

Hensingham Primary School

Main Street, Whitehaven, Cumbria, CA28 8QZ

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement overall is not rising quickly enough throughout the school.
- There is too much variation in the quality of teaching. Not enough teaching is consistently good or better. Consequently, learning and progress overall are not yet good.
- Some pupils who are in receipt of pupil premium funding have low aspirations and teachers do not always give these pupils work that maximises their learning well enough.
- In some lessons pupils do not know how to tell if they are working well. As a result, they do not learn and progress as well as they could do.
- When leaders are observing teaching, they do not always consider how well the pupils are learning and progressing. This is also true of the teachers who do not always keep a close check on pupils' progress in lessons.
- Subject leaders are not held to account well enough for the quality of teaching and the progress the pupils make in their areas. As a result, the quality of teaching and pupils' progress are not rising as quickly as they might do.
- Governors are not trained sufficiently well to enable them to hold the school to account for the quality of its teaching and for the progress the pupils make.

The school has the following strengths

- The effectiveness of the Early Years Foundation Stage is good. Children get a particularly good start to their life in school.
- Leaders, managers and governors are bringing about improvements in the quality of teaching and achievement. Although these aspects are not yet good overall, the school is starting to improve.
- The school has put in place some very effective initiatives to improve reading and writing. These are beginning to show a positive impact on pupils' achievements.
- Pupils' behaviour is good and they are very keen to learn. They feel safe and describe their school as a friendly one and one where people get on well.

Information about this inspection

- The inspectors observed 14 lessons, taught by eight teachers. One observation was conducted jointly with the headteacher.
- The inspectors observed the school’s work and looked at a range of documents, including those relating to safeguarding and child protection, development planning and the monitoring of the quality of teaching. They also looked at information about teachers’ professional development.
- Discussions were held with the headteacher, the deputy headteacher and other leaders in the school, members of the governing body and also with a representative from the local authority.
- The inspectors spoke to many pupils in lessons, at breaks and lunchtimes. They spoke formally to two groups of pupils on the first day of the inspection.
- The inspectors listened to pupils read individually as well as observing them read in class.
- The 20 responses to the on-line questionnaire (Parent View) and the 30 responses to the staff questionnaire were analysed.

Inspection team

Alison Thomson, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Full report

Information about this school

- Hensingham is smaller than the average-sized primary school.
- Most pupils are White British and speak English as their first language.
- The proportion of pupils who are supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for pupil premium is average. (The pupil premium is additional funding for pupils known to be eligible for free school meals, pupils in local authority care and those whose parent are in the armed forces.) The school has pupils in all three of these groups, but those known to be eligible for free school meals is by far the largest group.
- The school meets the current government floor standard, which sets the minimum expectations for standards and progress.
- There is an on-site children's centre which is not managed by the governing body and will receive its own inspection report which will be available on the Ofsted website.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better to raise achievement by:
 - building on pupils' enthusiasm to be involved in their own learning by making it clear to them how they can tell how well they are working in lessons
 - raising expectations and maximising the learning of pupils who are in receipt of pupil premium funding
 - teachers reviewing continually the impact of their teaching on pupils' learning.
- Improve aspects of leadership and management to bring about improvements more quickly by:
 - always having a clear focus on pupils' learning when observing teaching
 - developing the expertise of subject leaders and holding them more to account for the quality of teaching and pupils' progress in their areas
 - ensuring governors have further training to hold the school to account more effectively in respect of the quality of teaching and pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not consistently make good progress and standards by the end of Year 6 are just approaching those found nationally. This means that achievement from Year 1 to Year 6 requires improvement. Achievement is not yet consistently good and too few pupils make more than the expected progress.
- Many of the pupils known to be eligible for pupil premium, including those known to be eligible for free school meals, have low expectations. Teachers do not always give enough attention to raising their aspirations and accelerating their learning in lessons. As a result, their achievement still requires improvement. However, the gap is starting to close as leaders are making more productive use of the pupil premium funding. Standards in English and mathematics between this group and their peers are closing rapidly from the five terms difference it was in the summer of 2012. This is the result of small group catch-up sessions that fill the gaps in their learning.
- Children enter the Nursery with skills that vary, but are generally below those expected for their age. Aspects of literacy and personal and social education are especially low. Children make good progress in the Early Years Foundation Stage and start Year 1 well prepared for learning.
- Although progress requires improving overall, it is improving in many year groups. Progress in writing, a particular area of underachievement, is improving strongly. There are now more opportunities for pupils to write and they do so with enjoyment. Year 4 pupils were seen making outstanding progress as they practised their handwriting, one pupil describing the lesson as 'awesome!'
- Reading is given a high priority and progress there is improving strongly. Many now make the progress expected of them. Pupils apply their increasing knowledge of letters and sounds to tackle new words. Older pupils get much pleasure from reading.
- Pupils' skills in literacy and numeracy are improving well and these aspects are integrated well into many lessons, such as numerical ordering of historical events. Information and communication technology (ICT) skills are good. Opportunities such as using iPads in Reception to help form letters to personalised mathematics quizzes in Year 6 are just some of the examples of activities that promote good progress.
- Sport has a high profile in school helped by the primary school's sports funding. Pupils take part in many sporting events and to a high standard. During the inspection one pupil won the local schools' cross-country competition.
- The progress of disabled pupils and those who have special educational needs is also improving, although for many it is still not yet good. The support for those pupils is increasingly effective. Teaching assistants skilfully explain the work and this helps them to understand it better.
- The progress of the more-able pupils has improved in response to stronger teaching. Expectations are higher and they are given work that challenges them more.
- The majority of parents who responded to the on-line questionnaire felt that progress was good. The inspectors judged that, while many pupils were indeed making good progress, the progress made by a significant number of pupils required improvement.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good or better. There is evidence from the school's records and from the improvement in achievement, however, that teaching is improving. This was confirmed during the inspection, where a significant amount of good and better teaching was seen.
- Where teaching is less effective, teachers do check closely that their teaching is having a positive impact on pupils' learning. They do not always maximise some pupils' learning, particularly those in receipt of pupil premium funding. In addition, pupils sometimes find it difficult to check for themselves the progress they are making in lessons because teachers do

not always make it clear to them how they can tell this.

- In the best lessons, teachers enthuse their pupils and give them clear criteria for success. It was a delight in these lessons to see pupils eagerly checking not only their own work, but also that of their peers.
- In lessons where subject matter captures pupils' imaginations pupils learn particularly well and make good progress. This was seen, for example, in a Year 5 English lesson based on the story *There's a boy in the girls' bathrooms* by Louis Sachar. As well as empathising with characters in the story, this lesson also stimulated discussions around moral issues such as right and wrong.
- Pupils' work is being marked increasingly well, with specific comments to help them improve. Pupils are being encouraged to respond to such comments, although this practice is not as widespread as it might be.
- Parents who responded to the on-line questionnaire felt that their children are well taught. The inspectors judged, while this was the case in many lessons, teaching overall is not yet consistently good.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well and are polite and courteous to adults and to each other. Pupils describe their school as 'friendly' and one where people help each other.
- Parents and staff agree that behaviour is good. Good behaviour was evident throughout the inspection.
- Older pupils rate behaviour as eight out of 10 and say that, although it has improved, it has been good for some time. They say that the school's rewards system and having play leaders to organise games help pupils to behave well.
- Pupils are keen to get on with their work and most are eager to do well. They enjoy working together discussing ideas and rise to the challenge of assessing how well they are learning when given the opportunity to do so.
- Pupils told the inspectors that their school is a very safe one. They work safely in practical lessons and they have a good understanding of safety issues, such as e-safety on computers.
- Pupils understand the different forms of bullying. They say that people do not fall out often and if someone is not being nice, the teachers quickly sort it out.
- Attendance is broadly average for all groups of pupils. Punctuality has improved greatly since the previous inspection. One pupil told the inspectors that he really likes coming to school because the lessons are fun.

The leadership and management requires improvement

- Leadership and management require improvement because the action taken to improve teaching and raise achievement has not yet had enough impact on pupils' achievement.
- Performance management of teachers is becoming more robust, although the school is a little overgenerous in some of its judgements of the quality of teaching. This is because when leaders monitor teaching, they do not always focus enough on the learning and progress pupils make. As a result, the feedback to teachers about the quality of their teaching does not make it clear enough how their teaching can impact more positively pupils' learning and progress. Consequently, improvements in teaching are not occurring as quickly as they could be.
- Teachers in charge of subjects do not monitor teaching and progress in their areas rigorously enough. They do not all have sufficient expertise and are not held accountable enough for the quality of teaching or the progress of the pupils in their areas. As a result, the quality of teaching and achievement is not rising quickly enough.
- Nevertheless, the leadership of the school has demonstrated the capacity to move the school forward. The headteacher has effectively brought about change. This has been helped by the assistance of the local authority in areas such as the tracking of the pupils' progress. In

consequence, those pupils in danger of falling behind are now being given much more timely help to catch up.

- Progress in reading, writing and mathematics improved considerably last year compared to the previous year. Data provided by the school and inspection observations show this rise is set to continue. Behaviour continues to improve and pupils are now much more punctual in coming to school.
- Although the use of pupil premium funding is not yet fully effective, the gap between the performance of pupils eligible for pupil premium funding and other pupils is narrowing significantly. This reflects the improving equality of opportunity.
- The curriculum is increasingly well planned to meet the needs of all the pupils. Literacy and numeracy are woven into many other topics and ICT is used extensively in lessons. Pupils told the inspectors that they liked their trips out of school, such as residential visits that helped them to become more confident.
- All staff who responded to the staff inspection questionnaire indicated they are proud to work at the school and know what it is trying to achieve.
- All statutory requirements relating to safeguarding are met well.
- **The governance of the school:**
 - The governing body works closely with the school. It has played a key role in the allocation of the budget, including pupil premium funding although the role in checking the impact on pupils' progress is not fully secure. Governors undergo training, but recognise that this is a further area for development. Training is especially required to enable governors to understand the data on pupil achievement. This will allow them to hold the school better to account for the quality of teaching and the impact this has on pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133726
Local authority	Cumbria
Inspection number	426169

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Fiona McMinn
Headteacher	Nick Fish
Date of previous school inspection	4 October 2011
Telephone number	01946 690021
Fax number	01946 690021
Email address	office@hensingham.cumbria.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

