

Hampsthwaite Church of England Primary School

Church Lane , Hampsthwaite, Harrogate, North Yorkshire, HG3 2EZ

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. Pupils make excellent progress in reading, writing and mathematics. Pupils also develop strengths in other subjects such as history, art, music and aspects of sport.
- Outstanding spiritual, social, moral and cultural development contribute to pupils' excellent behaviour and exemplary levels of safety.
- Throughout the school, there is calmness coupled with a buzz of excitement from pupils thoroughly enjoying learning.
- The success of the school is a joint effort involving staff, pupils, governors and parents. It is a crucial part of the village community, giving everyone associated with it a great sense of pride.
- An outstanding teaching team provides the best possible education for pupils. Everyone works together to refine their skills and adjust lessons so that pupils can take the most out of each activity.
- An excellent curriculum sets pupils' learning alight. Pupils are encouraged to follow their own interests, although their ability to develop and explore their own learning in more creative ways is not fully achieved.
- An excellent partnership with families contributes significantly to the academic and personal development of pupils. Excellent communication keeps parents informed about everything in school and their child's progress.
- Underpinning the great success of the school is the stability within it. An established approach to behaviour management, consistently high expectations for pupils, a strong desire amongst staff to improve, all maintain its strengths while moving the school forward.
- Excellent leadership by the headteacher builds on the school's many strengths to move it forward. Staff are highly valued and good quality training maintains the highest quality of teaching. Very strong governance, which understands the school and its community, very successfully contributes to the school's success.

Information about this inspection

- The inspector observed 10 lessons and part lessons.
- Meetings were conducted with the headteacher, governors, the staff team and three groups of pupils. In addition, there was a discussion with a representative of the local authority.
- Information from the scrutiny of a range of school documentation added to inspection judgements. This included:
 - samples of pupils' work in their books and on displays around the school
 - details relating to safeguarding
 - an evaluation of the school's improvement plan
 - a review of the school's procedures for gaining an accurate view of its performance
 - records held by the school of pupils' standards and progress.
- The views of parents were ascertained by analysing 56 responses to the online questionnaire (Parent View) and meeting 12 parents at the beginning of the second day.
- An analysis of nine staff questionnaires, together with an ongoing dialogue with teachers and teaching assistants, gave the inspector an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported through the pupil premium funding is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- While staffing has been very stable since the previous inspection, a new headteacher took up post in January 2013 and a new teacher was appointed in Key Stage 1 in September 2013.
- The small staff team shares management responsibilities.
- The school has gained the Healthy School's status, achieved the Eco-Bronze status and gained the local authority award for its work in promoting Fairtrade. It also has the local authority Inclusion Mark for its good work in this field of education. The high quality outcomes in art are recognised in the school holding the Arts Mark Gold.

What does the school need to do to improve further?

- Maximise the pupils' learning and enable them to continue to improve by finding more opportunities for pupils in all classes to explore and develop their own learning creatively across the curriculum.

Inspection judgements

The achievement of pupils is outstanding

- Given their individual starting points, pupils' progress is outstanding. Pupils grow into mature, confident and articulate youngsters who are very well prepared to take advantage of secondary education.
- On entry to the Early Years Foundation Stage, children's skills and knowledge are typical for their age. They make good progress in acquiring good early literacy and numeracy skills and develop advanced levels of personal, social and emotional development. By the time the children move on to Year 1, their attainment is above average.
- In Key Stage 1, standards are above average and rising quickly because of very strong teaching. In both Years 1 and 2, standards in reading and mathematics are high, and in writing have rapidly improved recently to above average. Pupils in Year 1 gain good results in the national screening check for phonics (the sounds that letters make).
- In Key Stage 2, standards over time are consistently well above average. Occasionally, there is a dip in the headline figure for attainment. This is because just a few pupils in the small year groups influence assessment data. This was the case in 2013 when results were average but, given the pupils' starting points, progress was rapid for all pupils.
- Pupils not only do well in English and mathematics but also achieve well in a number of other subjects. Many develop advanced skills in art, music, history and aspects of sport. All develop confidence to perform in front of others in school productions.
- The school is committed to promoting equality of opportunity and staff keep a close eye on the achievement of every pupil in the small classes. Consequently, the most able make the same rapid progress as other groups of pupils and reach the high standards of which they are capable.
- Disabled pupils and those with special educational needs are accurately identified and their progress is carefully checked. This is through the use of good quality support programmes involving close working between teachers and teaching assistants. Teaching assistants are skilled at helping pupils to make rapid progress through work in small groups and one-to-one tuition.
- The number of pupils supported through the pupil premium is too small to make a secure judgement about their relative attainment in English and mathematics when compared to other pupils nationally or in the school. The school identifies each pupil who is known to be eligible for free school meals and ensures the funding is used wisely so that their progress is also rapid.
- Pupils' involvement in sport enhances their health and well-being. Pupils participate in a good number of after-school clubs and inter-schools sports events, such as swimming and athletics. The primary school sports funding is directed to improve staff expertise and widen the range of resources for girls' sport. As a result, girls are able to participate in games such as netball and hockey.

The quality of teaching is outstanding

- The staff are a highly effective team dedicated to their profession. They constantly review, evaluate and consider how to hone their skills. At the heart of the great success of teaching are the time, effort and expertise employed to support and help pupils emotionally and spiritually as well as academically.
- Staff listen to the views of pupils and often plan lessons and topics in response to their interests. When this happens, learning is particularly rapid because pupils feel they have some say in what and how they are learning. In the very few lessons that are less than outstanding, pupils do not have enough opportunities to explore and develop their own learning. To some extent this hinders their creativity and their sense of satisfaction when they learn new facts and develop different skills.
- During the inspection, most teaching observed was outstanding and none was less than good. The review of pupils' work and discussions with pupils make it clear that this is the norm here.

- There are significant strengths in Key Stages 1 and 2 and in the Early Years Foundation Stage. Teachers have high expectations of pupils including the most able. Teachers and teaching assistants understand the different ways that pupils learn. They use this knowledge effectively and give pupils just the right amount of support and correct strategies to enable them to succeed. This includes making sure that the most able achieve as well as they can by capturing their enthusiasm, encouraging their curiosity and maintaining their motivation to find out even more about the focus of the lesson.
- Staff check the learning and adapt the level of activities throughout the lesson to make sure pupils have the right support to meet their individual targets. Staff use technology effectively to illustrate ideas and enable pupils to develop good skills of research and presentation using the mobile computers.
- Extensive training for teachers and support staff ensures secure subject knowledge and skills in the teaching of reading. Excellent teaching of phonics in the Early Years Foundation Stage and Key Stage 1 securely promotes an enjoyment of reading among pupils.
- The teaching of writing has improved significantly after being identified as an area to improve. Good writing in a wide range of contexts is evident in lessons, in pupils' workbooks and in displays around the school. Pupils now have more time for sustained writing activities and this is having a very positive impact on their achievement.
- In mathematics, a good emphasis is given to the development of basic numeracy skills and calculation. Pupils regularly use and apply these skills to solve problems and to understand the relevance of mathematics to everyday life.
- Teachers use links between different subject areas very successfully to help pupils to get to grips with the basic skills in reading, writing and mathematics. Often, lessons are based on pupils' own experiences. This makes learning meaningful and provides pupils with a reason to read or write or solve mathematical problems. In Years 3 and 4, for example, pupils conducting an historical study of their village applied their new knowledge to write an imaginative story set in Hampsthwaite 2000 years ago.
- Pupils' interests are valued and they are encouraged to follow these. When this occurs, learning is very fast and creative. The opportunities for pupils to explore and develop their own learning and creativity in order to reach the best possible achievement across the curriculum are not fully exploited in all classes.
- Marking is regular and tells pupils how well they are doing. It shows pupils what the next steps in learning are, and teachers usually give pupils time to respond to comments.
- Parents are encouraged to be involved with their children's learning at home. Pupils regularly take reading books home and are expected to learn spellings, complete written exercises, memorise the times tables and carry out research in subjects such as science, history and geography. Homework is systematically planned and marked so that it extends learning.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. It is underpinned by pupils' excellent levels of spiritual, social, moral and cultural development. Parents and pupils frequently describe the school as 'a very happy family in which everyone looks out for each other'.
- The school's work to keep pupils safe and secure is outstanding. Pupils are safe and sound at all times and pupils and parents report no concerns. Inappropriate behaviour is very rare indeed and everyone involved with the school is virtually unanimous that any incidents are swiftly and fairly resolved. Pupils talk with a good understanding about the different forms that bullying can take including ostracising others for their appearance, for their culture and for their gender. They are very aware of the dangers of the internet.
- Pupils have a very positive approach to school and work. They want to do well and they appreciate the help they are given. They do not give up when the work is more difficult; instead they try harder.
- Pupils develop an advanced awareness of moral and cultural issues. They have an excellent

sense of citizenship by willingly helping others. Older pupils enjoy supporting younger ones, for example, and play leaders are keen to show others the fun of being active during playtimes. School forum members are proud of their impact on the school.

- Pupils are determined to 'save the planet'. Their activities growing vegetables and making meals from their efforts, together with constructing a greenhouse from plastic bottles, enable them to understand the importance of green issues.
- All pupils are very much involved in the local community which deepens their knowledge of the local area and its history. While everything occurring in the school is guided by a deep Christian faith, pupils are encouraged to understand the lives and circumstances of others different from themselves. Regular events promote the significance of fair trade and encourage pupils to consider the positive impact it can make on the lives of others. Visits to the local Methodist chapel, and also to a synagogue in Leeds, open up the minds of pupils to the beliefs of others.
- Attendance is above average and the vast majority of pupils arrive at school, and to the start of lessons, on time. The school has very clear procedures to make sure that these levels of attendance are maintained.

The leadership and management are outstanding

- The headteacher provides excellent leadership. He has maintained the considerable strengths evident at the time of his appointment and is very skilfully taking the school to even higher levels. Strong teamwork has been secured and a willingly-shared sense of direction among all members of staff which enables very effective management of the school. In this small school, all management roles are clearly delegated and staff work together to secure a positive direction for the school.
- Staff morale is very high; everyone is proud to be part of the school and to have contributed to the way it has gone from strength to strength. There is not a hint of complacency. Excellent strategies are in place to secure high quality training for staff. Everyone is keen to improve, to learn from each other within the school and from colleagues elsewhere. Staff view the annual appraisal of their performance as a very positive event. They say this is because it enables them to express their views about the school's direction and set up training for themselves.
- The school's evaluation of its performance is accurate and leads to very pertinent areas to develop the school further. The systems for checking on pupils' achievement have been refined so that all members of staff are more deeply involved in the process. This enables the swifter identification of any pupil who is not moving forward fast enough so that support is given.
- The curriculum is vibrant; it is very well planned to meet the needs and interests of pupils. It offers rich and varied opportunities for pupils to broaden their horizons. Pupils have access to an increasingly wide range of after-school activities, including clubs as diverse as sport, dance, craft and knitting.
- Educational visits add interest and meaning to classroom work. For example, a visit to a centre in York enabled some pupils to dress as Roman soldiers and act out a battle to support their learning back in school.
- The school works as one with parents and the community. Parents are unanimous in recommending the school to others. They rate very highly what is described by one parent as a 'very positive atmosphere which in turn has generated a stimulating place to learn'.
- Good communication informs parents about school events and their child's progress. The website is popular as a resource for parents and pupils. It gives opportunities for staff to interact with parents, for example, by uploading daily blogs for parents to access when pupils are away on residential visits.
- The local authority is available for the school when support is requested. It has been very helpful during the transition period of the new headteacher and is involved in giving an objective view of the quality of teaching and the accuracy of assessments in parts of the school.

■ The governance of the school:

- The governing body is ambitious for the school's continued success. The skills of the governor team secured a seamless transition from the previous headteacher to the new, and very successful, appointment.
- 'Governors of the month' visit lessons and check on how different subjects are taught. They observe lessons, talk with pupils and report their findings to staff and other governors. Consequently, governors know much detail about the quality of teaching and are aware of where staff training would be useful.
- Governors have a good focus on how effectively the school is spending its money. They establish measureable targets for pupils' achievement linked to staff pay within the process of performance management. The governing body keeps a close eye on the impact of pupil premium funding on the achievement of disadvantaged pupils. They also check the benefits to pupils' health and well-being from the primary school sports funding. Governors ensure that all aspects of safeguarding are secure and meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121567
Local authority	North Yorkshire
Inspection number	431357

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Steven Swales
Headteacher	Andrew Phoenix
Date of previous school inspection	19 May 2009
Telephone number	01423 771336
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