

Haydon Bridge Shaftoe Trust First School

Inspection report

Unique Reference Number	122274
Local Authority	Northumberland
Inspection number	359208
Inspection dates	14–15 December 2010
Reporting inspector	Ann Wallis

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Mr John Drydon
Headteacher	Mrs Audrey Cox
Date of previous school inspection	27 March 2008
School address	Haydon Bridge Hexham Northumberland NE47 6BN
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons and saw five teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, safeguarding information, pupils' progress data and other documentation. They analysed 48 questionnaires from parents and carers and also those from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- Whether the care, guidance and support the school provides and aspects of pupils' personal development are strengths of the school.
- The effectiveness of the school's attempts to ensure pupils' attainment and progress in writing is as good as that in other areas of learning.
- The quality of assessment and how well assessment information is used to plan future learning.

Information about the school

This is a well-below-average-sized primary school. A below-average proportion of pupils are known to be eligible for free school meals. Most pupils are of White British heritage and none speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy School status and has Artsmark Gold, Basic Skills and Activemark awards.

The privately run on-site provision for childcare, 'Little Badgers', is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

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

Haydon Bridge Shaftoe Trust First is a good school. It has great strengths in the outstanding care, guidance and support it provides for pupils and the way in which it forges excellent partnerships with other organisations and individuals to support their learning. Pupils feel very safe in school and have an excellent understanding of how to stay healthy. They settle quickly into the welcoming and stimulating learning environment of the Nursery class and they continue to enjoy learning and achieve well as they move through the school. Their confidence and self-esteem are developed well. In this very inclusive school the talents of all pupils and staff are highly valued and providing equal opportunities for all is at the very heart of its work. This was nowhere more apparent than during the full school Christmas production of the 'Hoity Toity Angel' where all pupils and many staff enjoyed taking part in front of a large audience of extremely appreciative parents and carers.

The governing body, leaders and managers have a good understanding of the school's strength and weaknesses because self-evaluation is rigorous and accurate. The school knows that pupils achieve well but is not complacent. Under the experienced and empowering leadership of the headteacher, staff are continually striving to improve the school further. The school has good capacity for improvement. Good priorities have been identified for improvement and a suitable plan is in place to achieve them. The Governors' imaginative and proactive approach to finding alternative methods of heating the school is designed to both save money and send an appropriate educational message to pupils about renewable energy and sustainability.

Children make good progress from their starting points in the Early Years Foundation Stage to reach above average standards when they leave Year 4. Pupils respond well to the good teaching they receive. Teachers plan interesting activities, manage their classes well and ensure work is carefully matched to the needs of pupils. Books are marked regularly and work is assessed carefully. Attainment in writing at the end of Key Stage 1 has been above average, but in 2010, fewer pupils attained the highest level. Attainment has been stronger in reading and mathematics. Although they have yet to be fully developed, initiatives involving the even sharper use of assessment and improved individual target-setting are now raising attainment in writing. An emphasis on developing pupils' speaking and listening skills is also having a positive impact on the quality of their writing.

What does the school need to do to improve further?

- Continue to improve pupils' attainment in writing, especially at Key Stage 1 by:
 - setting specific individual pupil targets to improve punctuation

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- further refining methods of assessment to identify more sharply gaps in pupils' learning
- extending the present initiative to develop pupils' speaking and listening skills.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and achieve well. In lessons they answer questions readily, concentrate on the task in hand and are keen to succeed. For example, they responded enthusiastically and made good progress in a lesson where they had to follow instructions written in French on how to construct an image of a reindeer. From starting points when they enter the school, which are in line with those expected for their age, pupils make good progress as they move through both key stages. Attainment recorded in teachers' assessments at the end of Year 2 and Year 4 is above average. Pupils make better progress in reading and mathematics than in writing and the school has rightly focused on improving attainment in writing. This is now rising as a result of the recent successful target-setting and assessment strategies the school has put in place. Pupils with special educational needs and/or disabilities make good progress because of the effective strategies to support their individual learning needs and the excellent personal care, guidance and support they receive.

Pupils attend school regularly and behave well. They are kind to each other, staff and visitors. They have a clear understanding of the difference between right and wrong and enjoy taking responsibility and helping others. Pupils are given good opportunities for reflection and teachers ensured that the spiritual element of the Christmas festivities was an important part of their learning. Pupils are well prepared for the next stage of their education.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching and learning are consistently good across the school. Teachers are knowledgeable, plan their lessons carefully and match work closely to the needs of their pupils. Questioning is perceptive and extends pupils' skills and understanding well. Teachers check their pupils learning carefully to ensure the lesson objectives are met. In a minority of lessons the pace of learning, although never less than satisfactory, slows when a few pupils become restless if a task or lesson introduction is too long. Assessment of pupils' work is good and is continually being refined to bring about improvements in pupils' attainment, such as in writing.

The curriculum is rich and varied and meets pupils' needs. Pupils' basic skills, including those in information and communication technology, are developed well. Pupils speak enthusiastically about visitors to the school and visits they have been on. They particularly enjoy outdoor education where they have opportunities to light fires, cook outdoors and make shelters in the woods.

Pupils and their parents and carers speak highly of the outstanding care, guidance and support that the school provides. Pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable are particularly well supported so they make good progress in their learning. Excellent links with outside agencies and high quality one-to-one work with pupils in school ensure they get the very best specialist help they need.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The governing body, and leaders and managers at all levels have a very clear vision of how to improve the school further, which is shared by all staff. Staff feel valued, have good opportunities for professional development and are given time to fulfil their extra responsibilities. Consequently, morale is high. Governance is good because members of the governing body are proactive and fully involved in determining the strategic direction of the school. The school has excellent partnerships with a wide range of organisations, including the National Trust and neighbouring schools. These support the curriculum, pupils learning and their transition between schools particularly well. The school adopts good practice in all areas of safeguarding. Staff are well trained and risk assessment and child protection procedures are firmly in place. The promotion of equal opportunities is a strength of the school. Staff track the progress of all groups of pupils very carefully and ensure that all are making the progress they should and participate in school life to the full. The school promotes community cohesion well, both locally and further afield. It has developed links with schools overseas and is now establishing links with those in contrasting communities within the United Kingdom.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Within the calm and well-structured environment of the Early Years Foundation Stage, children quickly settle into school routines and enjoy learning. On entry to the Nursery class their skills are broadly in line with those expected for their age. They make good progress and most have reached the expected levels for their age and some have exceeded these when they start Year 1. Children listen carefully during teacher-led activities and are confident when they choose activities for themselves. There is good provision for learning both indoors and outdoors, even when the outdoor area has just emerged from being cloaked to a considerable depth in snow. Children particularly enjoyed making barriers and erecting signs around holes they had dug in the outdoor area to warn others of the danger. The vast majority of children cooperate well with each other and will take turns and share resources sensibly. Good links between staff and parents and carers are enhanced by the use of learning journals, to which both contribute and which provide an excellent record of children's work. Staff are knowledgeable and well deployed to ensure that children's progress is carefully monitored and all welfare requirements are met. Leaders and managers of the Early Years Foundation Stage are very knowledgeable and experienced. They understand children's needs well and are very skilled at promoting positive attitudes to learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are pleased with the education the school provides. They are particularly appreciative of the excellent care, guidance and support their children receive. Inspectors entirely endorse this view. A very few parents and carers commented on and expressed concerns about the way the school deals with challenging behaviour and about the quality of the school's communication with them. Inspectors found that the school managed behaviour well and communication with parents and carers was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haydon Bridge Shaftoe Trust First 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 inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	65	17	35	0	0	0	0
The school keeps my child safe	31	65	14	29	2	4	0	0
My school informs me about my child's progress	30	63	16	33	1	2	1	2
My child is making enough progress at this school	29	60	15	31	2	4	0	0
The teaching is good at this school	32	67	15	31	0	0	0	0
The school helps me to support my child's learning	33	69	13	27	1	2	0	0
The school helps my child to have a healthy lifestyle	30	63	18	38	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)	31	65	15	31	0	0	0	0
The school meets my child's particular needs	31	65	15	31	1	2	0	0
The school deals effectively with unacceptable behaviour	21	44	24	50	1	2	1	2
The school takes account of my suggestions and concerns	24	50	20	42	0	0	1	2
The school is led and managed effectively	32	67	16	33	0	0	0	0
Overall, I am happy with my child's experience at this school	37	77	10	21	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



16 December 2010

Dear Pupils

Inspection of Haydon Bridge Shaftoe Trust First School, Hexham, NE47 6BN

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us telling us about your work in class and the things you enjoy doing at school. Please thank your parents and carers for filling in our questionnaire.

This is what we have said about your school in our report:

- Yours is a good school where you achieve well and enjoy learning.
- The care, guidance and support you receive from all the staff at your school are outstanding.
- The teaching you receive and the way your school is led are good.
- You behave well, attend school regularly and are kind to each other and to your teachers.

This is what we have asked your school to do now:

- Help you to make even better progress in writing by:
 - improving your speaking and listening skills
 - giving you targets to improve your use of punctuation such as full stops and capital letters in your writing
 - checking even more carefully how well you are learning.

You can help your school become even better by working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

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