

Husthwaite Church of England Voluntary Controlled Primary School

Low Street, Husthwaite, York, North Yorkshire YO61 4QA

Inspection dates

5–6 February 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
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

- Over time, pupils' progress has not been good in reading, writing, mathematics and a range of other subjects.
- Assessment of pupils' work is not used well enough to set work that challenges pupils to make consistently good progress.
- Teachers do not manage the work of teaching assistants sufficiently well to ensure that pupils make consistently good progress.
- The quality of questioning varies and is not used frequently to deepen pupils' learning.
- There are too few opportunities for pupils to write at length and deepen their learning across a wide range of subjects.
- In early years, 'next steps' in children's learning are not used to provide increased challenge for children. The outdoor area does not promote reading, writing and mathematics well.

The school has the following strengths

- The headteacher and governors have high expectations of staff and pupils. Their actions are improving teaching.
- The curriculum offers a wide range of interesting activities. Pupils have positive attitudes to learning and are keen to attend school.
- Pupils have a good understanding of life in modern Britain. Their spiritual, moral, social and cultural understanding is strong.
- Pupils say that they are safe in school. Staff and parents wholeheartedly agree that children are safe.
- Parents and carers are highly supportive of the school. They know their views are listened to and that leaders' work is improving their children's achievements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to ensure good progress for pupils by making sure that:
 - assessment is used skilfully to plan challenging work for all groups of pupils, especially middle-ability pupils
 - skilful questioning is used consistently well to deepen pupils' understanding of what is being learned
 - the work of teaching assistants is managed well and checked to ensure that pupils make good progress
 - pupils write extensively across a wide range of subjects to deepen their learning.
- Improve the provision in early years by ensuring that:
 - children's 'next steps' in learning are used consistently by adults to accelerate children's progress
 - greater opportunities are provided for children to develop their reading, writing and mathematical skills in the outdoor area.
- Increase the effectiveness of middle leaders by ensuring that teaching is at least consistently good and leads to good outcomes for pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and governors have an unwavering commitment to provide the best education for pupils. Leaders and governors are passionate about pupils' achievement and personal development. They have developed a strong sense of purpose among all the staff to ensure that pupils' personal development, behaviour and welfare is good and achievement is improving.
- Leaders, including middle leaders, have an accurate view of the school. They know what is working well and their plans for improvement correctly identify the main priorities for the school. There are clear signs of improvement in teaching but it is not consistently good.
- Staff are clear about the school's priorities and are supporting leaders in improving the school. Consequently, in a short period of time, they have successfully addressed most of the 'next steps' identified at the previous short inspection of the school.
- Professional development has been used astutely to make sure that middle leaders make a positive contribution to school improvement. The headteacher has provided opportunities for middle leaders and teachers to see best practice in a range of good or better schools. She has used best practice across the federation to support teachers and strengthen middle leadership, for example in early years and science. Middle leaders are developing their skills and contributing to school improvement.
- Secure systems for checking the progress of all groups of pupils have been established. They are informing leaders accurately about the attainment and progress of pupils. This is enabling middle and senior leaders to tackle any underachievement and to identify bespoke support for individual pupils. Currently, pupils' progress and the quality of teaching are not consistently good.
- Pupils study a wide range of subjects and have a good range of additional activities to broaden their experiences. Spiritual, moral, social and cultural experiences are integrated well into the curriculum. All pupils are given opportunities to play a musical instrument, the school celebrates National Poetry Day and has a visiting poet to stimulate pupils' learning. Pupils celebrate religious festivals, learn about world religions and engage in a faith week and a performing arts week. Parents say that since the school has become part of a federation their children's opportunities for educational trips and residential activities have increased.
- Leaders have linked British values to the school's Christian values. This provides pupils with a deep understanding of what it means to be a good citizen in modern Britain.
- Extra funding to support the development of physical education and sport is used very well. Pupils take part in competitive sport against other schools, including the other school in the federation. Pupils say, 'Everyone does a lot of sport'. Leaders have used the funding to provide specialist sports coaching and broaden pupils' experiences by providing archery sessions, fun runs, yoga, cricket and multi-skills activities.
- Additional funding to support disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is used effectively. It is used to make sure that all

pupils can engage fully in all school activities. This shows a good commitment to equality of opportunity for all. Bespoke plans identify the needs of each pupil. Suitable support and interventions are put in place and progress is improving for these pupils.

- Parents are exceptionally positive about the work of the school. They are confident that since her appointment, the headteacher has made positive changes to improve the school. Parents are kept well informed about the work of the school through regular meeting, events and a weekly newsletter. Their views are taken into account, resulting in a new parent teachers association being established. The school takes many opportunities to engage with the local community.
- The local authority and the diocese are supporting the school well. The local authority has reviewed governance, assisted the school in its improvement planning and provided some additional funding to support improvement. The diocese has used its expertise in governor training to strengthen the work of governors. The local authority has brokered support for middle leader training, and this is supporting leaders well.

Governance of the school

- Over time there have been considerable changes to the governing body. The governing body is very ambitious for the pupils. Governors commissioned a review of governance by the local authority and a review of the pupil premium spending. They have used the reviews to increase their effectiveness. Governors have undertaken a wide range of training from the diocese to sharpen their skills and this has supported them very well. When new governors join, they have structured induction and bespoke training to help them to contribute quickly to governance.
- Governors have wide-ranging skills, some in education and business. They use their skills well to check the finances of the school. Governors are clear about how the additional government funding, including the pupil premium funding, is spent and the effect it is having on learning and pupils' personal development, behaviour and welfare.
- Independent reports from the local authority and the diocese as well as accurate reporting from the headteacher, helps governors establish an accurate view of the school. The new system for tracking pupils' progress helps governors to challenge leaders, including subject leaders, thoroughly about the performance of all groups of pupils.
- Governors visit the school regularly and have a thorough understanding of its strengths and what needs improving. The work of the governing body is making a good contribution to the leadership of the school.

Safeguarding

- The arrangements for safeguarding are effective. High-quality systems ensure that pupils, including the most vulnerable, are safe and protected from harm. There is a clear ethos across the school that sets the safety of pupils as a high priority. Safeguarding records are of high quality and clearly indicate the school's commitment to keep all pupils safe. Parents and staff are exceptionally confident that children are safe and well looked after in school.

- Child protection training for staff means that they are knowledgeable and up to date in terms of the most recent guidance and legislation. Staff are vigilant and know what to do, should they have any concerns about children's welfare. The school works appropriately with external agencies and engages with parents well. Governors make sure that all adults on the school site are checked to confirm they are suitable to work with children. The school keeps a detailed record of these checks.

Quality of teaching, learning and assessment

Requires improvement

- Over time, many changes have taken place in staffing and the overall quality of teaching has not been good. Leadership has stabilised staffing and focused on making sure it is improving. While the quality of teaching is improving, variability exists, and it is not consistently good. Consequently, the quality of teaching requires improvement.
- Leaders have arranged training and support for teachers to improve the teaching of phonics, reading, writing and mathematics. However, as this has been fairly recent, inconsistencies still remain in teaching. The inspector's analysis of pupils' work shows improvements in teaching and the quality of work being produced, but this is not consistent across and between classes.
- Leaders have been successful in making sure that teachers' assessments of pupils' work are accurate. However, assessment information is not used well enough to plan learning that matches pupils' abilities and meets their needs. Subject leaders have not made sure that work set is consistently well planned and structured to challenge pupils effectively and support good learning. For example, work in mathematics has not been pitched at the right level of challenge for pupils to make good progress. 'Hot, sizzling, and scorching' challenge questions are used in mathematics and these are used well by the most able pupils. Pupils told the inspector that sometimes their work is too easy in the subjects they are studying, and this was also noted from their work.
- There are times when skilful questioning is used to check pupils' understanding and engage them well. However, questioning is not used consistently to probe and deepen pupils' understanding. As a result, learning is not developing at a good pace and in sufficient depth for pupils, particularly for middle-ability pupils.
- At times, teaching assistants support pupils' well and make a good contribution to learning. However, teachers are not checking the work of teaching assistants well enough and organising the work of their assistants to maximise learning for pupils. Pupils behave well for teaching assistants and are keen to complete work.
- An analysis of pupils' work showed the correct use of English grammar, punctuation and spelling to be improving. This is contributing to pupils' effective writing skills. There is some good work, including pupils' work in science, that is extending pupils' vocabulary. There are some good opportunities to write at length, but these are not frequent enough in English and in other subjects to deepen pupils' learning.
- Teachers plan interesting tasks that engage pupils well. There are good opportunities for pupils to learn about different cultures in Britain and around the world. Interesting work in history and English was seen and linked to a Yorkshire castle. Good learning was noted in French, where pupils were challenged well and developing good

translation skills. Leaders have identified that more has to be done to develop the teaching of scientific enquiry.

- Good relationships and mutual respect exist between pupils and adults. This helps lessons flow smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and listen to each other's points of view. They treat each other and adults with respect. They are welcoming to visitors and confident in engaging in discussions. They hold doors open for adults and are well-mannered.
- Pupils who spoke to the inspector said they enjoy school and feel safe. They understand how to use the internet safely. Pupils understand what to do should a stranger try to contact them using the internet. To help them keep safe, pupils take part in road safety training and learn how to ride a bike safely. Pupils attending breakfast and after-school clubs enjoy the activities available to them. They are well cared for and kept safe.
- Pupils are proud of their school and enjoy the many additional activities such as sport and the school's film club. Pupils know that if they have any worries, anxieties or concerns, staff will support them. They said, 'There is no bullying' and knew that, should it occur, staff would be swift to deal with it.
- Leaders promote British values very well indeed. Pupils gain merits and rewards for showing tolerance, respect and helping with activities in the school community and the wider community. Consequently, pupils treat each other with dignity and are developing a very clear understanding of what it means to be a good citizen.
- There are good opportunities for pupils to take on leadership roles, such as school councillors or shopkeepers in the school's shop. Pupils vote for the school councillors and use ballot boxes to post their vote. This is a good example of how pupils learn about democracy. The school council arranges events for pupils such as talent shows, baking contests and discos. At lunchtime, older pupils enjoy serving lunch to younger pupils in a 'family dining' environment.
- Pupils are keen to support charities, selling poppies and collecting at harvest time to support children's education in India.
- Pupils' attitudes to learning are good. Since the previous inspection, leaders have strengthened teachers' expectations of pupils' presentation of work. This has supported improvements in pupils' presentation, which is good overall. Occasionally, pride in work slips when pupils' work is not checked swiftly enough.

Behaviour

- The behaviour of pupils is good.

- Pupils are very clear about what is expected of them in the classroom and around school. They conduct themselves well around school and behaviour is good in lessons. Occasionally, a few pupils lose concentration in lessons and do not engage as well as they ought. This occurs when the pace of learning slows. However, they do not interrupt others.
- At lunchtime and breaktime, pupils of all ages play exceptionally well together, and no one is left out. They are very active and use the spacious play areas including the 'willow hide' to enjoy themselves. Pupil said they enjoy sport and their school teams are 'pretty good, but we don't always win'. Pupils take every opportunity at break and lunchtime to skip, use hula hoops and play football.
- Parents support the school by making sure that their children are punctual and attend well. Leaders have worked closely with parents to make sure that pupils' attendance has increased and is well above average. The headteacher has not needed to exclude any pupil from school since her appointment because behaviour across the school is consistently good.
- The school is a calm and purposeful place. It is free from litter because pupils take care of their school environment.
- Almost all parents and staff believe that behaviour is good.

Outcomes for pupils

Requires improvement

- Overall, pupils are making average progress but not enough are making better than average progress. Consequently, outcomes for pupils require improvement.
- This is an exceptionally small school with very few pupils. Consequently, comparisons between published information and school outcomes are not meaningful.
- The inspector checked a wide range of pupils' work as well as teachers' and leaders' assessments of pupils' reading, writing and mathematical skills. It is clear that across key stage 1 and 2, there is some good progress being made by pupils in each subject. However, not enough pupils are making strong progress from their typical and above-typical starting points, particularly middle-ability pupils.
- An analysis of current pupils' work showed that the quality of pupils' English grammar, punctuation and spelling is improving. Leaders and teachers have focused well on introducing good routines for teaching this aspect of learning.
- The very small number of disadvantaged pupils make similar progress to their peers. Even so, they are not generally challenged sufficiently to enable them to catch up with other pupils nationally. Leaders have recognised this and have provided clear guidance to staff about how to overcome barriers to learning for these pupils. Bespoke support and interventions are in place for these pupils and some are now making good progress, but inconsistencies in provision remain and so progress too remains inconsistent.
- There is an exceptionally small number of pupils who have support for SEND. These pupils integrate fully into mainstream classes and the support they are given is effective. The new leaders have provided much-improved guidance for these pupils to

learn well. Staff are using the guidance and signs of improvement are evident in pupils' work, although progress remains variable.

- Pupils enjoy reading in school and read regularly at home. The school is promoting reading well and the weekly library lesson gives pupils good opportunities to select books and take them home. Pupils borrow books from the library regularly. The teaching of phonics has improved. Pupils use their phonics skills well to sound out words and to spell accurately.
- The inspector listened to pupils reading individually and in lessons. Most pupils are fluent readers and understand what they are reading. Pupils read a wide range of texts. Some read more complex books at home than they do in school. Leaders have introduced structured comprehension activities that children enjoy. Their understanding of what they are reading is developing well. However, questioning is not skilful enough to help more pupils develop higher reading skills such as inference and deduction.

Early years provision

Requires improvement

- Over time, the quality of teaching has been variable and not consistently good. As a result, an insufficient number of children make better than typical progress from their typical and above typical starting points to achieve and exceed the early learning goals.
- The leader has been given professional development support from the other school in the federation and this is now strengthening leadership of the early years.
- There are effective plans in place to improve the provision and actions taken have led to some improvements in the teaching of phonics and early reading skills. However, plans have been recently implemented and have not resulted in good progress for all groups of children.
- Records of children's learning are maintained well. 'Next steps' in learning are identified by adults but not consistently, and this sometimes results in work not being challenging enough to improve children's progress. Overall, adults support children's learning effectively. However, there are inconsistencies at times in the quality of questioning, and opportunities to strengthen learning are missed.
- There are good opportunities for children to develop a wide range of skills. They work closely together indoors and in the extensive outdoor provision. Indoors there is a good focus on developing children's reading, writing and mathematical skills. However, this is not mirrored in the outdoor area and so children's progress is hindered. The curriculum makes a good contribution to children's personal development, behaviour and welfare. For example, a visit to the zoo contributed well to children's work in writing. Children have good attitudes to learning.
- Leaders organise a 'stay and play' session each week for parents of pre-school children and attendance is improving. Consequently, children settle quickly into early years. Across the provision, children are keen to learn, well-behaved and cooperate with each other and adults.
- Parents have good opportunities to see the work of their children. They have access to a secure online application that shows photographs of their children working in school.

Also, they contribute to their child's 'learning journal'. Parents are supportive and complimentary about the early years provision.

- Children are well looked after, safeguarding is effective and all the appropriate welfare requirements are in place in the early years.

School details

Unique reference number	121502
Local authority	North Yorkshire
Inspection number	10054389

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Judith Walburn; Louisa Carolan (Co-Chairs)
Headteacher	Fiona Bennett
Telephone number	01347 868371
Website	www.husthwaite.n-yorks.sch.uk
Email address	headteacher@husthwaite.n-yorks.sch.uk
Date of previous inspection	27 March 2018

Information about this school

- The school is considerably smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- One in five pupils is eligible for support through the pupil premium funding. This is a broadly average proportion, although small in number.
- The proportion of pupils who have support for SEND is average. Approximately one in six pupils receives support.
- Children have part-time education in the school's Nursery. In Reception, children receive full-time education.
- The school has three mixed-age classes for pupils in Nursery, Reception and Year 1; Years 2 and 3 with Year 4 in the morning; and Years 5 and 6 with Year 4 in the afternoon.

- The school manages a breakfast club and an after-school club for its pupils.
- The school's previous full inspection by Ofsted, a section 5 inspection, took place in October 2013 and the overall effectiveness was judged to be good. The school had a short inspection by Ofsted for one day, a section 8 inspection, on 27 March 2018. At this inspection, the school retained its overall effectiveness as good, but some priorities were identified and a section 5 full inspection was recommended.
- There have been significant changes in staffing and leadership since the previous section 5 inspection of the school.
- The new headteacher was appointed in May 2018.
- The headteacher is the executive headteacher of the Husthwaite and Sessay Church of England Federation. Both schools in the federation are governed by the same governing body.
- The headteacher spends two and a half days in each school. There is a senior teacher who takes responsibility when the headteacher is not present in the school.

Information about this inspection

- The inspector observed a range of teaching and learning throughout the school. Many sessions were observed jointly by the inspector and the headteacher.
- During the two days of the inspection, the inspector spoke with pupils, both individually and in groups, about learning and safety. He also spoke with several parents.
- The inspector reviewed pupils' work in lessons and analysed samples of work in pupils' books. He listened to some pupils reading.
- The inspector held a meeting with one of the co-chairs of the governing body and three other governors. A meeting was held with a representative of the local authority and a representative of the diocese.
- The inspector held meetings with the headteacher and middle leaders.
- The inspector looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. He considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- The inspector analysed the 24 responses to Ofsted's online questionnaire for parents (Parent View). He also considered the 11 responses to Ofsted's staff questionnaire and the 16 responses to Ofsted's pupil questionnaire.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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