

Hambleton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121566
Local Authority	North Yorkshire
Inspection number	359039
Inspection dates	20–21 September 2010
Reporting inspector	Lesley Clark

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Chair	Mrs Anne Perry
Headteacher	Mr Jonathan Swain
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in eight lessons involving five teachers and looked at pupils' work in different classes. Meetings were held with groups of pupils, the Chair of the Governing Body and staff. The inspectors observed the school's work, and looked at a range of documentation including safeguarding policies and procedures; the school's tracking data of pupils' progress; the monitoring and evaluation of teaching and learning as well as 65 parental questionnaires and questionnaires from pupils and staff.

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

- Whether the most-able and less-able pupils make good progress, especially in mathematics.
- The extent to which pupils are involved in checking their own learning.
- The progress made by children in the Early Years Foundation Stage and what the school needs to do next to push their learning on.
- The extent of pupils' understanding of multicultural diversity in Great Britain.

Information about the school

This is a smaller than the average sized primary school. It serves the village of Hambleton and neighbouring hamlets. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average but this varies widely between year groups. Currently, none have a statement of special educational needs. The Hambleton Playsafe Club, which provides wraparound care and a holiday club for children, was not part of this inspection.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school gives pupils a satisfactory education. It is a caring school and gives its pupils good care, support and guidance. Consequently, pupils feel safe, behave well and get on well together. Their spiritual, moral, social and cultural development is good, underpinned by the school's Christian values. The school has a good partnership with parents and carers and uses partnerships with different providers well to enrich pupils' education. The curriculum provides pupils with good learning experiences and exciting extra-curricular opportunities, including a wide range of educational and residential visits to enhance their learning. As a result, pupils are happy and confident and older pupils develop good leadership skills.

Pupils make satisfactory progress. Their progress varies from class to class because of inconsistencies in the quality of teaching. They make the best progress in upper Key Stage 2 where teaching quality is consistently good or better. Attainment is average but is now improving following effective action taken by leaders and managers to raise standards. This has had the most impact in writing and science, the areas the school has focused on. It is beginning to have an impact on attainment in mathematics following recent changes to the way teachers plan and assess pupils' learning but all pupils across the school do not yet make consistently good progress in both English and mathematics. Children make satisfactory progress in the Early Years Foundation Stage following the school's radical update of the provision. The school is in the process of devising effective systems to assess children's learning in the Early Years Foundation Stage.

The school accurately evaluates what it needs to do to improve but overall its self-evaluation is overgenerous. Many of the changes the school has made to drive up standards have not had time to have as much impact as the leadership team supposes is the case. Nor have leaders and managers monitored fully the impact on pupils' learning through scrutinising their work so as to check their progress. The school has made satisfactory improvement since the last inspection on the issues identified at that time, notably in providing an extended curriculum for gifted and talented pupils so as to develop their thinking skills and raising attainment in English. It demonstrates its satisfactory capacity to continue to improve.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so it is consistently good or better across the school by:
 - using the existing good and better practice as a model so as to share and disseminate what makes highly effective teaching

- ensuring teachers use assessments of what pupils know and understand to help them plan the next lesson and match work accurately to pupils' needs
- ensuring teachers' marking makes clear to pupils what they need to do to improve their work
- involving pupils in checking and assessing their learning.
- Ensure that information gathered about children's learning in the Early Years Foundation Stage is used effectively by:
 - devising a manageable system to collate long- and short-term observations so staff can work together to plan what children need to learn next based on children's individual needs and interests.
- Develop the monitoring role of leaders and managers at all levels so as to ensure that pupils make good progress in English and mathematics in all classes by:
 - checking regularly pupils' written and independent work and analysing which areas need improving and the most effective means of doing this
 - using the new learning and teaching policy as a basis for checking progress and teaching effectiveness.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Achievement and enjoyment overall are satisfactory. From average starting points pupils make satisfactory progress overall to reach average attainment at the end of Year 6, as confirmed in national tests over the past three years in English and mathematics. A larger proportion of pupils reached the higher Level 5 in English and mathematics at the end of Year 6 in 2010 because of the school's successful focus on raising the attainment of more-able pupils. Pupils' writing has improved because for the past year they have done extended writing tasks each week. Similarly, attainment in science has also risen because science lessons are practical and investigative, incorporate pupils' ideas and involve pupils in using the internet to find information and answers to their questions. It is too soon, though, for these initiatives to have had a full impact on pupils' attainment and progress over a sustained period of time. Pupils' progress and level of engagement in their lessons varies depending on how well teachers match tasks to pupils' abilities. Less-able pupils and those with special educational needs and/or disabilities make satisfactory progress because teaching assistants work alongside them and help them effectively. More-able pupils confirm that the work they do now in lessons is more challenging whereas, 'when we all did the same work sometimes it was too easy.' In lessons which challenge all groups of learners, the rate of pupils' progress increases. For example, more-able pupils worked with intense concentration in a mathematics lesson as they discovered how quickly they could create enormously large numbers through repeated calculations. Similarly, average attaining pupils suddenly saw patterns in

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

numbers because of the skilful way in which the teaching helped apply their thinking skills to problems. However, pupils' progress slows when teachers do not explain the work sufficiently clearly or set tasks that pupils can complete successfully.

Pupils make a good contribution to the school community. Older pupils act as 'buddies' and befrienders and Year 6 'Young Leaders' organise charity fund-raising as part of their leadership skills course. The school council has a good level of responsibility. Pupils work well together and are very accepting of other people and their views. They are confident that if they have any worries adults will help them. Pupils develop the wider skills and personal qualities they need to equip them for their future lives. Their attendance is average.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching quality varies from class to class as does the extent to which pupils are involved in assessing their learning. In highly effective lessons, pupils work zealously because the work is extremely carefully matched to their needs based on an accurate assessment of their prior learning. Teachers keep careful notes of pupils' learning, taking

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

pupils' views into account, and then tailor the next lesson to ensure that pupils build on what they know and understand. In these lessons, teachers give pupils a great deal of independence and time to work things out for themselves. They encourage pupils to ask questions and to check their work so they begin to take responsibility for their learning. The result is highly productive learning for all ability groups. Teaching assistants are generally used well to support the learning of different groups of pupils. Where teaching is less effective, demonstrations are unclear and teachers do not match work sufficiently closely to pupils' needs and capabilities by making good use of assessment information. Marking does not always give pupils sufficient guidance as to what they need to do to improve their work.

The curriculum is well planned to provide pupils with exciting learning experiences and to use information and communication technology in a variety of contexts. Strengths are the young leaders' skills programme undertaken by Year 6 pupils and the 'little owls' activities to extend gifted and talented pupils' learning. These have a good impact on pupils' interpersonal and business enterprise skills and their contribution to the wider community. Extra-curricular provision promotes pupils' health and cultural awareness well. The school's extensive programme of residential visits for pupils in Years 2 to 6 is a notable strength. The good quality arrangements for care, support and guidance make an effective contribution to pupils' well-being. As a result, pupils grow in confidence and make well-informed choices. Pupils whose circumstances have made them vulnerable are supported well as are those with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	3
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	2

How effective are leadership and management?

Leaders and managers have taken effective steps to start the process of driving up standards and accelerating the rate of pupils' progress. The evidence indicates that gaps between different groups of learners are closing but it is too soon to confirm sustained good progress over a period of time. Leaders and managers have begun to modify the way they check teaching effectiveness by focusing on pupils' learning and to this end they have drawn up a learning and teaching policy. They have yet to scrutinise pupils' work, using this policy, to check its effectiveness and to check the impact of the new policy on the effectiveness of teaching methods. Opportunities are missed to share the good and better practice so as to improve the overall quality of teaching. The staff team are energised by the recent changes and morale is high. Governors are influential in

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

determining the strategic direction of the school. They both challenge and support the school in tackling weaknesses so as to bring about the necessary improvements. They know the right questions to ask and have a realistic view of the school's effectiveness and areas for improvement. Safeguarding procedures are in line with current government requirements. The safeguarding policies are up to date and staff are suitably trained. The school promotes equal opportunities well and pupils actively value difference and diversity. The school promotes community cohesion well locally and is developing its national and international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

An enthusiastic staff team has embraced the recent changes and developments to provision in the Early Years Foundation Stage. Children have a wealth of activities to choose from both indoors and outside. Staff are currently trialling getting the balance right between children leading their own learning and adult-led activities. Staff observations show that children make the best progress when they initiate activities. For example, children decided to plant bulbs after they had weeded the large digging area. They then discovered that lots of tiny creatures inhabited the weed pile and examined these with great interest through magnifying glasses. Their knowledge and understanding of the world developed at a rapid rate as a result. When children are engaged for too long on adult-led activities then their concentration wanders and their learning slows. The children show good levels of independence. They make sensible choices and share well with others. Staff make copious observations of children's

learning but have yet to devise a manageable system to collate them so they can be used systematically to help each child make the next steps in their learning. The school's assessments from previous years show that children make satisfactory progress from starting points which are typically expected for their age. Currently, children's progress is accelerating because of good teaching and provision, though it is too soon for this to have had a marked impact on the setting's overall effectiveness. It is satisfactorily led and managed, with strengths in the imaginative materials and learning resources provided.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers responded to the questionnaires. Most have very positive views of the school and like its friendly, caring environment and good pastoral care. A very small minority raised concerns about bullying, safeguarding issues, class sizes and their children's progress. These concerns were followed up during the inspection through direct observation, talking to pupils and looking at safeguarding arrangements in practice and were taken into account when coming to overall judgements. The inspection team's findings confirm parents' and carers' positive views regarding pastoral care and provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hambleton 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	66	21	32	1	2	0	0
The school keeps my child safe	41	63	22	34	2	3	0	0
The school informs me about my child's progress	26	40	36	55	2	3	0	0
My child is making enough progress at this school	26	40	35	54	2	3	2	3
The teaching is good at this school	34	52	29	45	0	0	2	3
The school helps me to support my child's learning	30	46	31	48	2	3	2	3
The school helps my child to have a healthy lifestyle	39	60	25	38	1	2	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)	30	46	28	43	2	3	0	0
The school meets my child's particular needs	28	43	34	52	1	2	2	3
The school deals effectively with unacceptable behaviour	23	35	36	55	2	3	3	5
The school takes account of my suggestions and concerns	28	43	34	52	0	0	0	0
The school is led and managed effectively	37	57	28	43	0	0	0	0
Overall, I am happy with my child's experience at this school	41	63	22	34	2	3	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	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). 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">■ 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 pupils' 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.



22 September 2010

Dear Pupils

Inspection of Hambleton Church of England Voluntary Controlled Primary School, Selby, YO8 9HP

Thank you for your warm and friendly welcome. A special 'thank you' goes to the two groups of pupils who spent time showing me their work and talking to my colleague about what it is like to be a pupil in this school. We enjoyed meeting so many of you and looking at the work you have done so far this term. Your school gives you a satisfactory education. It takes good care of you and helps you to become confident young people who enjoy working together and meeting others. Your behaviour is good and you do a lot to help your local community. You take on responsibilities and 'buddies' and befrienders make sure that everyone has someone to play with. You make satisfactory progress in lessons overall. You make the best progress when your teachers give you tasks that challenge you as well as meeting your needs.

We have asked the adults in your school to:

- make sure that the majority of lessons are good or better so you make good progress in all classes
- work out a manageable way of keeping and using all the observations that staff make of children's learning in the Early Years Foundation Stage
- ensure leaders and managers check how well you are learning and to look at the work you do in your books and in your lessons.

You can all help by making sure you ask lots of questions and saying when you find things are too easy or too hard. This will help your teachers to set work that is at the right level for you.

With very best wishes to you all.

Yours sincerely

Lesley Clark

Lead inspector

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