

Henshaw Church of England Voluntary Aided Primary School

Henshaw, Bardon Mill, Hexham, Northumberland, NE47 7EP

Inspection dates 26–27 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- From their broadly typical starting points pupils make good progress and achieve well. This includes pupils eligible for extra funding.
- By the end of Year 4, attainment is above average in English and mathematics. Consequently, pupils are well prepared for the next stage in their education.
- Disabled pupils and those with special educational needs make similar progress to their classmates. Individual pupils often make excellent progress developing their social and emotional needs.
- Teaching is good and occasionally inspiring and absorbing. Classroom support in lessons is often highly effective.
- The behaviour of pupils is good and at times exemplary. They are enthusiastic, keen to learn and know how to avoid risk and danger.
- The school provides high-quality care and support which ensures that pupils feel safe. All parents agree.
- Pupils enjoy a wide range of diverse activities including a broad range of enrichment experiences. Relationships with the on-site nursery are excellent.
- The school enjoys the full confidence and trust of the parents.
- The headteacher leads with drive and passion and has brought about many improvements in the quality of pupils' learning experiences. All staff share her ambition for the school and the wider federation.
- A knowledgeable governing body is passionate about continually improving the school's performance. It challenges and supports in equal measure.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Now and then, not enough is demanded of pupils and their thinking stretched in interesting ways. They are sometimes unclear about how to improve their work.
- Progress in Years 1 and 2, particularly in mathematics, is not as consistent and as fast as in Years 3 and 4.
- Opportunities are sometimes missed to practise pupils' numeracy skills in all subjects.

Information about this inspection

- The inspector observed nine lessons, including five paired observations and paired work scrutiny with the headteacher. In addition, the inspector made a number of short visits to lessons and learning walks around the school in order to check the quality of what is provided for pupils.
- The inspector spoke with children and had discussions with the headteacher, staff, seven parents and one carer, five governors and the local authority senior adviser.
- The inspector examined a range of documents including those related to safeguarding, self-review, the monitoring of staff performance, the school's improvement plan and records relating to pupils' progress and behaviour.
- The inspector took account of 14 responses to the on-line questionnaire (Parent View) and eight staff questionnaire responses.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

Full report

Information about this school

- Henshaw extended its age range from five to nine to five to 11 in September 2013, although currently there are no pupils in Years 5 and 6. It is a much smaller than average-sized primary school.
- The school is federated with Greenhead Church of England First School and Herdley Bank Church of England First School. All share the same governing body. The headteacher is executive headteacher for all three schools.
- The school also works in close partnership with West Tyne Church Schools.
- The proportion of pupils supported through school action is in line with the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- Currently, a well-below average proportion of pupils are known to be eligible for pupil premium funding. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- Almost all pupils are from White British heritage.
- Henshaw Nursery is a privately run nursery located on the site, but is not managed by the governing body. It is subject to a separate inspection.

What does the school need to do to improve further?

- Increase the proportion of teaching that inspires, captivates, questions and stretches pupils' thinking, particularly in mathematics, by:
 - sharing more widely the resourceful and thought-provoking practice that exists in the school to increase the pace of learning still further, especially in Years 1 and 2
 - raising the expectations even more of what pupils of all abilities can achieve
 - making certain teachers' written comments in books provide clear steps for improvement and ensure pupils correct their work
 - improving the quality and accuracy of layout and presentation of pupils' work in their books
 - creating more opportunities for pupils to practise their numeracy skills in all subjects.

Inspection judgements

The achievement of pupils is good

- When children start in the Reception class, their skills are broadly in line with those typical for their age. However, very small numbers in each year group mean that this can vary greatly. From their individual starting points, children make good progress to enter Year 1 with skills that are at least in line with those found nationally.
- Although pupils' progress throughout the school is good it is a little less fast and uneven in Years 1 and 2, especially in mathematics. By the time they leave Year 4, attainment is consistently above expected levels in both English and mathematics. Positive action throughout the school in reading and writing has accelerated progress and boosted achievement, including for the most able pupils.
- Progress in mathematics is quickening as a result of the action taken by leaders and managers. Children are improving their number skills and knowledge of shapes, spaces and measures more quickly in the Early Years Foundation Stage because activities are more carefully planned and organised. In Years 1 and 2, problem-solving activities are increasingly thought-provoking and stimulating, stretching pupils' thinking even more, particularly those most able and talented.
- Those pupils who are disabled or who have special educational needs make good progress. At times, their progress is rapid acquiring essential self-control and developing friendships. This is because staff are highly effective in pinpointing and responding to the needs of each pupil. This reflects the school's total commitment to ensure each pupil achieves their full potential.
- The very few pupils who are known to be eligible for free school meals make good progress in all subjects. Currently, at the end of Year 4, there are no gaps in their attainment in English and mathematics compared to their classmates. The very few pupils learning English also make good progress.
- Pupils' progress in reading is good because the school nurtures pupils' enjoyment of reading so effectively, especially those less fluent and confident readers. This was apparent from the pupils' reading records, positive comments from their parents, listening to Year 1 pupils read and observing quiet reading sessions.
- The most able pupils make good progress in reading, writing and mathematics. They particularly benefit from the imaginative and problem-solving approaches that have been introduced. In reading, their progress is rapid and sustained and attainment high.

The quality of teaching is good

- In classrooms, pupils are typically enthusiastic and keen to learn. This is because teachers are skilled at providing interesting activities suitable for pupils' age and ability range. Previous weaknesses in using pupils' progress information to plan tasks and activities have been successfully addressed.
- Excellent relationships with pupils and high levels of staff commitment ensure that almost all pupils exceed what is expected of them. Effective intervention and support for individual pupils are precisely targeted. Nevertheless, opportunities are sometimes missed to stretch pupils' thinking and deepen their understanding even more.
- In lessons when progress is rapid and sustained it is because teachers:
 - have a clear-cut grasp of each pupils' abilities and needs and know how they learn best
 - make sure tasks are interesting, appealing and thought-provoking
 - use questions to continually check and test pupils' knowledge and understanding
 - follow pupils' thinking making certain they explain their ideas and solutions.
- The pace of learning is less fast and occasionally is uneven because:
 - opportunities to consolidate and apply their skills are sometimes missed in all subjects but

especially in mathematics

- questioning does not test out pupils’ understanding sufficiently and misconceptions are not corrected quickly enough
 - written feedback in books does not provide well-defined steps for improvement
 - expectations of accuracy of layout and presentation are not always high enough.
- When achievement is highest, such as when writing imaginatively, pupils confidently and accurately express a wide range of feelings and emotions. Yet this challenging and thought-provoking practice is not consistently reflected in all classes and subjects, especially in Years 1 and 2.
 - In the Reception class, collaborative working with the on-site Nursery provision works exceptionally well in developing children’s social and emotional skills. Concerted school action to develop children’s number skills at a faster rate, enrich their imagination and improve their handling of tools, equipment and materials is paying dividends. For example, one boy was observed totally absorbed accurately constructing a zip line between two long thick cardboard tubes. When questioned about its operation his answers were precise.

The behaviour and safety of pupils are good

- Pupils’ behaviour is good and occasionally exemplary. Consequently, classrooms are busy, happy places to be. When tasks are challenging and captivating, pupils are keen and committed to succeeding in all aspects of their work. On the odd occasion, pupils’ concentration can drift a little when tasks are less interesting. Social times are relaxed and friendly. This is confirmed by parents.
- Pupils are polite and helpful. In the Early Years Foundation Stage, Reception and Nursery work happily together. Older pupils are attentive and patient listening to younger pupils read. In discussions, pupils observe that any disruption or inappropriate behaviour, such as robust play in the playground, is uncommon. Pupils report that any issues are promptly resolved by staff.
- Pupils are well informed about bullying in all of its forms. They observe that staff are always close by to share any anxieties or concerns. School records confirm that the very few incidents of inappropriate behaviour are effectively managed by school staff.
- The school’s work to keep all pupils safe is good. Staff make sure that pupils are well informed about how to avoid risk and danger. For example, pupils are aware of how to use a range of new technology sensibly and safely.
- Attendance is above the national average and persistent absence is low. This ensures that all pupils can take full advantage of what the school has to offer its pupils.

The leadership and management are good

- The headteacher, capably supported by a talented and committed team of staff, work as a highly effective team. Together, they display determination to ensure that each pupil can achieve their full potential regardless of the starting points or needs. Any form of discrimination is not accepted.
- Teaching and learning are well led by the headteacher who maintains a sharp focus on making certain any inconsistencies in the pattern of pupils’ progress and achievement are eliminated. Staff training is well targeted, although the most inspiring and effective practice is not always shared enough among staff.
- Systems to check pupils’ progress and development are rigorous and ensure that senior leaders have an accurate grasp of school performance. Subject leaders display confidence using the information to pinpoint any slips or gaps in the rate of pupils’ progress.
- The good curriculum offers a broad range of meaningful activities based upon a rich range of often imaginatively constructed experiences. This also includes a residential experience for older

pupils and a trip to London. Subjects are linked well although opportunities are missed from time to time for pupils to apply their numeracy skills in all subjects. Really well-organised provision for the pupils' personal development is well supported by good spiritual, moral, social and cultural development.

- The recently introduced primary school sport funding is used well to boost participation rates, encourage a healthy lifestyle and foster higher skills in a wide range of sporting activities.
- The quality of teaching is regularly checked, including by members of the governing body. Good use is made of local authority expertise to add to the rigour of performance checking. Performance management is well embedded with salary progression closely linked to the progress and achievement of pupils.
- Strong partnership working is an established feature of all school practice. Excellent links with parents and carers ensure that they are fully involved in their children's learning. Links with the village communities served by the federated schools and the wider network of schools are excellent.
- The local authority and the diocese have an accurate view of school performance and have been proactive supporting the senior leader's vision for the future development of the school. This includes extending the pupil age range to include 10- and 11-year-olds.
- Safeguarding meets requirements. Procedures and practice are well established reflecting the school's strong commitment to pupils' care and support.
- **The governance of the school:**
 - Governors are passionate about the school as a valued community resource. They have a clear vision for the future of both the school and the federation. Governors maintain a firm grip on the school's strategic direction. They are well informed about the quality of teaching and are diligent with their checking of school performance. They ensure that staff are all accountable. Performance management is firmly embedded. Governors use training well to enhance their expertise. They manage resources astutely, including the checking of the impact of pupil premium funding.

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	122276
Local authority	Northumberland
Inspection number	431362

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Alan Sharp
Headteacher	Judith Reay
Date of previous school inspection	22 January 2009
Telephone number	01434 344324
Fax number	Not applicable
Email address	admin@henshaw.northumberland.sch.uk

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