

Hensingham Community Primary School

Main Street, Whitehaven, Cumbria, CA28 8QZ

Inspection dates 3–4 December 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection governors, leaders and managers have worked together very effectively to bring about marked improvements in pupils' achievement and the quality of teaching.
- Governors are now well trained. They monitor the school's work very closely and ask challenging questions about pupils' progress.
- School self-evaluation, improvement-planning, and the work of middle managers are now much sharper. The school has clear priorities for further improvement and is well placed to achieve its goals.
- Pupils behave well, attend school regularly and arrive on time. They feel very safe in school.
- Knowledgeable teaching and interesting activities, together with well-planned and briskly-paced lessons all enable pupils to achieve well.
- Most children enter the early years with skills below those typical for their age. They settle quickly into school routines, become more confident learners and make good progress.
- This good progress continues as pupils move through the school and in 2014 pupils left Year 6 with attainment which was broadly average.
- Pupils' spiritual, moral, social and cultural awareness is developed well. As a result of a broad curriculum pupils are well prepared for life in modern Britain.

It is not yet an outstanding school because

- Pupils are not always given sufficient opportunities to answer teachers' questions in depth and at length.
- Marking of pupils' work does not consistently give them clear advice on how to take the next steps in their learning.
- Checks on the effectiveness of extra help given to disadvantaged pupils are not rigorous enough. Consequently gaps in achievement between them and their classmates are still too wide.

Information about this inspection

- Inspectors observed 11 lessons being taught to full classes and smaller groups of pupils of all ages and in a range of subjects, including mathematics and English. Some lessons and part-lessons were joint observations with the headteacher. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Inspectors considered 29 responses to the online questionnaire, 'Parent View', as well as those from the school's own parental survey and from school staff.

Inspection team

Ann Ashdown, Lead inspector	Additional Inspector
Alastair Younger	Additional Inspector

Full report

Information about this school

- This is a below average-sized primary school.
- The proportion of disabled students and those who have special educational needs is about 15%, which is average.
- The proportion of pupils who are disadvantaged and so eligible for the pupil premium is above that found nationally. The pupil premium is additional funding for pupils eligible for free school meals and those in the care of the local authority.
- Most pupils are White British.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- In the early years there is full-time provision for children in the Reception Class. In the Nursery Class provision is in the mornings only.
- 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?

- Improve teaching by:
 - sharing good practice in teachers' marking so that all pupils are given consistently high quality advice on how to improve their work
 - ensuring that pupils have the opportunity to think more deeply and develop and extend their answers when responding to teachers' questions.
- Further strengthen the effectiveness of leadership and management by:
 - checking even more closely that any extra help given to disadvantaged pupils is effective in narrowing the gap in achievement between them and their classmates.

Inspection judgements

The leadership and management are good

- Hensingham Primary School has improved markedly since the last inspection, because governors, leaders, managers and all staff have worked together to create a climate in which good teaching and good behaviour can flourish. There is a growing sense of pride in the school, staff feel valued and morale is good.
- The school has acted decisively to address weaknesses. Self-evaluation is accurate and improvement-planning is sharp and clearly identifies appropriate priorities for development. Strategies for improving attainment in reading are working. Teaching is well led. The performance of staff is well managed and they have access to good training to improve their skills.
- Extra funding (the pupil premium) has been used wisely to ensure that disadvantaged pupils have the same access to enrichment activities such as trips, visits and sports. However, checks on exactly what impact extra tuition in mathematics and English is having on disadvantaged pupils' attendance and on their completion of homework are not yet rigorous enough to ensure that they catch up with their peers.
- The school fosters good relations between pupils very effectively. There is zero tolerance of any discrimination on the grounds of, for example, race or sex.
- Middle managers, particularly in English and mathematics, are monitoring the work of their areas of responsibility more closely. They have benefited from seeing good practice in other schools, and receiving valuable help through the local teaching alliance and from the local authority advisor. They have a clear vision of how to improve pupils' achievement further and recognise the need to ensure that disadvantaged pupils make even more rapid progress.
- The curriculum develops pupils' basic skills in literacy and numeracy increasingly well. Its breadth, including a wide range of enrichment activities, also means that pupils have a good awareness of spiritual, moral, social and cultural issues and are well prepared for both the next stage of their education and their future lives in modern Britain. Older pupils spoke enthusiastically about exciting visits to places as far away as Newcastle and Edinburgh, while the youngest children thoroughly enjoyed exploring the school grounds.
- The primary sport funding has been used to provide specialist coaching, more opportunities for pupils to take part in new sports such as karate, as well as extending opportunities for swimming. This has raised the profile of physical education within the school and pupils take a real pride in participating in sports, are keen to be in school teams and are given the chance to perform to the highest level of which they are capable.
- Safeguarding arrangements meet requirements. Staff are well trained and fully aware of, for example, child protection and risk assessment procedures.
- **The governance of the school:**
 - Governance has improved markedly since the last inspection. The minutes of meetings clearly show that well-trained governors monitor the work of the school very closely. Consequently they are well informed about performance data and the quality of teaching and are able to ask searching questions about pupils' progress. They have a clear understanding of how staff performance is managed and how good teaching is rewarded and underperformance tackled. Finances are well managed. Governors hold the school to account for the spending of pupil premium funding and recognise that improving the achievement of disadvantaged pupils is a school priority.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Most pupils enjoy coming to school. They attend regularly, arrive on time and are ready to learn. Pupils and their parents have responded well to the school's recent focus on correct school uniform. Pupils come to school looking smart and wear their uniform with pride.
- Pupils behave well as they move around the school, in the dining hall and in assemblies. They show respect for each other and work well in groups and teams. This was very evident as younger children rehearsed their Christmas production of 'The Hopeless Camel' and older pupils polished their performance of 'The Wizard of Oz'.
- Most pupils have good attitudes to learning. In lessons pupils answer questions readily. Work in their books is usually neatly presented and complete.
- Records show that incidents of challenging behaviour are relatively few and are dealt with promptly.

Safety

- The school's work to keep pupils safe and secure is good. Well-trained staff ensure that school policies are implemented consistently.
- Pupils say how safe they feel in school and parents also feel that the school keeps their children safe.
- The school's nurture group provides very good extra support for pupils who need it and builds their confidence so they can achieve their best.
- Pupils have a good understanding of how to keep themselves safe. They are aware of different types of bullying, including homophobic bullying, but are confident that should this occur, it will be quickly sorted out by staff at school. Pupils understand how to keep themselves safe when using the Internet. They also benefit from informative assemblies, for example, from visiting police officers, who explain the possible dangers from strangers and the importance of road safety.

The quality of teaching

is good

- Work in pupils' books shows that they make good progress over time in literacy, reading and mathematics, because they are taught well.
- Teachers provide a range of exciting tasks which engage the interest of their pupils, so they are keen to learn. Interesting trips and visits provide a good stimulus for developing pupils' writing skills. Older pupils talked knowledgeably about their visit to the theatre to see 'Peter Pan' and used this experience to write well-structured and detailed play reviews.
- Well-planned lessons, knowledgeable teaching and challenging activities enable pupils to achieve well in mathematics. Tasks, such as a fast-paced dice-rolling activity allowed pupils to make a quick start to their learning in class.
- The school has adopted a more consistent approach to the teaching of reading, has markedly improved the school library and makes sure pupils have challenging reading books which extend their skills.
- Disabled pupils and those with special educational needs are supported well in lessons by teachers and teaching assistants. They are given sensitive help to ensure that they can complete the same or similar work to that of their peers and make the progress of which they are capable.
- Teachers now have a much clearer focus on what their pupils are learning and are assessing their work more frequently, using this information to plan future lessons. However this focus is not yet quite sharp enough to ensure that disadvantaged pupils make even more rapid progress.
- Most teachers' marking is of good quality and enables pupils to improve their work. This good practice has yet to be fully shared to ensure consistency across all subjects and year groups.
- Teachers usually have high expectations of what their pupils can achieve. However, occasionally pupils are not given sufficient opportunities to think more deeply about their answers to teachers' questions and develop their answers fully.

The achievement of pupils

is good

- Work in pupils' books and displayed on walls as well as the school's own tracking system confirm that pupils make good progress. From starting points which are below those typical for their age, pupils make consistently good progress as they move through the early years, Key Stage 1 and Key Stage 2 to reach standards which are broadly average when they leave the school.
- Attainment in assessments and tests for pupils in Year 2 and Year 6 rose in 2014 and was broadly average in reading, writing and mathematics. Current pupils are on track to reach their targets and make good progress.
- Test results in 2014 show that in mathematics, disadvantaged pupils were approximately four terms behind their peers in the school and five terms behind pupils nationally. In reading the gaps were two and almost three terms respectively. In writing gaps were approximately a term behind their peers and behind pupils nationally. Gaps between the progress of disadvantaged pupils and their peers are narrowing for current pupils. However the school recognises that more robust checks on the effectiveness of support given to disadvantaged pupils are still needed.
- The school has implemented its planning to improve reading very effectively and consequently pupils' standards are rising. Most read fluently and many enjoy reading for pleasure.
- The most-able pupils receive challenging work, particularly homework, to help them extend their skills and understanding. In tests in 2014, all higher-attaining pupils reached the higher Level 5 and some exceeded

this in mathematics.

- Disabled pupils and those who have special educational needs make the same good progress and achieve as well as their peers do. They receive timely specialist help where this is needed to help them develop their learning skills and succeed in lessons.

The early years provision

is good

- Most children enter the nursery class with skills below those typical for their age, especially in communication and language and personal development. They make good progress in the early years and most leave the Reception class at or close to the expected level of development and are equipped with the skills and abilities needed to succeed in Year 1.
- Children quickly become more confident learners and really enjoy activities, such as those which involve collecting sticks in the school grounds, measuring their length and using them to construct their own Christmas tree. Their 'Learning Journey' books clearly show the good progress they make as a result of the good teaching they receive. Well-planned, interesting activities, knowledgeable teachers and a stimulating learning environment all help children to achieve well.
- Children behave well. They follow instructions, take turns and share resources sensibly and are increasingly able to concentrate on their work. They are kept very safe by well-trained staff.
- Good links with parents ensure that they are kept well informed and encouraged to support their children's learning. For example, a group of parents observed firsthand how their children are taught as they enjoyed listening, with their children, to the exciting story of *The Stick Man*.
- The early years are led and managed well. Staff are well deployed and work closely together to plan work and assess children's progress accurately.

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	452025

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	180
Appropriate authority	The governing body
Chair	Paul Smith
Headteacher	Nick Hepburn-Fish
Date of previous school inspection	25 September 2013
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 and 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 2014

