

Hook Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118029
Local Authority	East Riding of Yorkshire
Inspection number	326744
Inspection date	22 May 2009
Reporting inspector	Joe Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Pamela Bell
Headteacher	Mrs Janet Huscroft
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Garth Lane Hook Goole East Yorkshire DN14 5NW

Age group	4–11
Inspection date	22 May 2009
Inspection number	326744

Telephone number
Fax number

01405 762576
01405 762576

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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- How well pupils, not designated as pupils with learning difficulties and/or disabilities, achieved in their national tests at the end of Year 6 in 2008.
- Why boys' assessments at the end of Year 2 in 2008 were significantly lower than those of girls.
- How well pupils throughout the school are currently making progress.

Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report. Evidence was collected from discussions with the headteacher, teachers, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled and documentation scrutinised.

Description of the school

This school is slightly smaller than most primary schools. It draws its pupils from an increasingly wide geographical area. Girls outnumber boys. Most pupils who join the school in the Early Years Foundation Stage (Reception Year) have benefited from nursery education. The proportion of pupils with learning difficulties and/or disabilities is average. The proportion of pupils eligible for free school meals is below average. The vast majority of children are from White British backgrounds and all speak English as their first language. Pupils come from a fairly even mix of advantaged and disadvantaged backgrounds. The school has achieved several awards including Healthy Schools, Anti-Bullying, Inclusion (Gold), as well as the Basic Skills Quality Mark and the Activemark. There is a pre-school playgroup on site, which is run by a private provider and did not form part of this inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school; as one parent put it and echoing the sentiments of many, 'A lovely school providing an excellent quality of education.' The confidence shown by parents in the school is not misplaced, for the school gives excellent value for money.

When pupils join the school in Reception, their levels of attainment are broadly typical for their age, except in early numeracy, reading and writing skills, where they are lower. When they leave at the end of Year 6, their standards in English, mathematics and science are significantly above average, confirmed in the 2008 national tests at the end of Year 6. Inspection evidence confirmed the school's own assessment that the achievement of all groups of pupils, including those with learning difficulties and/or disabilities, who took their national tests at the end of Year 6 was outstanding. In teacher assessments at the end of Year 2 in 2008, boys' standards were well below average, unlike girls', which were average. Whether this was due to prior attainment or other reasons was an inspection focus. Inspection evidence indicated that boys' standards were lower than girls partly because of prior attainment, but also because staffing difficulties in Year 2 had had a disruptive effect on boys' progress. These difficulties have now been resolved and boys are making the same excellent progress as girls. Pupils' achievement in 2008 by the end of Year 6 was in the top 2% of schools nationally. Another issue for the inspection was current progress. Evidence shows that pupils are currently making outstanding progress and achieving standards that are significantly above average. The exception is in information and communication technology (ICT) where standards are average overall but weaker in data handling and control than in other aspects.

Pupils achieve and learn so well because of the excellent teaching they receive, the outstanding attitudes they bring to their work and the innovative and exciting curriculum which pupils say makes their learning enjoyable. Pupils are encouraged to think for themselves, work independently of the teachers and develop habits of research and investigation which are transferable across all areas of learning. Excellent planning ensures that learning proceeds at a brisk pace and at a level of challenge appropriate for the different ability groups in the class. Pupils find the activities they are engaged in and the tasks they are set absorbing and often exciting. For example, Year 6 spoke enthusiastically about their 'Flights of Fancy' activity which featured a flight in a glider. Relationships throughout the school are excellent, providing encouragement and support to pupils' personal development and academic progress. The outstanding curriculum, which has been recognised nationally as an excellent example of innovation leading to high achievement, effectively supports teachers in finding the best methods to help pupils learn.

Teaching and learning are able to flourish because pupils want to learn. They enjoy coming to school, where their attendance is above average. They throw themselves wholeheartedly into the life of the school, taking full advantage of the excellent range of enrichment activities the school provides, both through visitors to the school and trips out to places which support their learning, for example, the steam train visit to Pickering where they simulated what it felt like to be evacuated during the Second World War. Attitudes and behaviour are excellent both in and out of lessons. Exclusions are unheard of. Pupils make an outstanding contribution to the school community, through, for example, their willingness to take on responsibility as school councillors or monitors of various kinds. Inspectors were impressed by the mature and considerate manner in which Year 6 dinner-table monitors helped younger pupils serve and eat their meals. Pupils talk knowledgeably about the benefits of healthy eating and taking regular exercise. They

are well prepared for the next stage of their education, leaving school with very high standards in English and mathematics, though only average standards in ICT. Pupils' spiritual, moral, social and cultural development is outstanding, particularly their spiritual development, enhanced by links with the local church and effectively encouraged in school assemblies. On the yard, pupils play cheerfully and enthusiastically with an excellent range of equipment and resources as well as an easily accessible role-play area. They say there is no bullying, and that they feel safe in school. This is not surprising given the exceptionally high quality of pastoral care they receive. Safeguarding systems fully comply with recent legislation.

The outstanding leadership and management of the school is the key to its success. Through her outstanding leadership, the headteacher provides the inspiration. There is a clear vision, well articulated, of a school where pupils' achievement both academic and personal is paramount. Senior and middle leaders give excellent support. The school knows itself very well and the priorities for improvement are the right ones. Links with the community, especially the church community, are excellent. Community cohesion is outstanding. For example, a recent visit to a local community centre in Bradford helped broaden understanding of other cultures. Governance is outstanding in its procedures for supporting and challenging the school, but also in governors' active involvement in children's learning. ICT resources are currently being reviewed and updated to ensure standards in ICT match the very high standards in other core subjects. The school gives excellent value for money. Issues from the previous inspection have been successfully tackled and the capacity for further improvement is outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get an excellent start to their education. They enter the Reception class with skills and abilities which are broadly in line with those expected for children of their age in most areas of learning except in reading, writing and number which, for a significant minority of children, is below expectations. Excellent induction and welfare arrangements help children to settle and thrive in the warm, caring and supportive environment. Consequently, they develop into confident, happy children, eager to try out new things. Relationships are excellent and engender confidence and a love of learning. Teaching is outstanding with an excellent balance between activities where children discover things for themselves and those where they work with an adult. This is supported by an excellent curriculum which is matched well to pupils' needs and interests. It excites children's imaginations and encourages them to want to learn. As a result, children make excellent progress in all areas of learning irrespective of their starting points and enter Year 1 with above average attainment. The free flow use of the well planned and exciting indoor and outdoor accommodation is excellent, exemplifying the school's successful emphasis on the development of independence in selecting and carrying out activities. Children's behaviour is outstanding. Assessment procedures are rigorous, providing accurate information to support planning, extend children's learning and identify appropriate intervention strategies for children with learning difficulties and/or disabilities. Outstanding leadership and excellent teamwork provide a vibrant and exciting learning environment in which all children are valued.

What the school should do to improve further

- Improve standards and resources in ICT.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 May 2009

Dear Pupils

Inspection of Hook Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, DN14 5NW

Thank you so much for the very warm welcome you gave us when we inspected your school recently. We really appreciated the help you gave us and the interesting and exciting things you told us about your school. It was a pleasure to talk to you and a privilege to be present at your assembly and listen to Class 4 read their own 'We are the same...' poem.

We think you attend an outstanding school where your own contribution to its success is huge. We think you are exceptionally polite and pleasant children whose behaviour is outstanding. You told us there was no bullying in school and how well everyone got on together. It is good to see that your attendance is above that of most other schools. You are doing so well because of your own excellent attitudes to your work, as well as the exceptional teachers you have who work hard to make the lessons interesting and enjoyable. You love coming to school. It was great to hear you tell us how much you enjoy the school curriculum and how every day brings new and exciting activities to enjoy. You are set very high targets and your results at the end of Year 6 are much better than in most other schools. You make excellent progress.

Of course, none of this would be possible were it not for the exceptional way in which your school is led and managed. Your headteacher and all the adults in the school take excellent care of you.

So well done and keep up the good work. Maintain those exceptionally high standards in English and mathematics but don't forget how important ICT is to your future success. I think you could achieve higher standards in ICT and have asked the school to help you to do this. It is already planning how to improve the number and quality of computers available for your use.

Thank you once again for all your help and good luck for the future.

Yours faithfully

Joe Clark

Lead inspector