

# Hookstone Chase Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121428
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	359011
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Derek Pattinson

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Tucker
<b>Headteacher</b>	Ann Wheatcroft
<b>Date of previous school inspection</b>	06 February 2008
<b>School address</b>	Hookstone Chase Harrogate HG2 7DJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observed nine teachers and held meetings with members of the governing body, staff and groups of pupils. They looked at the school improvement plan, the latest report to governors from the School Improvement Partner, the most recent headteacher's report to the governing body, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 120 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at the impact of teaching on pupils' attainment in English, mathematics and science and to what extent there are weaknesses that are holding pupils back.
- It investigated how effectively pupils are challenged in their learning, particularly those with special educational needs and/or disabilities, the more-able and those in Key Stage 1.
- It investigated the success of recently introduced measures to help teachers track pupils' progress and to give pupils greater ownership in their learning.
- It looked at the effectiveness of leaders and managers in driving improvement and evaluating the school's work.

## Information about the school

This is an average-sized primary school. The percentage of pupils from minority ethnic groups is below average and very few pupils speak English as an additional language. About the same number enter and leave the school between the Early Years Foundation Stage class and Year 6 as in most other schools. The proportion of pupils known to be eligible for free school meals is a little below average. The proportion of pupils who have special educational needs and/or disabilities is also below average. The school has a Resourced Provision for pupils with speech, language and communication difficulties. As a result, the number of pupils with a statement of special educational needs is above average.

The school has achieved Healthy School status and a Green Flag Eco Award. A new headteacher has joined the school since the last inspection. There is a pre-school setting, the Bright Sparks playgroup, on site, which is inspected separately.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school. Under the headteacher's relentless pursuit of school improvement, areas of the school's work, such as the Early Years Foundation Stage, are improving strongly. Other strong aspects are the high priority given to pupils' pastoral care, especially the support for pupils whose circumstances have made them vulnerable, and pupils secure knowledge of how to lead a healthy lifestyle and stay safe. Pupils' good spiritual, moral, social and cultural development underpins the school's work and helps to explain their good behaviour. However, some weaknesses are holding back the drive to realise the school's vision and achieve its aims of becoming a good school. For example, senior and subject leaders do not yet play a full part in the drive to secure improvement. The regular monitoring of teaching and pupils' work is not focused clearly enough on learning to be of maximum benefit to help teachers and pupils improve. The quality of teaching across Key Stages 1 and 2 is too varied to ensure that pupils make good progress as they move through school.

Children enter the Reception class with skills levels that are often below those expected for their age. They get off to a good start in the Early Years Foundation Stage because of good leadership and provision. Consequently, by the time children enter Year 1, their skills, knowledge and understanding have improved and are close to average. As pupils move through Years 1 to 6, the academic achievement of most is satisfactory because teaching is satisfactory. As a result, pupils' levels of attainment in English, mathematics and science are broadly average by the time they leave. Carefully targeted support ensures that pupils in the school's Resourced Provision make good progress, while those with special educational needs and/or disabilities make similar satisfactory progress to most others because of the good support they receive. Assessment practices and procedures, particularly the school's rigorous analysis of performance data and tracking of pupils' progress, have improved substantially. However, the progress of more-able pupils is sometimes restricted because work is not always at the right level and pupils are not always clear how to improve.

The headteacher has the support of colleagues, the governing body and parents and carers. As a result, teamwork is strong and priorities for development, supported by a satisfactory range of external partnerships, are the right ones. The school's self-evaluation is broadly accurate. Governance is satisfactory and the governing body is improving in its ability to lead the school's direction and hold it to account. While some areas of the school's work have clearly improved under the headteacher's very

good leadership, other areas have not yet been addressed sufficiently to help raise standards further. As a result, the school's capacity to sustain improvement is satisfactory overall.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that, by March 2013, all teaching is at least good, in order to accelerate progress for all pupils and raise standards further, by:
  - introducing a school policy to guide learning and teaching
  - enabling teachers to view and learn from good practice
  - checking that work given to pupils is always at the right level, especially for the more-able
  - injecting greater pace into some lessons and restricting teacher talk so that pupils have enough time to work independently
  - ensuring that, through marking and feedback and, where appropriate, through targets, pupils know what they are learning so that teachers can plan and implement effective next steps for them.
  
- Improve leadership and management by:
  - building on the good work the headteacher has already undertaken to develop the roles of senior leaders so that they play a full part in helping to secure school improvement
  - developing further the role of subject leaders to ensure that they are fully accountable for standards and progress
  - focusing more clearly on the impact on learning when checking the quality of teaching and pupils' work.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Pupils enjoy lessons, especially when they are interesting and inspiring, such as when pupils in Years 3 and 4 were challenged to discover if body parts are symmetrical and, in an alternative version of the story which is appropriate for older pupils, Year 6 discussed and debated Goldilock's behaviour in entering the bears' house and eating their porridge without permission. They enjoy undertaking investigations especially, such as when pupils investigated shadows and learned about the importance of carrying out a fair test. However, progress slows and pupils begin to lose interest when they have to listen to the teacher for too long.

Pupils' achievement is satisfactory because teaching is satisfactory. Across the school, pupils with special educational needs and/or disabilities make similar progress to most other pupils because of the good support they receive. The small number who are very well supported as part of the school's Resourced Provision achieve well in relation to their starting points. In Key Stage 1, leaders have successfully targeted boys to help narrow the gaps in performances compared to girls in English. A much

more rigorous approach to analysing performance data for individual pupils than at the time of the last inspection is helping leaders establish where progress slows, so that these pupils can be targeted to help boost learning. However, this work has yet to ensure pupils make consistently good progress. As a result, progress is uneven as pupils move through the school because the quality of teaching is too variable.

The school's achievement of Healthy School status provides evidence that pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle. They feel safe and secure in school and say there is always someone to turn to. Pupils have a voice through the work of the school council. They act as reading buddies and house captains and carry out their responsibilities conscientiously. Pupils raise funds routinely for local and national charities. Nevertheless, links with their local community and the wider world, in order to foster greater understanding of the diverse nature of society, are too few. Pupils' average attainment in literacy and numeracy mean that they are satisfactorily prepared for the next stage of their education. Attendance is promoted well, levels are average and most pupils are punctual. Pupils' spiritual, moral, social and cultural development is good and provides a firm platform for their pastoral and academic development.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Although some teaching is good, overall it is satisfactory and no outstanding lessons were observed during the inspection. Nevertheless, secure relationships, effective control strategies and much use of encouragement and praise are features of most lessons. In the best lessons, secure subject knowledge, lively presentations, good use of resources, including information and communication technology, and links to 'real life' situations help ensure pupils make good progress. However, the school does not have a teaching and learning policy to help improve teaching and accelerate progress. Furthermore, work set is sometimes not at the right level, especially for more-able pupils. Sometimes, pupils have too little time to work independently because the teacher's presentation to the whole class is too long. Pupils are not

<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

always clear about their targets or how to evaluate success in lessons so that they know what the next step is in their learning. Marking and feedback do not always help them make progress as well as acknowledging what they have achieved.

Creativity is given increasing emphasis within the school's developing curriculum. As a result, art is well represented and of a good standard. Displays add significantly to the quality of the learning environment. The school is breaking down barriers between subjects to help bring learning alive. Literacy and numeracy skills are used increasingly to support work in other subjects. Personal and social education has a high profile. However, these developing strengths have yet to lead to improved pupil outcomes. Visits, such as to Clarke Hall and the Drax Power Station, visitors, who lead puppet and art workshops, themed events, such as Fair Trade weeks and a range of after-school clubs, including gardening, choir and photography, help to enrich pupils' experience.

The good care, guidance and support of pupils is a strength of the school. Typically, parents and carers comment on the 'friendly and supportive atmosphere' and 'the culture of care and community spirit'. Staff know pupils well, are friendly and welcoming and give much time to their care and support. As a result, pupils trust adults, feel safe and secure, and thrive in this positive climate. Potentially vulnerable pupils and pupils with special educational needs and/or disabilities, including those in the Resourced Provision, are provided for well. Inclusion is a strong feature of the school's work. Transition arrangements for pupils joining the school between classes and key stages and when moving on to high schools are good, ensuring a smooth and seamless move.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<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's effective leadership is providing a clear direction for the school's work. As a result of the strong emphasis on developing greater staff ownership of what is needed to drive school improvement, morale is high and all stakeholders are 'pulling together' to realise the school's renewed vision and achieve its ambitious aims. Nevertheless, some senior leaders do not yet play a big enough part in helping to improve the school. Subject leaders are not yet fully accountable for standards and progress in their subjects. The monitoring of the school's work, especially of teaching, although regular, does not give enough attention to how well pupils learn rather than how well the teachers teach. The school has not done as much as it might to share good practice in teaching.

Priorities for development are the right ones and there is rigour in the pursuit of them. Leaders obtain pertinent information on pupils and their performance because tracking arrangements are firmly established. As a result, robust and challenging

targets are set, although their impact has yet to be fully realised. Governance is improving; the governing body meets its statutory requirements and, increasingly, challenges the school and holds it to account.

Partnerships with parents and carers are good and almost all believe that their children are happy, safe and secure in school. Partnerships with a range of institutions and agencies, such as with the local authority, pre-school settings including the on-site Bright Sparks playgroup, the local school cluster and neighbouring secondary schools, make a satisfactory contribution to pupils' learning. The Resourced Provision, in particular, provides evidence that the school is highly inclusive and discrimination is not tolerated. Most pupils, such as those with complex needs, and their families are supported well. However, some pupils, often the more-able, are not always challenged sufficiently to help them reach their potential. Good arrangements to safeguard pupils, for example by vetting carefully the people who work in and regularly visit the school, mean that parents and carers have every confidence in the school to keep their children safe. The school is a cohesive community, although links with the wider world to help establish an understanding of cultural diversity are too few. Resources are managed soundly, thus ensuring that the school provides satisfactory value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. Good induction arrangements ensure that children settle quickly. Teamwork is strong and relationships between adults and children are warm and friendly. As a result, children are happy, feel safe, are confident with visitors and are keen to learn. Children start school with skills levels and knowledge that are usually a little below what is expected for their age. They make good progress because of the good leadership and provision. As a result, they make up lost ground and are at the expected levels when they move into Year 1. The curriculum interests and excites children often. For example, in an alternative version of 'Goldilocks and the Three Bears', children discussed enthusiastically the ingredients for poisonous porridge, re-enacted the story through role play and searched outside for materials to entice Goldilocks into a trap.



There is a good balance of teacher-led and child-initiated activities, with both inside and outside areas used. A wide range of stimulating resources promotes learning and creative play. Teaching is good. For example, clear instructions, methodical planning, which is responsive to children’s changing interests, and the use of much encouragement enable children to make good progress, such as when they link letters to sounds and write for a purpose. Assessment arrangements inform planning and ensure that learning is well matched to children’s needs. Parents and carers appreciate the welcoming, safe and stimulating environment.

*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 in the Early Years Foundation Stage	2

### Views of parents and carers

Over half of parents and carers returned questionnaires. Almost all agreed that they are happy with their children’s experience, that their children are kept safe, encouraged to lead a healthy lifestyle and enjoy school. Inspection evidence supports these positive views. Parents and carers think the school is well led and managed and that the teaching is good. Inspectors judge that the leadership of the headteacher is good, but that leadership and teaching overall are satisfactory. Negative responses were very few with no trends emerging. Inspectors found no evidence during this inspection to support the view expressed by a small number of parents and carers that the school does not deal with unacceptable behaviour effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Hookstone Chase Community 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	63	43	36	1	1	0	0
The school keeps my child safe	78	65	41	34	0	0	1	1
The school informs me about my child's progress	65	54	52	43	2	2	0	0
My child is making enough progress at this school	71	59	46	38	3	3	0	0
The teaching is good at this school	71	59	46	38	3	3	0	0
The school helps me to support my child's learning	59	49	56	47	3	3	0	0
The school helps my child to have a healthy lifestyle	49	41	71	59	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)	52	43	56	47	4	3	1	1
The school meets my child's particular needs	62	52	53	44	2	2	1	1
The school deals effectively with unacceptable behaviour	44	37	62	52	7	6	2	2
The school takes account of my suggestions and concerns	52	43	64	53	1	1	0	0
The school is led and managed effectively	61	51	55	46	3	3	0	0
Overall, I am happy with my child's experience at this school	78	65	39	33	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



Dear Pupils

**Inspection of Hookstone Chase Community Primary School, Harrogate, HG2 7DJ.**

Thank you for your warm and friendly welcome and for sharing your views on the school through talking to the inspectors and returning the pupils' questionnaires. We enjoyed our visit thoroughly. Your school provides you with a satisfactory education. Here are some of the positive things we found.

- You enjoy your lessons and behave well.
- You feel safe in school and know lots about keeping healthy.
- Adults take good care of you, there is a friendly atmosphere and you are happy in school.
- The headteacher knows very well how to help your school to become even better.
- Children make a good start in the Reception class.

To help you make good progress and to make sure that your school becomes a good school, I am asking your headteacher, teachers and governors of the school to:

- improve lessons so that they are all good, especially by making sure that teachers give you enough time to work on your own and at the right level, that you always know your targets, what you are learning and how to improve your work
- make sure that all leaders play a full part in helping you improve and by checking regularly how well you are learning.

Well done everyone. I wish you all the very best and hope you continue to try hard, come to school every day and continue to enjoy learning.

Yours sincerely

Derek Pattinson  
Lead inspector

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