

# Hesleden Primary School

## Inspection report

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<b>Unique Reference Number</b>	114143
<b>Local authority</b>	Durham
<b>Inspection number</b>	378800
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Graeme Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Train
<b>Headteacher</b>	Dawn Dunn
<b>Date of previous school inspection</b>	20 March 2007
<b>School address</b>	Hesleden Hartlepool TS27 4PT
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## Introduction

This inspection was carried out by two additional inspectors. The work of six teachers in the school was observed during short visits to parts of lessons, extended visits to seven lessons and in an assembly. Inspectors examined a variety of pupils' written and mathematics work and held meetings with members of the governing body, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 56 questionnaires from parents and carers, 55 from pupils in Key Stage 2 and 16 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent of pupils' personal development, especially in relation to their adoption of healthy lifestyles and their development of skills that contribute to their future economic well-being.
- How effectively teachers plan and match activities to pupils' abilities.
- The way in which school development planning aids improvement.
- How well the school fully promotes community cohesion especially in relation to developing pupils' awareness of life within the United Kingdom.

## Information about the school

This village school in an ex-mining community is much smaller than the average-sized primary school. The number of pupils on roll has fallen a little in recent years. A higher-than-average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much higher than average. All pupils are of White British heritage and none are learning English as an additional language. The school has gained Healthy School status, the Activemark, the Rights Respecting School award, Anti-Bullying accreditation, International School status and the Basic Skills Quality Mark. A new headteacher has been appointed since the last inspection.

Day-care for children from two years old and after-school care for children up to eleven years of age was inspected separately and the report is available 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

Hesleden Primary provides its pupils with a good education. The new headteacher has successfully created a strong staff team and, together with the governing body, successfully works with a common purpose to foster a welcoming and caring ethos and implement the school's values. Care, guidance and support for all pupils are outstanding and underpin pupils' good progress. Leaders and managers have successfully addressed the areas for improvement indicated at the last inspection and raised the quality of education the school provides. Together with their clear and accurate view of the school's strengths and areas for development, this indicates the school's good capacity for further improvement.

Pupils thoroughly enjoy learning. They take part wholeheartedly in lessons and work with commendable endeavour. Good learning and progress have markedly improved attainment throughout the school in recent years. From low starting points, pupils make good progress in reading, writing and mathematics as they move through the school and, within all year groups, a large majority is reaching or exceeding levels expected for their age. Progress in writing is notably good because a successful, concerted effort to improve literacy has led to more pupils exceeding levels expected for their age. In the national tests in 2011 fewer pupils gained the highest level in English and mathematics than in 2010. The school has plans to help more-able pupils reach this level this year. Most aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are good. Notably, pupils' contribution to their school community and the locality is outstanding. Pupils confidently say they feel safe as a result of the school's diligence in safeguarding their welfare. The school is calm and orderly because both younger and older pupils behave well in classes, in the hall, in corridors and out of doors. Through many links with schools in other countries pupils have a wide perspective of life overseas, although they have insufficient opportunities to foster their awareness of the diversity of cultures in the United Kingdom.

Good-quality teaching throughout the school supports and consolidates pupils' learning. However, occasionally opportunities are missed to challenge pupils to make even faster progress. When marking books, teachers always encourage pupils to improve their written work although not always with sufficient precision to help pupils take the next steps to higher levels. Work within the curriculum widens pupils' horizons and enhances their literacy, mathematical and information and communication technology (ICT) skills throughout all subjects.

## What does the school need to do to improve further?

- Further improve pupils' good progress by:
  - pressing ahead with existing plans for raising the attainment of more able and talented pupils so they reach the highest standards
  - taking opportunities as they present themselves in lessons to extend pupils' learning through challenging questioning
  - giving pupils precise pointers to improve when marking their work to help them reach the next level.
  
- Provide opportunities that widen the breadth of pupils' experience and understanding of the diversity of cultures within the United Kingdom.

## Outcomes for individuals and groups of pupils

2
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Pupils thoroughly enjoy school and are very appreciative of their teachers' support and help. Their motivation to work industriously is reflected in the way they quickly settle to their tasks and work well collaboratively or independently. They soon develop legible handwriting, set their mathematical work out carefully and present their work neatly. They happily take part in discussions and are keen to answer questions. They are articulate and confident when reading aloud or describing their work. Pupils' learning and achievement are good.

Most children begin nursery with skills and abilities below those typical for their age with only a few attaining at expected levels. Since the last inspection, pupils' attainment has risen markedly and, in recent years, Year 6 pupils attained above-average standards and exceeded their challenging targets. In 2011, overall attainment slipped back from the previously high level because fewer pupils reached the highest standards in English and mathematics; nevertheless, challenging targets were met. Taking their starting points into consideration, pupils make good progress, notably in writing. Pupils with special educational needs and/or disabilities also make good progress, particularly in mathematics. Boys and girls make equally good progress.

Pupils are very well-mannered, courteous to others and look after property. They feel free from bullying and are very confident that the school will deal with any issues arising. They are also very aware of road safety and the dangers of social networking websites. Pupils have a strong grasp of the importance of diet, physical activities, and personal hygiene to their health and well-being. With well-developed basic skills, coupled with above-average attendance and good punctuality, pupils are well-prepared for their future. Pupils make a major contribution to improving school life and their village community through their exceptionally effective school council and as volunteers around the school and locality. They are rightly proud of their school and like it the way it is.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Good teaching throughout the school leads to pupils' good learning and progress. Clear learning intentions shared with pupils, and activities carefully designed to suit pupils' different abilities characterise thoroughly well-taught lessons. Where teaching is at its best, dramatic presentation, clear examples, lively discussion, timely support from both teachers and teaching assistants quickly engage and sustain pupils' interest and lead them to work responsibly on their own or in groups and contribute well to the lesson. Effective review of their work reinforces pupils' understanding. Occasionally, discussion and questioning does not involve everyone and opportunities are missed to strengthen pupils' understanding and extend their learning. Teachers always praise pupils' accomplishments when marking their work and give pointers for improvement. However, these are not sufficiently precise to be really useful in helping pupils know what their level of attainment is and the steps to take to reach the next level.

All pupils have full access to a good curriculum, which is arranged in a way that develops their knowledge and skills very effectively. The successful development of a thematic approach incorporates carefully planned and sequenced activities which extend pupils' knowledge and skills and help them to apply learning in new situations. Pupils' improved attainment and progress, in English especially, stems from a successfully-established systematic approach to developing writing skills. Adaptations tailored to support pupils with special educational needs and/or disabilities during intensive teaching sessions foster their good progress. Pupils have a rich range of opportunities to take part in physical and cultural activities in and out of school. Many partnerships such as with the church, museums, the Sage music centre and with schools overseas expand pupils' spiritual, moral, social and cultural development. Opportunities to take part in residential outdoor activities and sports substantially contribute to developing pupils' physical and social skills.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

An exceptionally caring environment which prevails throughout assures the welfare of children and older pupils. Staff use their extensive knowledge of pupils' capabilities to give excellent, tailored support and in turn pupils thrive because all adults nurture pupils' development and improve their learning. Careful identification, diligent individualised help, a close eye kept on pupils' development and meticulous records all contribute to fostering the good progress of those pupils with special educational needs and/or disabilities. Rigorous procedures have reduced persistent absence and improved and sustained above-average attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders and members of the governing body have successfully improved standards in the school through their clear vision and steadfast dedication to raising attainment and promoting consistently effective teaching. Rigorous monitoring and analysis of assessments are at the heart of thorough procedures which involve all staff in reviewing the school's strengths and setting priorities for development. Leaders and managers are ambitious to improve pupils' progress and raise attainment further. In planning for school improvement, leaders and managers set appropriate priorities for attention. They have identified clearly where there is more to do such as raising the attainment of more able and talented pupils. Overall, governance is satisfactory. The governing body benefits from the headteacher's and local authority's comprehensive reports although its involvement in monitoring visits and contribution to evaluation is at an early stage of development. Senior leaders ensure the school is harmonious and pupils contribute outstandingly to the local community. The school raises pupils' awareness of different cultures in other countries successfully. While the governing body assures a satisfactory contribution to community cohesion, it is in the early stages of auditing and planning provision to widen pupils' experience of the diversity of life in the United Kingdom.

Effective partnerships, for example, with the local authority and support agencies, enhance the quality of education. The school successfully reaches out to parents and carers through its informative website, newsletters, bulletins and meetings. Considerate relationships and assiduously-followed safeguarding arrangements assure the welfare of all pupils and meet current guidelines for good practice. Of particular note is the way in which the curriculum promotes pupils' understanding of the importance of safe use of mobile phones and the Internet and of looking after themselves and others. The school strenuously avoids any discrimination and equality of opportunity is good: all groups of pupils play a full part in school life and make similarly good progress.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

At this early time in the school year, it is notable how well children settle, follow routines and demonstrate confidence such as when contributing to an assembly, singing action songs with gusto and displaying good manners when proudly receiving awards. Children behave well, play happily together, are highly-motivated and thoroughly enjoy learning. They are contented and achieve well. Most make good progress and, year on year since the last inspection, attainment at the end of the Reception Year has improved markedly. An above-average proportion of children now leaves to join Year 1 with levels above those typical for their age, especially in their communication, language and literacy skills and their personal development.

Skilled and knowledgeable teachers and teaching assistants promote good learning by making best use of the well-resourced and organised indoor and outdoor facilities that are separate for Nursery and Reception. Children learn in a carefully planned and managed way that blends activities that they choose for themselves with well-tailored and effective adult-directed activities. Lively teaching, focused on developing basic skills, such as daily work on letters and sounds, counting and calculating, together with a good balance of well-arranged activities, stimulates children's imagination and enjoyment. For example, Nursery children were engrossed in preparing ground and planting bulbs while in Reception, children talked enthusiastically about harvesting apples, undertook counting activities about different varieties accurately, and enjoyed making apple pies. Assessment is used conscientiously to track pupils' progress and, although at this time, procedures are not consistent between Nursery and Reception, teachers manage continuity of learning effectively as children move from one class to the next.

Provision is led and managed well and is of consistently good quality throughout. Well-qualified and expert staff work as an effective team to review progress and focus planning on important priorities to improve learning further. They ensure that good caring and working relationships prevail. Children's welfare is uppermost with all requirements met for the indoor and outdoor areas. Parents and carers express a

very high degree of satisfaction and leaders successfully enlist their support for helping their children to learn at home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

An above-average proportion of parents and carers returned questionnaires. It is of note that a very high proportion was entirely supportive of the school and all say that they are happy with their children's experience. Almost all agree that their children enjoy school and are kept safe; teaching is good; they are helped to support their child's learning; their children are helped to have a healthy lifestyle; and that their children are well-prepared for the future. Of the small number who wrote comments, almost all were very positive and appreciative of the support their children receive. The inspection findings entirely support these views.

Some parents and carers expressed concerns about their child's progress and being informed about it; about the way the school meets individual children's needs; about behaviour and that some children do not wear uniform. The inspection found that the school cares exceptionally well for all its pupils; that pupils learn well and make good progress; and that they are polite and well-behaved. The school website provides a calendar for reporting on children's progress and comprehensive information about the uniform policy indicating that while wearing uniform is encouraged, it is not compulsory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hesleden Primary 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 inspector received 56 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	55	23	41	2	4	0	0
The school keeps my child safe	39	70	16	29	1	2	0	0
The school informs me about my child's progress	32	57	20	36	4	7	0	0
My child is making enough progress at this school	28	50	21	38	6	11	0	0
The teaching is good at this school	30	54	25	45	1	2	0	0
The school helps me to support my child's learning	27	48	26	46	2	4	0	0
The school helps my child to have a healthy lifestyle	31	55	22	39	2	4	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)	30	54	24	43	1	2	0	0
The school meets my child's particular needs	29	52	18	32	5	9	0	0
The school deals effectively with unacceptable behaviour	28	50	20	36	5	9	1	2
The school takes account of my suggestions and concerns	19	34	33	59	2	4	0	0
The school is led and managed effectively	23	41	29	52	3	5	0	0
Overall, I am happy with my child's experience at this school	35	63	19	34	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 October 2011

Dear Pupils,

**Inspection of Hesleden Primary School, Hartlepool, TS27 4PT**

I enjoyed my visit to inspect your school this week. I am pleased to tell you that your school gives you a good education. Thank you for being so helpful when I talked with some of you. I am delighted to see how much you enjoy school. You are well-behaved and polite to others in lessons and around the school. All the adults in the school look after you exceptionally well and that is why you feel safe and happy. I am delighted that you value the friendships you make and the help you get. I am very impressed by all the ways you take part in school activities and how much you contribute to school life.

You work hard and enjoy all the activities in school. Children in the Nursery and Reception make good progress and older pupils continue to make good progress throughout the school. Those of you with special educational needs and/or disabilities also make good progress as a result of the very effective support you receive. Results in English and mathematics at the end of Year 6 have improved in recent years and are now above the national average. This year results slipped back from where they were in 2010 and so I have asked the school to find as many ways as possible to help you to reach the highest levels. In particular, I have asked your teachers to ask you questions and design work that helps you make more progress. When I looked at your books I saw how your teachers mark your work and I have asked them to give you clear pointers to help you reach the next level in writing and mathematics. I have also asked the school to make sure that you learn more about people living in other parts of the United Kingdom.

You have many opportunities at Hesleden Primary School to learn about life and these help you to prepare for your future lives. I hope that you all do really well.

Yours sincerely

Graeme Clarke  
Lead Inspector

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