

Hovingham Church of England Voluntary Controlled Primary School

Main Street, Hovingham, York, North Yorkshire YO62 4LF

Inspection dates

10–11 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching has not been consistently good enough over time. Teachers' expectations are at times too low and work is not always well matched to pupils' needs.
- Pupils are not making good progress and too many pupils are attaining below the expected standard for their age in writing and mathematics.
- The quality of teaching in the early years provision is variable and learning opportunities are not always maximised for the youngest children.
- Leaders have not taken robust actions to promptly address falling progress rates, particularly in mathematics.
- Subject leaders do not have a clear enough overview of the strengths and weaknesses in pupils' learning across the school.
- The governing body is committed and highly supportive of the school. However, it does not fully check and challenge aspects of the school's work, particularly the rate of pupils' progress over time.

The school has the following strengths

- The recently appointed headteacher has made a positive start in reviewing the school's core values, assessment systems and the quality of teaching.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development. Pupils feel safe, behave responsibly and cooperate well together.
- Phonics (the sounds that letters make) and reading is taught well, which means that most pupils attain at a similar level to other pupils nationally.
- A wide range of curricular opportunities both during and after school enrich learning. This enhances pupils' knowledge, skills and interests.

Full report

What does the school need to do to improve further?

- Accelerate pupils' progress in writing and mathematics by:
 - improving the quality of teaching so that it becomes consistently good or better
 - ensuring that teachers' expectations of what pupils can achieve are consistently high for all pupils
 - embedding and developing the recently introduced marking systems to help pupils move their learning forward promptly and close the existing gaps in learning
 - using the pupils' attainment information in the school's new tracking system to plan teaching that is well matched to pupils' needs and abilities and which will move them quickly to at least the expected standard for their age.
- Increase the impact of leadership and management and accelerate the rate at which the school improves by:
 - developing the skills of the early years leader and mathematics and English subject leaders so that they can check the impact of teaching in their areas of responsibility, and ensure these leaders contribute more fully to school improvement
 - sharpening school improvement planning to ensure that the plan drives improvement, is implemented promptly and the measures of success are well linked to pupils' progress and the quality of teaching
 - improving governors' level of challenge to school leaders, particularly in relation to pupils' progress over time, through greater understanding of the school improvement process.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Key actions to address the school's priorities are identified in the school development plan. However, there is not sufficient clarity regarding leadership responsibilities, including the role of governors and the timescales and milestones for meeting school priorities. How leaders will check impact, specifically on pupils' outcomes, is not precise enough.
- The early years leader and English subject leader are new to these roles. Their knowledge of improvement priorities is limited to the areas in school where they teach. This is because they have not yet checked on the quality of teaching and pupils' progress information beyond their own class.
- The recently appointed headteacher is working effectively to create a shared ethos based upon agreed core values through consultation with pupils, staff and governors. Parents appreciate the steps he has taken to further develop communications and parents' satisfaction with the school is very strong.
- The headteacher has quickly identified the necessary actions needed to address the required improvements in pupils' progress and attainment. He has introduced systems to improve the impact of marking, more accurate pupil assessment and improved pupil tracking. It is too early to judge the impact of these upon pupils' outcomes.
- The mechanism to manage staff performance in relation to teaching is in place and teachers' objectives are generally well matched to the school improvement priorities. The headteacher has high aspirations for teaching and pupils' progress. He has begun to check on teaching and learning and provided useful feedback to teachers.
- The curriculum is well planned to meet pupils' interests and to provide a rolling programme of topics which cover the requirements of the National Curriculum. Creative timetabling across both schools in the federation has enabled pupils to come together to access use of specialist teaching in subjects such as French and music. Visits and visitors are very well used to enrich the curriculum and to broaden pupils' horizons. For example, a visiting drama group presentation, 'The Song of Leviathan', totally engaged pupils, developed their cultural understanding and provided a key stimulus for their writing.
- The special educational needs coordinator works across both of the federated schools. She works effectively with staff and parents to organise the provision for pupils with special educational needs. She has an accurate view of what still needs to be done for these pupils. This means that the pupils with special educational needs are provided with the required support to be successful in school.
- Pupil premium funding is used to finance a range of appropriate provision. The impact of the funding is appropriately reported for parents on the school's website. School leaders' analysis of the impact of this funding for specific pupils is a weaker element of the work to support disadvantaged pupils.
- Additional funding from the government to promote sport and increase physical activity is being used successfully to provide specialist physical education teaching, increase pupils' participation in competitive sport and provide a more extensive range of after-school sports clubs.
- **The governance of the school**
 - The governing body has changed since the last inspection. Governors now work across the two federated schools. They are very supportive of the school but have not provided enough challenge to the school leaders over time in relation to driving up standards. Governors have been overly reliant upon information presented to them and not provided sufficient challenge to leaders in relation to pupils' progress and attainment. Recent actions, such as training on understanding school data and linking governors to key areas of the curriculum, are improving their knowledge of pupils' progress.
 - Governors manage school staffing effectively, for example the appointment and leadership transition arrangements for the new headteacher.
- The arrangements for safeguarding are effective. Checks are made to ensure that those working with pupils are appropriate adults. The governing body has recently reviewed and updated the child protection policy to bring it in line with the most current statutory regulations. A selection of governors, as well as the headteacher, have received training on the Prevent duty. As a result, they are more aware of the risks to children from extremism and radicalisation. While the day-to-day safeguarding practice is effective, the school's systems for recording instances of poor behaviour, bullying or other incidents are not sufficiently refined.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is inconsistent, especially in writing and mathematics. As a result, too few pupils make good progress in these subjects.
- Where teaching is less effective, teachers' expectations are too low in relation to what pupils can achieve and sometimes pupils spend too much time completing work which they have already mastered. This limits the depth and breadth of learning.
- Where teachers plan effectively for the complexities of mixed-aged classes, which span over three or four year groups, they match work closely to pupils' learning needs, make effective use of practical resources and adapt teaching during lessons based on ongoing assessments. This has a positive impact on pupils' learning and attitudes to work.
- In some classes, teaching assistants are not deployed to make a positive enough effect upon pupils' learning. Where teaching assistants have clear guidance of what their role is in lessons, they have a far greater impact on pupils' engagement and learning.
- A new approach to marking has just been adopted by the school. Pupils' books demonstrate that teachers are already using this as part of their feedback. Discussions with older pupils show that they understand how this new form of marking can help them to improve their work. This approach is at a very early stage of implementation and needs careful monitoring to ensure it achieves its intended impact upon accelerating learning.
- Improvements have been made to assessment arrangements. Regular assessments, better linked to the National Curriculum, have established a more accurate baseline of current pupils' attainment to assist teachers' planning. This is also enabling leaders to monitor progress more effectively. For example, the English subject leader was able to analyse current Key Stage 2 pupils' writing attainment, which resulted in gaps in learning being identified.
- Phonics teaching is well structured and carefully matched to pupils' needs. This ensures that younger pupils develop the skills required for developing their early reading skills. Younger pupils' reading records illustrate the support that parents provide with reinforcing reading development at home.
- Pupils benefit from a range of homework that is linked to mathematics, spelling, reading and other school topics. Discussions with older pupils demonstrate that they value the learning that homework brings.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The development of pupils' spiritual, moral, social and cultural development is a strength of the school. Opportunities to develop compassion and consideration for the needs of others are embedded in the curriculum and through assemblies. Older pupils have the opportunity to complete journals which encourage pupils' reflective thinking.
- Pupils understand what it means to be an active, responsible citizen. This is because they have opportunities to participate in community events, such as the local farmers' market, and in charity giving, for example the Christmas box appeal.
- Pupils are proud of their achievements. 'My space' displays in classrooms encourage pupils to evaluate their learning and identify where they are making progress. A younger pupil was very proud of his improved phonics work, and he was eager to share this with the headteacher during the inspection.
- Older pupils are self-confident and prepared to put forward their views in a respectful and thoughtful way. This is because they are taught how to listen carefully to the views of others and present their own view in a very constructive way. This was evidenced when pupils were engaging in a class debate on the Mayans; pupils could present well-formed arguments on whether this culture was brutal or civilised.
- Pupils feel safe and valued as members of the school community. They know how to keep themselves safe, including when online. The school provides regular instruction about online safety. Pupils, parents and staff all agree that the school is a safe place to learn.

Behaviour

- The behaviour of pupils is good. Pupils work and cooperate well together in lessons and are keen to help

each other learn. Parents and pupils are very positive about behaviour at the school.

- Pupils report that incidents of poor behaviour are rare and that there is no bullying. They are confident that staff will promptly deal with any misbehaviour or bullying should it occur. The school's own records of contact with parents regarding behaviour show that this is dealt with in a structured way, and that incidents of poor behaviour are rare.
- Behaviour at lunchtimes and playtimes is generally good. Older pupils take responsible roles, such as sports leaders, to encourage younger pupils to be involved with organised games.
- Rates of attendance are close to the national average. Pupils are keen to come to school and know that regular attendance and good punctuality support their learning.
- On occasions, where the teacher's expectations of behaviour are not high enough or the work is not sufficiently well matched to pupils' needs, a small minority of pupils sometimes do not meet the school's high expectations for good behaviour.

Outcomes for pupils

require improvement

- Across the school, many pupils are not working at the expected standard for their age in writing and mathematics. This is because progress from pupils' starting points has not been good enough over time.
- Pupils' progress in mathematics from across Key Stage 2 has declined over the last three years and in 2015 progress in mathematics was significantly below the national average. The school's progress information shows that a number of current pupils are working below the standard expected for their age.
- Writing progress and attainment by the end of Year 6 improved in 2015. However, the school's analysis of writing attainment for current pupils shows a number of Key Stage 2 pupils working at standards below that expected for their age.
- The most-able pupils are not achieving as well as they should be in writing and mathematics. This is because teaching does not typically challenge them to make better than expected progress.
- There are very few pupils in school who are disadvantaged. This is also the case for pupils with special educational needs. The school has analysed the progress of these pupils carefully as individuals. These detailed analyses of pupils' specific learning needs show that appropriate support, including working with outside agencies where necessary, has been put in place. This has had a positive impact and overall these pupils are making at least expected progress.
- Pupils' progress in reading from Key Stage 1 to Key Stage 2 is generally broadly in line with or just above the national average. In 2015, reading attainment by the end of Year 6 was above the national average.
- Pupils achieve well in the Year 1 phonics (the sounds that letters make) screen. In the last two years, the school's results have been close to or above the national averages.

Early years provision

requires improvement

- Children enter the early years in the Reception class with skills and abilities which are typical for their age. Over the last two years, the majority of children have reached a good level of development and are well prepared to start Year 1.
- The quality of teaching is variable. At its strongest, staff make good use of children's assessments to plan learning and children work purposefully, during both adult-led and independent learning activities. In these sessions, the teacher and the teaching assistant have clear roles, have high expectations for children's behaviour and use questioning effectively to develop children's learning.
- On some occasions, there is insufficient focus during child-selected activities, adults do not intervene appropriately to move children's learning forward and expectations for behaviour are not high enough. On other occasions, the development of children's greater independence, such as fetching an apron for painting activities, is not reinforced.
- Learning in the outdoor environment is sometimes well thought-through, with relevant opportunities for independent child-led learning. For example, in a session linked to number work, children developed their counting skills with an adult and then chose from a range of self-selected activities to reinforce the teaching of number.
- At times the opportunities to maximise the learning in the outdoors are missed and children are engaged

in low-level learning activities. This area for improvement, combined with others, is resulting in too few children making more than expected progress.

- Senior leaders have not ensured that the early years leader has set clear priorities to improve this quality of this provision. Although the early years leader has started to analyse assessment information relating to children's progress, she has not had the opportunity to review early years practice by other staff beyond her own classroom.
- The care and support for Reception children is well managed. They have settled well into school and relate well with one another, and also to the older pupils in their class.
- Partnerships with other providers are effective. The early years leader visits the pupils at their previous nurseries and this ensures a smooth transition into the Reception class. Parents are actively engaged in contributing to their children's learning journals, enabling children's progress at home and at school to be recorded. The school makes appropriate contacts with external agencies if children are identified as requiring additional support.
- There are no disadvantaged children eligible for additional funding in the early years.

School details

Unique reference number	121500
Local authority	North Yorkshire County Council
Inspection number	10000585

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mark Wilson
Headteacher	James Pynn
Telephone number	01653 628358
Website	www.hovingham.n-yorks.sch.uk
Email address	admin@hovingham.n-yorks.sch.uk
Date of previous inspection	26–27 March 2012

Information about this school

- The school is much smaller than the average-sized primary school.
- There are two classes: Class 1 with Reception to Year 2 pupils, Class 2 with Year 3 to Year 6 pupils.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is the funding the school receives for pupils known to be eligible for free school meals and those looked after by the local authority.
- All pupils are White British.
- The proportion of pupils with special educational needs is average. There are no disabled pupils or any with a statement of special educational needs or EHCP (Education Health and Care plan).
- Since the previous inspection, a new headteacher and new leaders for English and the early years have been appointed.
- In April 2015, the school entered into a federation with St Hilda's Church of England Voluntary Controlled Primary School. Both schools share a governing body and headteacher.

Information about this inspection

- The inspector observed an act of collective worship in addition to a range of lessons and part lessons from both classes. The headteacher joined the inspector for most of the observations in lessons.
- The inspector observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspector observed pupils in the playground and during lunchtime.
- The inspector scrutinised pupils' work in their books and in the learning journals of children in the early years. The headteacher joined the inspector for the scrutiny of the mathematics books.
- The inspector held meetings with the headteacher and teachers responsible for leading English and early years. Telephone meetings were completed with the mathematics subject leader and the special educational needs coordinator. The inspector met with a group of governors, including the Chair of the Governing Body. The inspector also met with a representative from York Diocese and held a telephone meeting with a representative from the local authority.
- A group of Key Stage 2 pupils discussed their opinions about the school, their attitudes and their learning with the inspector. The inspector listened to three Key Stage 1 pupils read.
- Inspectors took account of the responses on Ofsted's online parent survey, Parent View. The inspector held discussions with parents at the start of the school day on day one.
- The inspector considered the online staff questionnaire and pupil questionnaire responses received.
- The inspector observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, pupils' achievement information, the school's evaluation of its own performance and development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

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