

# Hackforth and Hornby Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121496
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359024
<b>Inspection dates</b>	22–23 November 2010
<b>Reporting inspector</b>	Kathryn Dodd

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Schofield
<b>Headteacher</b>	Mrs Judith Borthwick
<b>Date of previous school inspection</b>	15 July 2008
<b>School address</b>	Hackforth Bedale North Yorkshire DL8 1PE
<b>Telephone number</b>	01748 811698
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## Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in seven lessons and three teachers were observed. The inspector held discussions with staff, groups of pupils, with governors and with parents and carers. The inspector observed the school's work, reviewed improvement plans, the systems for tracking pupils' progress, records demonstrating the arrangements for safeguarding pupils and a sample of pupils' work. The inspector analysed 13 questionnaires returned by parents and carers, 15 from pupils and 7 from staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- Pupils' attainment and their rate of progress, particularly in the Early Years Foundation Stage, and particularly more-able pupils and all pupils in writing and mathematics.
- How well teachers use assessment information to plan activities that match pupils' varying ages and abilities and to what extent pupils are involved in understanding how well they are getting on and know their next steps.
- How well the curriculum is adapted to boost achievement in mathematics and writing and to challenge the more-able pupils.
- The effectiveness with which leaders, staff and governors review pupils' progress and monitor the quality of provision.

## Information about the school

Almost all of the pupils at this much smaller than average-sized school are White British. Children in the Early Years Foundation Stage are taught alongside pupils in Years 1 and 2. Pupils between Years 3 and 6 are also taught together. The proportion of pupils known to be eligible for a free school meal is below average, as is the proportion with special educational needs and/or disabilities. The proportion of pupils that leave or join the school other than in Reception is much higher than average. This is mainly because the school takes a number of pupils from the military garrison nearby. The school has been accredited with a number of awards which include the Inclusion Quality Mark, Activemark, and it has achieved Healthy School Status.

**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

This is a good school. In this harmonious, friendly, safe, warm and welcoming setting, pupils show good attitudes to learning, behave exceptionally well and are consistently thoughtful. Older pupils are wonderful role models for the younger ones, continually encouraging one another to rise to the high expectations expected of them. Parents and carers are overwhelmingly supportive. One, typical of many, commented that their children 'get the best of everything at this amazing small school; pastoral care and educational opportunities alike'.

Although the large majority of pupils make good progress, for children in the Early Years Foundation Stage, progress is satisfactory. This is because adults do not always make good use of the information they collect about children's skills and knowledge to plan and provide activities or tailor their questions to match children's varying learning needs. Similarly, these children are not always clear about what they are expected to learn. Nevertheless, from children's varying starting points which are often below those expected, attainment is usually broadly average by Year 6, which reflects good progress. Although generally attainment is on a rising trend, it fluctuates widely from year to year. This reflects the extremely small numbers of pupils in each year group and the high numbers of pupils who join the school partway through their primary education. In English, although progress is good, attainment in writing lags behind that of reading, particularly the proportion of pupils reaching and exceeding the nationally expected levels by the end of Year 2. Between Years 3 and 6, this gap is narrowing. Efforts to boost attainment in writing, such as, by involving pupils to understand their learning targets and by extending opportunities for them to practise their skills through their work in other subjects are paying dividends. These good practices are not yet fully embedded in Years 1 and 2.

The headteacher, staff and the governors work successfully together to drive forward improvement. Staff take on board many additional responsibilities willingly and enthusiastically in order to share the workload. This includes carefully and regularly reviewing the achievement of every pupil. Even so, information about their progress is not always used well to influence their monitoring activities, such as checking the quality of provision in the Early Years Foundation Stage. Nevertheless, there is an accurate, realistic and shared evaluation of the school's effectiveness, which in turn ensures that appropriate improvement priorities are pinpointed. This, along with the positive impact of their efforts, which reflects in the trend of rising attainment evident, demonstrates that there is a good capacity to continue to improve.

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

- Accelerate progress in the Early Years Foundation Stage to a good rate, by:

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- improving the use of assessment information so that planned activities and teachers' questions challenge children of varying abilities
- making sure that children are clear about what they are expected to learn.
- Raise attainment in writing, particularly the proportion of pupils reaching and exceeding the nationally expected levels by the end of Year 2, by:
  - providing more opportunities for pupils to practise their writing skills
  - making sure that pupils are clear about the steps they need to take to attain their learning targets.
- Improve the rigour with which staff review information on pupils' performance and monitor the consistency of the quality of provision.

**Outcomes for individuals and groups of pupils****2**

Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils behave extremely well. They are very attentive and keen to learn. They work at a good pace, particularly when working alongside adults or in pairs. They respond enthusiastically to teachers' questions. Learning occasionally slows when pupils work independently. This is because they are not always clear about what they are expected to learn or find the activity lacks challenge. Very few pupils complete their whole primary education in the school, but those who do often reach above and sometimes well above average attainment. Pupils make good progress regardless of when they join. Although pupils' attainment varies widely, a trend of improvement is evident. In mathematics, for example, the proportion of pupils exceeding the nationally expected levels by the end of Year 6 is now much higher than average.

Pupils' enjoyment is reflected in their consistently above average attendance and in the enthusiasm with which they participate in and talk about all that is on offer. Pupils are very proud of their school and contribute positively towards it. They willingly take on responsibilities, for example as school councillors and playground representatives. They are knowledgeable about how to keep safe, showing concern for one another's welfare. They know that looking after one another is the right thing to do without needing to be asked. Pupils enjoy the many opportunities they have to contribute to the wider community, such as selling the produce grown in the school garden to local residents and by participating in activities within the parish. Opportunities for pupils to mix with others from ethnically diverse groups within British society are, however, still developing. Pupils' good understanding of how to lead a healthy lifestyle shows in the enthusiasm with which they talk about sporting activities, especially the new running club and swimming lessons. The confidence, ease and maturity with which pupils discuss their learning together, with adults and visitors, along with their good progress and excellent behaviour demonstrates that they are well prepared to be successful at secondary school.

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*These are the grades for pupils' outcomes*

<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>1</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>

<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

## How effective is the provision?

Teachers' enthusiasm, good organisation and positive relationships all make a strong contribution to pupils' good progress. Sensitive deployment of support staff enables pupils with learning difficulties and/or disabilities to make good progress. In the best lessons, teachers make ongoing reference to lesson objectives, ensuring that pupils of all ages and abilities are clear about what they need to do if they are to achieve them. Individualised and well targeted questioning reflects teachers' precise knowledge of what their pupils already know and can do. This keeps pupils on their toes and challenges their thinking. These practices are not always consistently evident in Years 1 and 2. Since the previous inspection, the curriculum has developed at a good rate. This reflects the improved rigour with which pupils' progress is tracked. In mathematics, for example, booster sessions for pupils who need to catch up, along with a well developed programme of activities to challenge the more-able pupils, both in and beyond school, and the daily 'minute maths calculation challenges' are all helping to raise attainment. Pupils show their enthusiasm for learning Latin, a recent and popular addition to the curriculum. Effective partnerships beyond school help to extend the curriculum in areas such as, sport and music. Similarly, activities provided through the 'Forum Theatre' help to develop pupils' ability to resolve conflicts. Homework contributes well to pupils' achievement, particularly to further develop pupils' skills in writing and information and communication technology. Opportunities to take learning forward at a good rate are, however, sometimes hampered, particularly for the more-able pupils, when pupils complete mundane worksheets.

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The way in which every child is cared for and nurtured is seen in the warmth and care that radiates from staff and the pupils alike. Pupils are confident that they feel safe and that someone is always on hand to help. Very sensitive support is offered to pupils whose parents and carers are deployed abroad. Similarly, well thought through arrangements for welcoming new pupils ensure they settle quickly into their new environment.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

This very caring, safe and supportive school, which is underpinned by Christian values, mirrors the commitment of everyone to promote good achievement. A good emphasis is placed on the inclusion of all pupils in everything the school has to offer. Pupil's welfare and the continual encouragement of their participation are kept in firm view. Efforts to promote equality of opportunity help to bring about improved achievement. Their successes are evident in areas such as mathematics and in writing between Years 3 and 6. Even so, there remains more to do to accelerate the progress of children in the Early Years Foundation Stage. Safeguarding procedures, particularly the arrangements to ensure all staff and governors are well trained, are good. Parents and carers overwhelmingly agree that the school keeps their children safe.

Leaders forge effective partnerships with parents and carers and others beyond school. By working together, staff, parents and carers, and external support agencies for example, ensure that the needs of pupils with special educational needs and/or disabilities are well met. Fundraising efforts of parents and carers are highly valued, which often helps to extend opportunities for pupils to go on trips.

Governors make an effective contribution. They, in conjunction with staff, proactively search for examples of good practice in other schools and new educational developments which, in turn, they share and help to implement within school. Their understanding of the evaluation of pupils' progress is now developing at a good rate.

The school makes a satisfactory contribution to community cohesion. It has a clear understanding of its context. Opportunities for pupils to learn about different cultures around the world have recently been extended within the curriculum. Even so, extending opportunities for pupils to engage with ethnically diverse groups further afield is rightly identified as an improvement priority.

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*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
<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>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>2</b>

## **Early Years Foundation Stage**

Learning gets off to a steady start and children make satisfactory progress from their widely varying starting points. Warm and caring relationships between adults and children, along with a bright and welcoming learning environment ensure that children feel happy and safe. Good attention is given to meeting the welfare needs of children. Children's personal, social and emotional development is good. They quickly learn to behave very well, reflecting the continual encouragement from staff, along with the excellent role models from working alongside their older classmates. Staff provide a range of interesting and practical activities. Children show their enthusiasm for learning, for example, when watching the behaviour of 'mini beasts' in various habitats and in taking home 'homework bags'. Staff collect appropriate information about children's small steps in achievement. However, they do not always use this effectively to plan and provide activities that match precisely children's varying learning needs. Similarly, opportunities to assess children's skills, knowledge, and understanding are sometimes overlooked because it is not always clear how the activities provided are intended to extend their learning. Leadership and management are satisfactory. Since the previous inspection, leaders have successfully extended the opportunities for children to learn through self chosen tasks and to learn outdoors. However, these improvements are yet to manifest in accelerating children's progress to a consistently good rate.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Parents and carers who returned questionnaires and those that talked with the inspector expressed their overwhelming support for all aspects of the schools' work. They highly value the 'individual attention that their children receive' resulting from the very small class sizes. They acknowledge that the 'extensive' variety of after-school activities on offer reflects the commitment and dedication of all the staff. Parents and carers of children with special educational needs and/or difficulties and those whose children join the school partway through their primary education particularly value the good level of care offered so that their children settle in quickly and achieve well.

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

Ofsted invited all the registered parents and carers of pupils registered at Hackforth and Hornby 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 inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 24 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	85	2	15	0	0	0	0
The school keeps my child safe	12	92	1	8	0	0	0	0
My school informs me about my child's progress	12	92	1	8	0	0	0	0
My child is making enough progress at this school	12	92	1	8	0	0	0	0
The teaching is good at this school	12	92	1	8	0	0	0	0
The school helps me to support my child's learning	12	92	1	8	0	0	0	0
The school helps my child to have a healthy lifestyle	10	77	3	23	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)	10	77	3	23	0	0	0	0
The school meets my child's particular needs	12	92	1	8	0	0	0	0
The school deals effectively with unacceptable behaviour	8	62	5	38	0	0	0	0
The school takes account of my suggestions and concerns	10	77	3	23	0	0	0	0
The school is led and managed effectively	11	85	2	15	0	0	0	0
Overall, I am happy with my child's experience at this school	12	92	1	8	0	0	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	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.**



24 November 2010

Dear Pupils

**Inspection of Hackforth and Hornby Church of England Primary School, Bedale, DL8 1PE**

Thank you for the very warm and friendly welcome you gave me when I visited your school. I really enjoyed being part of your school community. You go to a good school. By Year 6, your attainment is usually similar to that expected for your age and you make good progress. I was particularly pleased to:

- see your excellent behaviour in lessons, around school and when working alongside visitors. You encourage one another to behave really well too
- see how much you enjoy learning, especially when older pupils complete the 'minute maths' calculation challenges and the younger pupils watch the 'mini beasts' in their various habitats
- find out how much you know about how you can keep yourself healthy. The new running club is obviously a very popular new addition to the already good range of clubs that you can attend
- hear how quickly you settle in when you join from another school.

I have asked that some improvements be made. These are to make sure that:

- your progress speeds up in the Reception year so that it is good
- your attainment in writing improves by giving you more chances to practise your skills and making sure you are all clear about what you need to do to reach your targets
- adults improve how they check on your progress and make sure that you all learn equally well.

You can help by always checking what you still have to do to reach your learning targets and by making sure that you tell your teacher if you find your work too easy.

I send my very best wishes to you all for a bright and successful future.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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