

Hambleton Church of England Voluntary Controlled Primary School

Address: Gateforth Lane, Hambleton, Selby, North Yorkshire, YO8 9HP

Unique reference number (URN): 121566

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

By the end of key stage 2, pupils achieve well, outperforming their national counterparts. This success contributes to how well prepared they are for the next stage of their education. Disadvantaged pupils and those with special educational needs and/or disabilities also achieve highly compared to national averages, with many reaching greater depth.

The school has designed the curriculum and enrichment activities so that pupils reflect regularly on their prior learning and make clear connections across subjects. This deepens their knowledge. Pupils speak about their learning with confidence. Pupils are proud of the work they produce in their books, which show their progression through the curriculum.

Pupils make good progress from their starting points. Securing pupils' core knowledge and skills remains a top priority for the school. Although teachers provide regular opportunities for pupils to develop these skills, the impact is variable.

Attendance and behaviour

Expected standard 

Pupils are keen to come to school. The majority of pupils attend school well and on time. Leaders use their close relationships with families to manage attendance expectations. When pupils do not attend school regularly enough, the school provides practical solutions, such as wrap-around care, nurture support, or a 'soft start' to the morning. Despite this a small minority of pupils do not attend school regularly enough. Currently, leaders are designing a more strategic, systematic attendance approach to trigger earlier intervention.

Pupils behave positively across the school. They treat each other with kindness and have no worries about bullying. Behaviour incidents are rare in school. Most pupils display positive attitudes to their learning in lessons. They are motivated by the praise and recognition they receive from staff. Pupils behave well during unstructured times of the day.

Staff understand how to manage triggers, routines, and dysregulation for pupils with special educational needs and /or disabilities (SEND). The school provides the tailored support they need to be settled and successful during the school day. The wider community also recognises and celebrates the conduct of pupils.

Curriculum and teaching

Expected standard 

The school delivers a clear and ambitious curriculum. Leaders have redesigned the curriculum considering what Hambleton pupils need. The school has implemented an exciting, broad, and relevant curriculum that builds pupils' secure knowledge and skills. The school has prioritised pupils' developing a strong foundation in the core skills they need to be successful in their learning.

The school fosters a positive reading culture. This begins in the early years through precise phonics teaching. Pupils quickly learn to read, rapidly building confidence and a genuine love for books.

In the main, staff teach the curriculum well. Teachers provide opportunities for pupils to recap their previous learning and swiftly address pupils' misconceptions. Pupils with special educational needs and/or disabilities (SEND) receive additional teaching and support to access the curriculum. There is, however, some variability in how consistently staff address pupils' knowledge gaps and misconceptions, which means these are not always picked up as quickly as they could be.

Pupils easily link their learning across different subjects and connect it to their class reading books. This embedded approach successfully engages pupils and helps them build connections across their subjects.

Early years

Expected standard 

The school has designed a broad, ambitious early years curriculum. Leaders map out vital knowledge and vocabulary each week, translating these goals into an engaging indoor and outdoor learning environment. The school is working with the local authority to further develop the early years provision. This is having an ongoing positive impact on the quality of teaching and interactions.

Staff use their expertise to expand children's thinking and language skills. Recent training has further strengthened how staff develop communication and literacy. As a result, children are keen to use newly taught vocabulary and have conversations about their learning.

Staff help children to develop independence and social skills. Children know and follow the routines of the classroom well and happily work together. Children show immense interest in their activities, such as tracking the growth of their sunflowers and role playing 'managing the garden centre'.

The school has developed clear transition support and positive relationships with families when children join Reception. This helps staff understand how to support children with special educational needs and /or disabilities or other learning barriers from day one. Children are cared for and their individual needs are met.

Children love talking about their learning, achieve well, and enter Year 1 well prepared for the key stage 1 curriculum.

Inclusion

Expected standard 

Leaders have established a welcoming, nurturing culture rooted in how well staff know the pupils and their families.

Recently, the school has strengthened its systems to identify pupils with special educational needs and/or disabilities early in their school journey. Through high-quality staff training and close collaboration with external experts and parents and carers, staff maintain a clear understanding of each pupil's specific needs and learning barriers.

Staff hold high expectations for all pupils. They provide tailored support throughout the day whenever a pupil needs it, offering regular movement breaks, altering working areas, or adjusting the start of the school day.

The school supports disadvantaged pupils well. The allocation of pupil premium funding is well considered to have the most meaningful impact for pupils. The school provides timely and effective pastoral support when families need it.

Staff actively apply their training to meet the needs of pupils. For a small number of pupils, the strategies that staff use to support their learning are not closely adjusted in a timely way to achieve the desired impact.

Leadership and governance

Expected standard 

Leaders keep pupils' best interests at the heart of everything they do. They pride themselves on knowing every family well. Leaders have correctly identified areas across school worthy of celebration and areas for development. Recently, leaders and staff introduced an additional focus on developing pupils' foundational writing skills and increasing the consistency of teaching across the school. This work is bearing fruit. Systems for some aspects of the school's work, such as attendance and the monitoring of pupils with special educational needs and/or disabilities (SEND), are developing and are not yet fully embedded. Although this does not limit the school's current success, more consistent oversight is beginning to strengthen practice further.

The school never places a 'ceiling' on pupils' potential. Leaders and governors maintain a clear understanding of the needs of pupils with SEND and disadvantaged pupils' progress. The use of nurture-based interventions and well-timed pastoral support has a positive impact on pupils' confidence.

Staff feel proud to work here, feel valued by leaders, and actively contribute to the school's improvement journey. The school prioritises career development, and staff feel thoroughly supported.

Parents and carers view the school very positively. The school has forged strong local links, resulting in local church members delivering assemblies, successful fundraising, and school-led community events. The highly active 'Friends of Hambleton' group also contributes significantly to school life. Governors understand the school's current position and fully align themselves with the school's vision, focusing heavily on removing academic ceilings for children.

The school works closely with the local authority and the diocese. They hold a positive view of the school.

Personal development and wellbeing

Expected standard 

Pupils live out the school's Christian values and reflect regularly on their own spirituality. Leaders have enhanced the personal, social, health and economic (PSHE) curriculum by integrating other resources from national charities and links to other curriculum subjects.

The school offers numerous opportunities for pupils to broaden their horizons. Pupils enjoy discussing the many enrichment opportunities they have had, these include workshops with local businesses, coding projects, participating in various clubs, and educational visits.

Pupils remember their learning from PSHE lessons clearly. They connect their learning about healthy relationships and equalities directly back to the school's core values.

Pupils have a basic understanding of British values, including democracy. Pupils have an understanding of equality, as this is underpinned by their school values. They use their class texts, assembly discussions and classroom learning to explore fairness and equalities. Pupils are regularly heard saying 'treat others how you want to be treated'.

Pupils know how to keep themselves safe in the community as well as online. They have a relevant and up-to-date understanding of the age-appropriateness of online games. Pupils treat their local area with respect. They are proud of the village they live in and take pride in the positive contribution they make to it.

Pupils take immense pride in their leadership roles, especially when acting as 'buddies' and role models for younger children at playtime. Pupils look forward to the residential opportunities they have in key stage 2.

The school is caring and nurturing. Pupils feel confident to share and discuss their worries with staff. The school's pastoral support also extends to their families. Pupils and parents and carers view staff as approachable and genuinely caring.

What it's like to be a pupil at this school

Pupils enjoy being a part of this school community. Across school, there is a family style atmosphere. Relationships between staff and pupils are positive. Pupils take great pride in their school, the grounds and the local village.

Pupils achieve success at Hambleton. By the time they finish key stage 2, they possess the knowledge and skills they need for life beyond primary school. The school provides many opportunities for pupils to develop leadership skills and act as role models through school.

As soon as children join in the early years, staff get to know them and their families well. Across school, staff thoroughly understand the barriers pupils may face. Pupils with special educational needs and/or disabilities or other barriers to their learning are well considered. They achieve well.

Pupils love being recognised for displaying the school values and working hard. They embrace the school's values, proudly referencing the school motto, 'Roots to grow and wings to fly'. They enjoy their learning. Pupils have several opportunities to make links across their learning, through 'launch' assemblies and well chosen class reads and enrichment activities.

The school's Christian ethos is a central part of all aspects of the school. This is valued by the school community. Pupils behave well across school. They are kind to each other and understand and meet the expectations of rules at playtime. Bullying does not worry the pupils here.

Most pupils attend school well. Pupils are safe and happy in school. They feel confident to speak to adults in school about their thoughts, worries and hopes. Staff have established a harmonious culture that allows this to happen.

Next steps

- The school should strengthen its work to monitor the impact of the support and strategies in place to reduce pupils' barriers to learning and close gaps in pupils' foundational knowledge.
 - The school should continue its work towards developing a more systematic approach to reducing persistent absence.
 - Leaders should strengthen their strategic oversight and increase the rigour of systems for quality assurance across school to further improve the consistency of the use of assessment and curriculum delivery.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school's senior leadership team, representatives of the governing body, the diocese and the local authority during the inspection.

The chair of the board of governors in this school is Andy Reed.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. It is in the Diocese of York. Its last section 48 inspection was in January 2023.

The school does not use alternative provision.

Headteacher: Mr Timothy Williams

Lead inspector:

Georgina Chinaka, His Majesty's Inspector

Team inspectors:

Nicola Witham, Ofsted Inspector

Neil Butler, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

185

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.03%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.24%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.05%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	61%	Above
2024/25 (final)	85%	62%	Above
2023/24 (final)	79%	61%	Above
2022/23 (final)	85%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	85%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	85%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (final)	92%	72%	Above
2023/24 (final)	92%	72%	Above
2022/23 (final)	96%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25 (final)	96%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	89%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	78%	22 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.0%	13.0%	Below
2023/24 (3 term)	7.1%	14.6%	Below
2022/23 (3 term)	8.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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