

# Hipswell Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121499
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359025
<b>Inspection dates</b>	21–22 September 2010
<b>Reporting inspector</b>	Gordon Potter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Karl Hawes
<b>Headteacher</b>	Mr Jon Sykes
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	Hipswell Catterick Garrison North Yorkshire DL9 4BB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons taught by eight teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised the 51 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

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

- In the light of the high levels of pupils' mobility, whether all pupils are able to make good progress.
- Whether actions taken by the school's leaders are leading to sustainable improvements in the quality of provision and outcomes for pupils.
- Whether pupils have a clear understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

## Information about the school

This is a smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved the Quality Mark Basic Skills and the Activemark awards in the past year. Pupils enter or leave the school much more frequently than is expected nationally because the school serves the military garrison at Catterick.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

In this good school, pupils are very keen to learn, behave well and have good awareness of how to stay fit and healthy. All staff provide sensitive care and support which ensure that pupils' well-being and personal development are promoted well, and pupils are happy and feel safe. The school is particularly effective at assessing and meeting the learning and emotional needs of the many pupils who join or leave the school during their school career. Information about pupils' skills and abilities is used well to identify the learning needs of individual pupils and to inform them how to improve their work. This enables pupils to make good progress from their starting points. Accordingly, although standards in English, mathematics and science are broadly average, there is a trend of improvement. A greater proportion of pupils than has been typical in recent years attained the higher Level 5 in the assessments for 11 year-olds in 2010. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive.

While teaching is good throughout school, pupils make most progress in those lessons where teaching is well paced and there are stimulating opportunities for pupils to learn collaboratively through investigative activities. The curriculum is strongly focused on developing pupils' skills in English and mathematics and offers opportunities for pupils to write in subjects other than English. It is satisfactory overall, as there are too few opportunities across the school for pupils to solve problems and to apply their skills in a range of exciting activities. The school has introduced effective programmes that have improved attendance, which is now above average. There are good partnerships with outside agencies to support pupils with a range of complex needs. As a result, parents and carers are highly supportive of the school and how it promotes pupils' social, moral and academic development.

Accurate self-evaluation has enabled the headteacher and governing body to recently restructure the leadership of the school. They have skilfully deploying the expertise that exists and which has contributed to improvements in attainment, attendance and in the Early Years Foundation Stage. While there are well-established procedures to monitor and evaluate the effectiveness of teaching, opportunities are missed for leaders, other than the headteacher, to interrogate data and measure the impact of initiatives. Given its track record, the good quality of provision and good outcomes for pupils, the school's capacity to improve is good, and it provides good value for money. Pupils have a growing influence on what happens in school, a strong sense of how to help others and a good understanding of their own culture, of life in other countries and of the multi-cultural make-up of society in the United Kingdom.

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## What does the school need to do to improve further?

- By the end of the current school year, raise pupils' attainment to higher levels, by:
  - providing more of those exciting opportunities, which exist in the best lessons, for pupils to investigate together, solve problems and apply their skills across a wider range of subjects
  - improving the consistency of teaching so that all lessons have appropriate pace, challenge and questioning that encourage all pupils to develop their thinking.
- Develop the monitoring role of leaders at all levels so that they can effectively measure the impact of initiatives to raise attainment.

## Outcomes for individuals and groups of pupils

**2**

Pupils are polite, have good attitudes, form positive relationships and are very eager to do well in their work. They achieve well and clearly enjoy their learning. They especially enjoy challenging and lively activities, such as using role play to explore the different countries they visit on their 'magic carpets' or using video to interview one another about issues relating to Fairtrade.

Attainment fluctuates because of high levels of pupils' mobility and rapidly changing cohort. From starting points in the nursery, which are typically below the expectations for their age, pupils attain broadly average standards by the end of Year 6. There is a trend of rising attainment as a result of improvements to assessment and a clear focus on the learning needs of individual pupils. As a result, pupils make good progress regardless of when they join the school.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in physical education and the high take-up of the healthy school meals provided. Pupils care for one another very well, welcoming those who are newcomers to the school. They have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils willingly take on roles as playground and dinner time helpers and older pupils help younger children with their reading. They make a positive contribution to the school community through the school council, although some opportunities are missed to involve younger pupils and gather their views. Pupils support a range of charities and participate in competitions, activities with the local church and with other local schools, including one for pupils with special educational needs and/or disabilities. Above average attendance and good punctuality, improving basic skills and confident use of information and communication technology (ICT), allied to initiatives that allow them to manage a budget to improve their learning areas, mean that pupils are well equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers make it clear to pupils what they will learn and how they will know if they have succeeded. They use questions well to ascertain what pupils already know, to encourage pupils to extend their thinking and to check that they have made progress. Teachers use interactive whiteboard technology well to engage pupils and plan opportunities for pupils to learn through practical activities, including games and drama and using ICT. While information about pupils' progress is well used to help them know at what level they are working and to identify areas for improvement, marking is less effective at making it clear to pupils what they have to do to improve further. Occasionally, lessons lack pace and pupils spend too long listening to the teacher.

The curriculum contributes to rising attainment by offering pupils a range of activities which help them to see the links between subjects and offer them opportunities to write about a range of topics. This is helping to improve their writing and there are good procedures to encourage reading and many opportunities for pupils to use ICT to enhance their learning, including individual programmes to improve mathematical skills. Occasionally, activities lack excitement for pupils of all abilities and there are too few lessons where pupils are encouraged to solve problems, apply their skills and to develop their own thinking. Well planned enrichment activities, including visits to a media centre and markets and visits from writers and theatre groups, include opportunities to learn about enterprise activities and the wider world. There are many popular extra-curricular

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

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clubs, which help pupils develop their skills in sporting, artistic and environmental activities, including the development of the school garden.

All staff have detailed knowledge about individual pupils so that they are well cared for and develop self-esteem, respect and a sense of responsibility. A key feature is the sensitive care for pupils whose parents or carers may be deployed abroad and for those with complex emotional and behavioural learning needs. Well established practices involve parents and carers well when their children enter school, move from class to class and transfer to secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has skilfully pursued and implemented strategies that have brought about continued improvement. Recent changes to management have built on existing expertise and established an able senior and middle leadership team. A well organised programme of continuing professional development, has improved teaching and the use of data to support learning. The school knows itself well and plans for improvement are comprehensively outlined in the school development plan, that is monitored regularly and to which all staff and governors contribute. The governing body offers good challenge and considerable support to the school, being involved in the monitoring of teaching and learning and the development of strategies to promote the school's good contribution to community cohesion. Accordingly, it is very clear about its place at the heart of the local community and its role in helping pupils realise their place as global citizens and as members of a culturally diverse society. The school is proud of its inclusive nature and has close links with outside agencies to support pupils who have a range of complex needs. It has a strong commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times. The school's good relationship with parents and carers benefits pupils' well-being and learning. The school's arrangements for safeguarding pupils satisfactorily meet government requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Despite a wide range of ability, children's skills on entry to Nursery are below those expected for their age overall, and they are well below in mathematical skills and communication, language and literacy. Effective teaching, focuses on developing speaking and listening skills and personal and social development, helps children to make good progress although they are still below average as they enter Year 1, especially in writing. Adults offer high levels of care so that children feel safe, are confident and happy. They encourage children to share, to take turns and to behave well so that children settle quickly and thrive. The school provides an attractive, well set out learning environment both indoors and out so that children enjoy exciting activities in all areas of learning, especially listening walks and music. A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand washing, help children develop a good understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. There is a strong team ethos and the leader and teachers in the Early Years Foundation Stage have a very clear understanding of how children learn. There is much useful information gathered about children and their progress, that is used to plan appropriate activities for children's individual needs. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Nursery and Reception classes, and there are good arrangements for transition into Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## Views of parents and carers

The response to the questionnaire for parents and carers was slightly lower than average. The respondents support the school extremely strongly. Almost all are happy with their child's experience at school and how it meets their child's needs, helping children to make progress, feel safe and stay healthy. Likewise, the overwhelming majority of parents and carers strongly support the positive statements in the questionnaire relating to the quality of teaching and the way the school informs them about their child's progress and helps them support their child at home. Most believe that the school is well-managed, that unacceptable behaviour is dealt with effectively and that children are well-prepared for their future. The evidence from inspection accords with these views. A very small minority of parents and carers indicated that they could be better informed about transition between classes. The inspectors did not find any evidence to enable them to endorse this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hipswell Church of England 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	73	14	27	0	0	0	0
The school keeps my child safe	39	76	12	24	0	0	0	0
The school informs me about my child's progress	26	51	25	49	0	0	0	0
My child is making enough progress at this school	25	49	25	49	1	2	0	0
The teaching is good at this school	34	67	15	29	1	2	0	0
The school helps me to support my child's learning	28	55	22	43	0	0	0	0
The school helps my child to have a healthy lifestyle	30	59	21	41	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)	26	51	20	39	2	4	0	0
The school meets my child's particular needs	24	47	26	51	1	2	0	0
The school deals effectively with unacceptable behaviour	17	33	30	59	2	4	0	0
The school takes account of my suggestions and concerns	24	47	25	49	1	2	0	0
The school is led and managed effectively	34	67	15	29	0	0	0	0
Overall, I am happy with my child's experience at this school	39	76	11	22	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



23 September 2010

Dear Pupils

Inspection of Hipswell Church of England Primary School, Catterick Garrison, DL9 4BB  
On behalf of the inspection team, thank you so much for making us welcome when we inspected your school.

You go to a good school. Teachers help you learn well and tell you clearly how to improve your work. They also know what to do to make the school even better. The team was impressed by the pride you take in your work and how hard you work in lessons. You behave very well and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs, including your garden. Your parents and carers like the school very much.

To help your school improve your attainment further we have asked your teachers to do the following things :

- develop the curriculum so that you have more chances to investigate together, solve problems and apply your skills as you do in your best lessons
- make sure that all leaders check that the things they do to help you learn better are working.

You can help by continuing to do your best and attending regularly. We wish you every success in the future.

Yours sincerely

Mr Gordon Potter

Lead inspector

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