

Hookstone Chase Community Primary School

Hookstone Chase, Harrogate, North Yorkshire, HG2 7DJ

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved much since the previous inspection. Standards are rising rapidly and achievement is good. Children are well prepared in the Early Years Foundation Stage and develop above average skills.
- Across Key Stages 1 and 2, progress is good in all classes. The higher standards now gained in Key Stage 1 are feeding into Key Stage 2. In Year 6, results in 2012 were average which from low starting points reflected good progress.
- Effective management of teaching has improved its quality. It is now good with outstanding features.
- The quality of care is outstanding. It is provided by a skilled staff team. The quality of support for disabled pupils and those with special educational needs is excellent.
- The curriculum captures the interest of pupils. Pupils benefit from a good range of additional activities such as sport, music and textile technology.
- Behaviour and safety are good. Pupils are polite, naturally helpful and have very good attitudes to learning.
- The large majority of parents support the school and applaud the way it cares for their children and secures good academic progress.
- The headteacher is relentless in her desire to raise standards, a view shared by all staff and an excellent governing body.
- The school is well placed to sustain its current improvement in future.

It is not yet an outstanding school because

- Standards could be higher in writing, especially for boys, and in aspects of mathematics.
- Information and communication technology is not used enough to support learning in lessons.
- Not enough teaching is yet outstanding. Expectations for the more-able pupils are not always clear, pupils are not enabled to understand how they can improve their work, and, at times, they do not actively participate in lessons.

Information about this inspection

- The inspectors observed 14 lessons of which one was a joint observation with the headteacher.
- Meetings were conducted with governors, staff, a representative from the local authority and three groups of pupils.
- Evaluations of a range of school documentation informed the inspection judgements. These included the documents relating to safeguarding, the development plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.
- An evaluation was made of the 32 responses made by parents on the on-line questionnaire (Parent View).
- The views of 18 staff were considered by analysing their responses to staff questionnaires.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Dominic Brown

Additional Inspector

Full report

Information about this school

- This is a broadly average-sized primary school.
- The percentage of pupils from minority ethnic groups is below average.
- The percentage of pupils eligible for pupil premium funding, which in this school provides additional government funding for those known to be eligible for free school meals, is broadly average.
- A below average percentage of pupils are supported through school action.
- The school is enhanced with resources to support children with communication and interaction difficulties. An above average percentage of pupils join the school from other schools, often for short spells of time, to take advantage of the expertise of the staff of the enhanced resource.
- The number of pupils at school action plus or with a statement of special educational needs varies. It depends on the number of pupils joining the school for extra support with communication and interaction difficulties. The proportion is usually above the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school is part of the Harrogate and Rural Teaching Schools Alliance. This is a group of schools that work together to share professional development.
- The school has achieved Healthy School status and a Green Flag Eco Award.
- There is a pre-school setting, the Bright Sparks playgroup, on site, which Ofsted inspects separately.

What does the school need to do to improve further?

- Maintain the current improvement in pupils' achievement and raise it further by:
 - adapting the curriculum to inspire boys in all classes to enjoy writing and reach higher standards
 - widening opportunities for all pupils to apply their skills of numeracy to solve mathematical problems and investigations in a range of subjects and contexts
 - increasing the pupils' use of information and communication technology to complement learning in lessons.
- Improve the quality of teaching so that it is outstanding by:
 - refining planning so that it consistently identifies the expectations for more-able pupils and has clear criteria for success within the lessons that are understood by pupils
 - enabling pupils in all classes to be more consistently active in their learning
 - implementing strategies to deepen the pupils' knowledge and understanding of their targets over the longer term so that pupils are familiar with how to gain higher standards.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points as the result of a rising trend over the last few years since the previous inspection. This is most apparent in the above average standards attained in Key Stage 1 and in the work of current pupils. Attainment in external tests in Year 6 is affected to varying degrees each year depending on the number of disabled pupils or those with special educational needs who join the school during the course of the key stage.
- Children's starting points to Early Years Foundation Stage are below those expected for their age. Children progress well and by the start of Year 1, standards are above average. In Key Stage 1, the good progress continues. An above average proportion of pupils exceeded the national expectations in the national reading screening test at Year 1. The good start made to reading in Early Years Foundation Stage and in Year 1 contributes to above average standards at Year 2 in reading and writing and mathematics.
- In Key Stage 2, progress is good, standards are rising quickly and pupils are making up for underachievement in the past. This improvement, however, is not yet fully reflected in the test results at Year 6. In part, this is because these older pupils had lower starting points at Key Stage 1 but also because in 2012 a number of pupils with a statement of special educational needs arrived partway through Key Stage 2. In 2012, attainment was broadly average, but the proportion exceeding the national expectations for their age at Year 6 rose significantly. An above average percentage exceeded expectations in reading and mathematics. Scrutiny of pupils' work, lesson observations, hearing pupils read and the school's own tracking data show that standards are continuing to rise. Such evidence also confirms that pupils currently in the school are making good progress. Most pupils in Year 6 are on track to attain above average attainment.
- Most pupils, however, do not apply their numeracy skills well enough to solve mathematical investigation in different subjects and in meaningful contexts, such as real-life situations.
- There is a gender difference in terms of pupils' performance. In writing in particular, girls gain higher standards than boys do. Observations indicate that the gap is closing.
- Pupils with statements of special educational needs, including those supported by additional resources for children with communication and interaction difficulties and those receiving support for school action plus, receive excellent teaching and support. This leads to rapid progress in relation to the pupils' individual targets. Pupils adapt very well to working with other pupils and make good strides in their academic learning and personal development.
- The progress of learners eligible for pupil premium is tracked systematically. The attainment of these pupils, eligible for free school meals, is below that of similar pupils nationally in English and mathematics and for all pupils in the school. Progress is, however, good and the gap with pupils not in receipt of the grant is narrowing in each subject.

The quality of teaching is good

- Teaching is good throughout the school, and occasionally outstanding. Teachers and teaching assistants are an effective team very well led by the headteacher. Some good methods of assessment assist the majority of pupils in achieving well. However, opportunities for all pupils to make swifter progress are missed because teachers do not use information and communication technology often enough. In a few classes, pupils are not given sufficient guidance on how to improve their work.
- Purposeful teaching has realigned the way the curriculum is taught. It is increasingly matched to the interests of pupils. Pupils in Years 1 and 2, for example, were inspired to talk, read and write about a visit to a spectacular aquarium in Hull. Some innovative practice in which pupils complete 'blogs' about their opinions of books are boosting the enthusiasm for reading of all pupils and particularly boys.

- Greater time in lessons is now devoted to discussion so that pupils can verbalise ideas before they write about them. Reading, spelling and the development of handwriting are taught well and staff are aware of the need to boost the performance of boys in writing in particular. The teaching of mathematics is improving and is good overall and staff are working hard to give pupils better skills in applying mathematics skills to solve problems.
- Well-thought-out and excellently managed methods give high quality support to disabled pupils and those with special educational needs, in particular those with communication and interaction difficulties.
- Good teaching in the Early Years Foundation Stage allows ample time for talking about activities and well-planned opportunities for play that make sure that children use the language they have acquired. Purposeful use is made of records of children's achievement to ensure that good progress occurs in all aspects of their learning.
- In Key Stages 1 and 2, the most effective teaching is characterised by lessons that move at a good pace and involve pupils actively in their learning. In a Year 4 art lesson, for example, pupils were engrossed in experimenting with charcoal and graphite to explore ways of changing tones to give the effect of darkness, depth and shade to their compositions.
- While learning tasks are mostly well matched to pupils' abilities, for some, mostly the more-able, expectations are not planned clearly enough. In consequence, pupils do not always understand how well they have achieved and are less confident about taking responsibility to improve their work.

The behaviour and safety of pupils are good

- Pupils have good attitudes towards their learning and they behave well in lessons and around the school. Bullying and incidents of aggressive behaviour are rare. Racism is non-existent. Excellent strategies nurture pupils who struggle with aspects of their conduct. This enables them to be, for most of the time, well-behaved pupils working well alongside others. Pupils welcome those who join the school to gain support from the additional resources for communication and interaction difficulties. This secures their excellent inclusion in school life.
- Pupils report that they enjoy school; this view is justified by the way they thrive in lessons, are proud of their work, and are full of pride when they talk about the school. Pupils' enthusiasm for school is reflected in their above average attendance.
- Pupils have great awareness of the needs and sensitivities of others because skilled staff successfully encourage them to work and play together amicably and to be helpful to one another. Pupils work hard and are very keen to please the staff because of the positive relationships that are established. They respect others by valuing their opinions and cultures, however different from their own.
- The strong role played by teachers, the parent support adviser, and highly skilled teaching assistants adds to pupils' achievement. Pupils can concentrate on their learning because they are extremely well looked after and feel happy, safe, and secure. This puts them in the right frame of mind for learning. Pupils' trusting relationships with all staff enable them to discuss their concerns. Excellent support nurtures pupils in need of emotional support and goes a long way to securing excellent inclusion for all pupils.
- Pupils of all ages are encouraged to come up with ideas for school improvement, which makes them feel valued and builds their self-confidence. They willingly help others, for example, older pupils regularly read with younger ones, some are playtime helpers and others take responsibility as house captains and school councillors.

The leadership and management are good

- The headteacher, deputy headteacher, staff, and governors are successfully improving the school. Significant advances in the quality of teaching, innovative approaches to the curriculum and better use of assessment are boosting achievement. Discrimination is unheard of and all

pupils have an equal opportunity to achieve well. Where differences exist, for example, in the achievement of girls and boys in writing, action is narrowing the gap. Consequently, the school has improved significantly from being satisfactory in its previous inspection to being good now.

- The performance of staff is managed very efficiently. Excellent partnerships with the Harrogate and Rural Teaching Schools Alliance offer high quality training which benefits pupils.
- Staff work in strong partnership to identify any pupils at risk of falling behind. Where necessary, interventions are employed to help pupils who struggle with aspects of behaviour and academic learning, for example in reading, writing and mathematics.
- A well-qualified and energetic team makes excellent provision for disabled pupils and those with special educational needs. Extremely well-managed enhanced provision for communication and interaction difficulties makes a vital contribution to the lives of pupils and families of pupils within this school and others in the locality.
- The curriculum promotes good achievement for most pupils' academic development and spiritual, moral, social, and cultural development. It is increasingly meeting the needs of boys and promoting greater independence among pupils. Learning is enriched by expertise from within and outside the school, for example in art, sport and music.
- Parents support the school well. The large majority are pleased with the quality of communication they receive about their children's education and willingly support their children at home. Significant funds are raised by parents, which enable purchases that affect positively aspects of the pupils' education.
- The local authority supports the school effectively. It promotes the teaching school alliance, which benefits staff development, and local authority staff offer an objective analysis of the school's performance to secure a clear picture of the school's strengths and weaknesses.
- **The governance of the school:**
 - The school benefits from a strong governing body with excellent leadership. Governors are well trained and there is a determination to give the best to the pupils and their families. It holds the headteacher and senior staff to account by setting precise targets, for example, for better achievement. Finances are used productively to make sure that pupils achieve well. Expenditure is linked to the priorities in the school's development plan such as adopting strategies to support pupils eligible for free school meals and in receipt of the pupil premium grant. The quality of teaching is regularly checked, any underperformance is tackled, and salary increases are linked to the contribution made to pupils' learning. All statutory requirements are met for securing the safeguarding of pupils, staff, and adults.

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	121428
Local authority	North Yorkshire
Inspection number	406027

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Helen Flynn
Headteacher	Ann Wheatcroft
Date of previous school inspection	24 March 2011
Telephone number	01423 886026
Fax number	Not applicable
Email address	admin@hookstonechase.n-yorks.sch.uk

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