yorkshire
Inspection number	327516
Inspection date	19 May 2009
Reporting inspector	Judy Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	125
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Beecroft
Headteacher	Mr Steven Holmes
Date of previous school inspection	3 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Hampsthwaite Harrogate North Yorkshire HG3 2EZ

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage. The following issues were inspected: the standards and pupils' achievement, the quality of teaching, and the impact of the leadership and management. The inspectors collected information from lesson observations, examination of pupils' work, responses to parental questionnaires, interviews with staff, pupils and governors and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation, was not justified, and these have been included where appropriate in the report.

Description of the school

This smaller than average sized primary school serves a relatively economically advantaged area. It is a popular school and is growing in size, drawing pupils from outside its immediate catchment area. The proportion of pupils eligible for free school meals is well below average. The number of pupils with learning difficulties and/or disabilities is just below average, though in some age groups it is above average. No pupils are at an early stage of learning English as an additional language. The school has gained the Healthy Schools Status.

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 with many outstanding features. Parents are overwhelmingly enthusiastic about all aspects of the school's work. Since the previous inspection the leadership has built successfully on the strengths and dealt effectively with issues identified for improvement, so that improvement since then is good. This positive approach is reflected in the school's well-considered planning and in the areas identified for development, so that the capacity for further improvement is good.

Standards by the end of Year 6 are well above average and achievement is good. From broadly average entry to the Nursery children make good progress, and standards are generally above average when they enter Key Stage 2. Pupils continue to make good progress so that by the end of Key Stage 2 standards are well above average. Standards of the current Year 6 pupils are well above average in English and mathematics and test results in English and mathematics in 2008 were above average and outstanding in science. However, the method of setting targets for Year 6 pupils is not refined enough for the school to be sure that targets are sufficiently challenging. This is why pupils do not achieve outstanding results in all subjects. Individual and well-tailored support for pupils who need additional help means that those with learning difficulties and/or disabilities or any other need make as good progress as the others.

Pupils do well because teaching in all areas of the school is good and some lessons are outstanding. Teaching assistants are fully deployed in the planning and teaching of lessons and this enables teachers to match the level of work to the ability of the wide range of ages and aptitudes in each class. Occasionally the highest attainers need more challenge, or have to wait for others to catch up. The context for lessons is well chosen to broaden pupils' experience and enhance the school's excellent contribution to community cohesion. For example, in literacy lessons Year 3 and 4 pupils were writing stories set in India and therefore finding out about life in such a different culture. Pupils enjoy learning because lessons take good account of different learning styles and include many opportunities for active learning, such as when Years 5 and 6 acted out a performance poem with great gusto before writing their own.

Pupils' personal development, including spiritual, social, moral and spiritual understanding, is outstanding. Pupils are universally confident, considerate and supportive of each other. They play a full part in contributing to their own and the wider community. They feel they have a voice and they can point to many aspects of school – such as choosing the names of their classes and deciding aspects of topics to study – where they have been consulted. Spiritual development is outstanding because it is fostered by strong links with the church and by the encouragement to reflect on the consequences of pupils' own and others' feelings and actions. Pupils understand the need to eat healthily, take exercise and play and work safely, and can explain how they do this. Their above average skills in numeracy and literacy and their considerable competence with information and communication technology mean they are extremely well prepared for their future economic independence and welfare.

Provision for pupils' welfare is outstanding. The school is safe and secure and statutory regulations about safeguarding pupils meet government requirements and are managed robustly. Excellent care for individuals is strengthened by the outstanding links with parents, who are kept well informed about their children's progress and about what they are studying. The leadership consults fully and explains decisions clearly. This enabled the school to convince

parents of the need to group some Year 1 pupils with the Reception class. In this way a potentially controversial decision is now supported by all. Academic guidance is good. Pupils know how well they are doing because teachers discuss their work with them and set targets, which pupils take seriously and strive to meet.

Leadership is good overall and has outstanding features. The teamwork among adults is very strong and individual strengths, such as artistic talent, musical ability and talent for drama among staff, are very well used throughout the school. The leadership, including the governors, want the best for every pupil. The clarity of organisation coupled with flexibility means that the school is meeting its aims well. This is evident in the outstanding curriculum that provides many opportunities for experiences often beyond the scope of small schools. Visiting artists, writers and musicians contribute significantly to pupils' learning because the visits are integrated with the curriculum and lead to further developments in, for example, story writing or art. The walls, ceilings and all available spaces teem with lively and imaginative artwork. Musical and dramatic productions are part of the fabric of village life, and visits to local multicultural events such as a Hindu Mandir in Bradford and further afield to London widen pupils' experience and appreciation of the national and global community. The improvement in the curriculum and better tracking of progress indicate the potential of the school to reach its ambition to provide an outstanding education for its pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Nursery and achieve well in all their areas of learning. Progress in personal, social and emotional development is particularly strong. There is a good balance between activities led by the teacher and those initiated by children, so that they enjoy their experiences and learn to cooperate and collaborate. Adults are warm and caring: they know the children well and, as a result, they care for their physical and emotional needs very well. Adults question children and model language well so that children's speaking and listening skills develop and their confidence in communication with others grows.

A good range of indoor and outdoor provision challenges children and successfully promotes their communication, language and literacy skills as well as their physical and creative development. Indoor provision has some interesting and unusual features, such as a 'vets' corner'. Well supervised outdoor provision is fenced and used fully because it has equipment for climbing and gardening. Children are stimulated to imaginative activities through such details as hard hats in the building area. Although outdoor provision has improved since the previous inspection it still lacks the planned covered area.

Children in Reception benefit from being taught in a mixed-age class because teachers make good use of the flexibility offered and plan well for children's different needs. They make good progress and their personal development is outstanding. They settle promptly to different activities, understand their feelings and those of others and take responsibility for small tasks.

Leadership and management in the Early Years Foundation Stage are good. There is clear vision for further development and all adults work well together as a team. Good assessment at all stages enables teachers to identify needs and issues early and take effective action.

What the school should do to improve further

- Raise standards in English and mathematics to match those of science by setting more ambitious targets in these subjects in Key Stage 2.

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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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

Thank you for the welcome you gave the inspectors. We greatly enjoyed our day sharing your lessons and talking to you and to your teachers and other helpers. Your school is well run and managed, so that it gives you a good education. As a result you are happy confident young people who learn well and are rightly proud of your school. You told us that people in your school, including the children, are kind to each other and we agree. You also told us how much you enjoyed learning in all lessons and how you enjoy all the music, art and drama. We agree with this too and were impressed by the colourful artwork and the music we heard.

You understand the importance of cooperating and working together in your community and also the importance of understanding how bigger communities work. You have many opportunities to learn about life in other parts of this country and beyond where people with different races and religions live together.

You are well taught because your teachers make your lessons interesting and fun, so that you enjoy learning and do well in your subjects. By the time you reach Year 6 your progress is good in most subjects, and outstanding in science. We feel you could also reach outstanding levels in English and mathematics so we are asking your headteacher to set even higher targets in these subjects. You will be able to help the school become outstanding by trying especially hard in your literacy and numeracy lessons.