

Hackness Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121497
Local Authority	North Yorkshire
Inspection number	339956
Inspection dates	5–6 May 2010
Reporting inspector	Robert Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Ms Valerie Bolton
Headteacher	Mrs Christine Wilkinson
Date of previous school inspection	12 October 2006
School address	Hackness Scarborough North Yorkshire YO13 0JN
Telephone number	01723 882212
Fax number	01723 882212
Email address	admin@hackness.n-yorks.sch.uk

Age group	4–11
Inspection dates	5–6 May 2010
Inspection number	339956

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited three lessons, observed three teachers and held meetings with a governor, staff and pupils. No formal meeting was held with parents. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 31 questionnaires from parents and carers, which represents 56% of pupils, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of how reading is taught and assessed
- the rate of progress pupils make in all subjects in Years 3 and 4
- how pupils are prepared for life in a multicultural Britain
- how effectively the outdoor area in the Early Years Foundation Stage enhances children's experiences.

Information about the school

This smaller-than-average primary school serves the rural area to the north west of Scarborough. The proportion of pupils known to be eligible for free school meals is below the national average. All pupils are of White British heritage and none speak English as an additional language. Average numbers of pupils have special educational needs and/or disabilities. The school holds the Basic Skills Award, Inclusion Quality Mark, Activemark and Investors in People.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with some aspects that are outstanding. Parents agree, making comments such as: 'We are thrilled with the school, which has helped my son gain quickly in confidence.'

The whole school from the school cook to the headteacher, subscribe to a very caring, Christian ethos where every child really does matter. Outstanding pastoral care underpins the work of the school. This is enhanced significantly by excellent partnerships with outside agencies. Pupils with medical problems or special educational needs and/or disabilities receive prompt attention to their needs. Any pupils who fall behind in meeting their challenging targets are identified promptly and often, individual support ensures they quickly catch up. The result is that pupils make good and sometimes outstanding progress during their time at the school. Pupils with special educational needs and/or disabilities make outstanding progress. There is good quality provision in the Early Years Foundation Stage.

The school ensures that the rural-village setting of this school is used to maximum effect to enhance the experiences of pupils. They are encouraged to take on responsibilities from an early age, such as looking after the school chickens and growing their own vegetables. Consequently, they develop into mature, caring young people by the time they reach Year 6. Pupils develop an excellent understanding of how to lead healthy, active lives. Their excellent understanding of sustainable lifestyles, along with well-developed basic skills, ensures they develop outstandingly well in preparing for their future economic well-being. The school is one of the cornerstones of this small village community. Combined with excellent links with overseas organisations, this results in pupils' contribution to the school and wider community and community cohesion being outstanding.

While pupils receive good verbal feedback on their work, the quality of marking and how pupils are made aware of their targets is inconsistent. Additionally, the school is aware that it needs to improve the quality of reading assessment so it focuses more on pupils' understanding of what they read rather than the fluency of their reading.

The school has addressed all the issues from the last inspection. Self-evaluation is incisive, undertaken by all staff and leads to well considered actions. Governors however, are still developing their roles and understanding their responsibilities and are at present limited in the challenge they can offer the school. Far from being complacent, the whole school community strives for excellence through constant re-evaluation of its provision and ensuring no pupils underachieve. This demonstrates well the school's good capacity to sustain its improvement.

What does the school need to do to improve further?

- Improve the quality of assessment, by:
 - establishing a consistently high-quality of marking work, so that it gives pupils very clear, focused advice to help them improve
 - ensuring pupils are very clear of their targets in all subjects
 - developing the assessment of reading so it focuses on pupils' understanding rather than the fluency of their reading.
- Develop the role of governors, by:
 - ensuring the roles and responsibilities of governors are understood, so that they can more adequately challenge and support the school.

Outcomes for individuals and groups of pupils

2

Overall, the attainment on entry to Year 1 varies, but is generally average. Pupils make good progress to leave in Year 6 with standards that are above average. In lessons, pupils behave well. On occasions though, they interrupt one another as they are speaking. Teachers ensure they are given good opportunities to work independently and in groups. This ensures they develop good problem-solving skills. Work is very often challenging, which really makes pupils think and stretches all abilities. A notable feature of the school is how well all staff know the individual pupils. Teachers therefore customise lessons so that all pupils achieve well and enjoy learning. One pupil said: 'They go out of their way to really make things fun.' Those with special educational needs and/or disabilities make outstanding progress due to the very close attention to their needs. Inspectors found that pupils make at least good progress in each year group in the school.

The school field, where chickens are reared and vegetables are grown, which are subsequently cooked in the school kitchen, helps pupils understand sustainable lifestyles. Fair trade is promoted vigorously in the school. The enterprise club and opportunities to handle money when learning mathematics develops pupils' awareness of finance. This results in outstanding preparation for the pupils' future economic well-being. They develop an excellent sense of responsibility through the very active school council and working in the school field. They have campaigned to the parish council and the police about the speed limit on the road in front of the school. Pupils develop an outstanding awareness of healthy lifestyles through innovative schemes such as planning and delivering their own physical education lessons. Many take part in the playground game Kandu which keeps them very active at playtimes. They have a good awareness of how to stay safe, particularly with regard to road safety and all pupils say adults lend a caring ear should the need arise.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching is characterised by well-planned lessons which ensure there are plenty of opportunities for pupils to develop their speaking and listening skills by working in groups. Information and communication technology is used well to enhance learning. In one lesson, pupils were using computers to find out information on Tutankhamen to make their own timeline.

All pupils receive good verbal feedback on their work. However, the quality of marking and written feedback varies. Some marking is exemplary, although some is cursory. On occasions, spelling errors are left unchecked or work that is mediocre in quality receives praise without specific advice on how to improve it. The methods used to help pupils understand their targets vary across the school. Some pupils are able to refer to their targets via wall displays, but others do not have this facility. The result is that while some pupils are very clear about what they need to do to achieve excellence, others are not.

The curriculum is rich and vibrant, being enhanced significantly through visits, visitors to the school and the school's rural setting. A new, creative curriculum is enabling pupils to make good links between subjects and is very effective in helping pupils, in this predominantly White British school, to understand other cultures and religions.

The care, guidance and support given to pupils are first rate. The cook is well aware of any pupil allergies. Talented teaching assistants in Key Stages 1 and 2 know just how

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

much help to give pupils, while also helping them to become independent learners. This ethos has had a profound effect on pupils which is apparent in how older pupils play with and look after younger ones.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

School leaders are driven by their commitment to ensure each pupil achieves as well as they can. This ambition is communicated well, so that there is a shared sense of purpose among all staff. The tracking of pupils' progress is accurate and the monitoring of the quality of teaching is rigorous. This means that deficiencies are dealt with promptly. For example, the school identified weaknesses in mathematics teaching. Prompt action followed, which has now resulted in Year 6 making outstanding progress in mathematics. Plans are now in place to develop assessment and marking practices consistently across the school.

Equal opportunities are promoted well. Boys and girls achieve similar standards and any discrimination is tackled decisively. Safeguarding procedures meets all requirements. The school is on the main road through the village where traffic passes quickly and without any speed restriction. Although staff go to extraordinary lengths to ensure pupils remain safe, this is a major concern for the school which is constantly campaigning to reduce road speeds in the area, so far without success.

The school promotes outstanding community cohesion which spreads well beyond the village. There is an excellent link with an inner-city school that develops pupils' awareness of other backgrounds. The 'Seeds of Hope' project with many countries across Saharan Africa helps pupils to understand how enterprise schemes help overseas communities become self-sustaining.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At the time of the last inspection, opportunities to extend learning into the outdoor area were underdeveloped. This has improved considerably, and the newly-developed outdoor area now offers children good opportunities to develop across all areas of learning. A topic-based approach which is followed right across the school underpins the curriculum. During the inspection, children were exploring the theme of treasure and pirates through finding buried coins, then developing their number skills through counting it. Pirate maps helped pupils understand directional language.

Children with special educational needs and/or disabilities are fully included in all activities. Children thrive in this inclusive, caring environment. There is generally a good mix of child- and adult-initiated activities. However, on occasions, adults give too much support to children or talk to them for too long, which inhibits the way they explore and learn through play. Children know what foods are good for them and they develop a good awareness of how to stay safe, particularly from the main road. Good relationships exist with parents and carers. All staff contribute to assessments of children's skills and good records are kept of their development as they progress through Reception and into Key Stage 1. All welfare and safeguarding requirements are met, although the school has not yet fully implemented risk assessments relating to pupils with special educational needs and/or disabilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. A minority of parents expressed some concern about the numbers of pupils in the school with special educational needs and/or disabilities. A minority had concerns about how the small size of the school would prepare their children with the skills they need to succeed in secondary school.

The inspection team found that outcomes for pupils without special educational needs and/or disabilities were actually enhanced by the outstanding care, guidance and support of the school. All pupils, irrespective of ability make at least good progress and develop an excellent sense of responsibility. The inspection team found that the only disadvantage of the small size of the school is the amount of space available. This means, for example, that lunches have to be eaten in classrooms. Pupils are extremely well prepared for the next stage in their learning at secondary school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hackness Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	87	4	13	0	0	0	0
The school keeps my child safe	29	94	2	6	0	0	0	0
The school informs me about my child's progress	21	68	10	32	0	0	0	0
My child is making enough progress at this school	22	71	9	29	0	0	0	0
The teaching is good at this school	26	84	5	16	0	0	0	0
The school helps me to support my child's learning	20	65	11	35	0	0	0	0
The school helps my child to have a healthy lifestyle	27	87	3	10	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	71	8	26	0	0	0	0
The school meets my child's particular needs	21	68	10	32	0	0	0	0
The school deals effectively with unacceptable behaviour	21	68	9	29	0	0	0	0
The school takes account of my suggestions and concerns	20	65	11	35	0	0	0	0
The school is led and managed effectively	24	77	7	23	0	0	0	0
Overall, I am happy with my child's experience at this school	24	77	7	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 May 2010

Dear Pupils

Inspection of Hackness Church of England Voluntary Controlled Primary School,
Scarborough, YO13 0JN

Thank you for the warm welcome you give us when we came to visit. I very much enjoyed talking to you and hearing about all the interesting things you do in school. This letter is to tell you about what we found out during our visit.

You go to a good school, but lots of things about it are outstanding. In particular, all adults, which includes your school cook, take very good care of you. This means that if any of you struggle with your work, you receive help quickly to stop you from falling behind. Your behaviour is good, but your enthusiasm means that sometimes you interrupt each other when you are speaking. Many of you make valuable contributions to the school, such as being members of the school council or taking part in classroom responsibilities. You have an excellent awareness of how to keep fit and healthy, and I was really impressed how the Kandju game enables you to take vigorous exercise every day. To make your school even better, I have asked your headteacher and staff to do the following:

- make sure all teachers mark your work carefully, give you good advice on exactly how to improve it, and make sure you all are clear about your targets
- improve the way your reading is assessed
- help governors develop a better understanding of how they can best support the school.

You can help by continuing to be the mature young people you are today, taking turns to speak without interrupting and asking teachers if you are unsure of your targets.

Yours sincerely

Mr Robert Jones

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.