

Humshaugh Church of England First School

Humshaugh, Hexham, Northumberland, NE46 4AA

Inspection dates

24–25 February 2015

Overall effectiveness	Previous inspection:	Good	2
	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.

- Under the very effective leadership of the recently appointed headteacher, who is well supported by governors and all staff, teaching and pupils' achievement continue to improve.
- The school's strengths are celebrated and any weaknesses quickly identified and tackled. Staff feel valued and morale is high. Consequently, the school is well placed to improve even further.
- Pupils behave well and have good attitudes to learning. They are kind and respectful to staff, visitors and each other. They feel very safe at school and attend regularly.
- Knowledgeable and enthusiastic teaching, well-planned lessons and interesting activities all contribute to pupils' enjoyment of learning and their good achievement.
- Children make good progress in the Reception Year. They quickly settle into school routines and become confident learners.
- Work in pupils' books and results of tests and assessments show that pupils continue to make good progress as they move through the school. Standards are usually above average when pupils leave Year 4.
- The curriculum ensures pupils have well-developed basic skills and a good awareness of spiritual, moral, social and cultural issues. Consequently, they are well prepared for the next stage of their education and for their future lives in modern Britain.

It is not yet an outstanding school because

- Pupils' progress in mathematics, although now accelerating, is slightly slower than that in reading and writing.
- Reception Year children do not have the same good opportunities to learn outside as they do inside the classroom.

Information about this inspection

- The inspector observed eight lessons being taught to full classes and smaller groups of pupils of all ages. These covered a range of subjects, including mathematics and English. The headteacher and the inspector made several shorter joint visits to classrooms. The inspector listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Fourteen responses to the online questionnaire, Parent
- View, were considered as well as those from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Full report

Information about this school

- This first school is much smaller than an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are disadvantaged, and so eligible for the pupil premium, is below 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.
- All pupils are White British.
- Children in the early years attend school full time. They are of Reception age and taught in a mixed-age class alongside pupils in Year 1.
- Pupils leave the school at the end of Year 4 when most transfer to local middle schools.
- The headteacher has been in post since June 2014. She is also headteacher of Newbrough Church of England Primary School.
- The on-site provision for childcare, Humshaugh and District Pre-School, is inspected separately and its report is on the Ofsted website.

What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics by:
 - ensuring teachers' marking always provides pupils with clear guidance on how to improve their work and that pupils respond to the advice they are given
 - giving pupils more opportunities to solve mathematical problems and use mathematical skills more widely in a range of subjects.
- Provide children in the Reception Year with equally good opportunities to develop their skills by learning in the outside areas as they have inside the classroom.

Inspection judgements

The leadership and management are good

- The headteacher has a very clear vision for building on the school's strengths and improving it further. Under her inspiring and inclusive leadership, staff feel valued and good teaching and good behaviour flourish.
- School self-evaluation is very accurate and clear priorities for further development, such as raising achievement in mathematics, have quickly been identified. High-quality staff training and the use of new resources for teaching mathematics are already speeding up pupils' progress. On the basis of this successful record of improvement, the school has ample capacity to improve further.
- The quality of teaching is carefully monitored and staff performance is managed well. Middle leaders feel empowered to bring about improvements in their areas of responsibility. They check pupils' progress regularly and identify when extra help is needed for those in danger of falling behind.
- Increasingly close and effective partnerships are developing with the on-site pre-school provision and with the other first school led by the headteacher. This is allowing staff to share their expertise and pupils to participate in more social, sporting and musical events by working as part of a larger group.
- Extra funding, such as that for disadvantaged pupils, is used very effectively. These pupils make the same good progress as their peers, and any gaps in achievement between them and their classmates are rapidly closed.
- The primary school physical education and sport funding is used wisely to give pupils specialist coaching and provide after-school clubs in a range of sports, including gymnastics and multi-skills. This allows pupils to develop healthy lifestyles and perform to the highest level of which they are capable.
- All pupils are given equal opportunities to succeed. Discrimination of any kind is not tolerated. Pupils are successfully encouraged to be tolerant of differences between themselves and others. Links with a school in South Africa, study of other religions and visits from people of different faiths and cultures all help pupils to understand and respect those who are from a different background to their own.
- Safeguarding procedures are effective and meet requirements. Staff are suitably trained and are well aware of child protection and risk assessment issues.
- The curriculum enables pupils to develop good basic skills, and in literacy pupils have ample opportunities to practise these in all subjects. In mathematics, there are fewer opportunities for pupils to develop their skills across all curriculum areas.
- Through meaningful assemblies, visits to interesting places and in lessons, pupils' spiritual, moral, social and cultural understanding is developed well. Pupils speak enthusiastically about exciting activities as varied as visits to the village shop, taking part in the school's production of *Hansel and Gretel* and counting birds as part of the national 'Big Garden Birdwatch'. The curriculum prepares pupils well for their future lives as citizens of modern Britain.
- The local authority provides good support for the school through the school advisor, who visits termly and assists with improving the quality of teaching and identifying priorities for further improvement.
- **The governance of the school:**
 - Governors monitor the school's work carefully and consequently know its strengths and weaknesses well. They ask challenging questions about the use and impact of additional funding and the school's performance data. They have an accurate view of the quality of teaching, and a clear understanding of how good performance is rewarded and weaknesses are tackled.
 - Governors have a wide range of expertise which is used to support the school. This helps to ensure that finances are well managed, staff are well deployed and links with other schools, both locally and overseas, are well developed. Governors have a good understanding of health and safety matters and ensure safeguarding procedures meet statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils, even the very youngest, are very aware of the needs of others. The importance of British values such as tolerance and respect is successfully taught and consistently reinforced by all staff. Pupils move sensibly around the building and play happily together in the school yard. In the dining hall, they are polite and sociable and follow the instructions of staff.
- In lessons, most pupils are keen to answer questions and want to succeed. A few have shorter concentration spans and occasionally lose interest in their work, but teachers and teaching assistants

quickly bring them back to the task in hand. Work in pupils' books is well presented and complete; it reflects the pride they take in their work.

- All parents who responded to the online questionnaire are entirely happy with the education the school provides and would recommend the school to other parents. Pupils are equally enthusiastic about school and clearly enjoy learning.
- Attendance is above average. There have been no exclusions.
- Pupils of all ages enjoy taking responsibility. The newly elected members of the school council were proud of their new role and talked enthusiastically about how they could help the school to improve. Pupils work together well in teams and pairs, and in mixed-age classes older pupils act as good role models for younger ones.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say how safe they feel in school and parents agree that the school keeps their children very safe.
- The suitability of staff to work with children is carefully checked. Safeguarding policies and procedures are understood by all staff.
- Staff are well aware of safety issues and the school is quick to respond to any suggestions which would help to make the school even safer. For example, a recently erected fence has added to the security of the school's site.
- Pupils know how to keep themselves safe and have a sensible attitude to risk taking. They are well informed about different types of bullying but are confident that should this happen at school, it would be swiftly dealt with. A whole-school event to emphasise the importance of internet safety helps pupils to stay safe when using computers and mobile phones.

The quality of teaching

is good

- Work in pupils' books shows that they make good progress as a result of the consistently good teaching they receive. Pupils are motivated to learn by the interesting range of tasks that teachers set and by the lively and knowledgeable teaching they are given. Pupils respond well to perceptive questioning which extends and deepens their understanding.
- Work is marked regularly and, particularly in literacy, pupils are given clear guidance about how to improve it. In mathematics, guidance is sometimes not as clear and pupils do not always have the opportunity to respond to teachers' marking and so correct their work.
- Teachers ensure that pupils develop good literacy skills and are encouraged to become proficient and enthusiastic readers. After reading a book called *Zoo*, older pupils developed good speaking and listening skills; they shared opinions and ideas sensibly as they entered into a lively debate about whether or not animals should be kept in zoos.
- In mixed-age classes, work is carefully matched to the needs of pupils of different ages and abilities, including the most able. Pupils are carefully grouped to help them achieve well. Disabled pupils and those who have special educational needs are well supported by teachers and teaching assistants to ensure they can complete the same or similar work to their peers, and make the progress of which they are capable.
- In mathematics, where progress is not quite as rapid as in literacy, pupils do not have sufficient opportunities to develop their skills in solving mathematical problems. However, work is now more successfully focused on ensuring all pupils can rapidly recall number facts. Pupils enjoy learning and develop a clear understanding of, for example, the links between decimals, fractions and percentages as a result of fast-paced and varied activities. In one instance, this included pupils shouting out the correct answers at the tops of their voices!

The achievement of pupils

is good

- From starting points in the Reception Year which are broadly typical for their age, children make good progress as they move through the school. They reach standards which, although variable from year to year (because cohorts of pupils are very small), are usually above average. Work in pupils' books and the school's detailed tracking system confirm the good progress that current pupils are making.
- Pupils achieve particularly well in reading and writing. Phonics (the sounds that letters make) are well taught and the youngest children make good progress in developing early literacy skills. A room that has been recently refurbished as a library and attractive displays of high-quality writing help pupils to enjoy

reading for pleasure and raise their aspirations to produce good writing.

- Results of recent tests and assessments show that achievement, although still good, is slightly weaker in mathematics than in reading and writing. The school has been quick to tackle this weakness through the introduction of new teaching methods and the use of new resources. Consequently, pupils' progress is now accelerating although opportunities for pupils to develop problem-solving skills are still limited.
- The numbers of disadvantaged pupils are very small so their results in national tests cannot be reliably reported upon in detail. However, they make the same good progress as their classmates because extra funding is spent wisely on small-group and one-to-one tuition. This ensures they have extra help, if needed.
- Disabled pupils and those who have special educational needs receive timely and sensitive support from teachers and teaching assistants. They make good progress and receive specialist help when this is needed so they can achieve well.
- The most able pupils make good progress. They are often grouped with older pupils to allow them to do more demanding work which extends their understanding and makes them think more deeply.

The early years provision

is good

- Most children enter the Reception Year with skills which are broadly typical for their age, although these are sometimes slightly weaker in mathematics. They are keen to learn and all, including the most able and those who are disabled and have special educational needs, achieve well. By the end of the Reception Year, most children have reached a good level of development in all areas of learning and are very well prepared with the basic skills needed for the next stage of their education in Year 1.
- Children behave well. They quickly learn to follow instructions, share and take turns. They are kept safe by well-trained staff who have an acute awareness of their individual needs.
- Children's well-kept and carefully assessed learning journals demonstrate the good progress they make because they are well taught. Teachers and teaching assistants work seamlessly together to provide well-planned, interesting classroom activities which engage the children's interest. Children listened with rapt attention to the story of *The Tiger Who Came to Tea* and enjoyed discussing the animals they would like to take home with them.
- Opportunities for children to learn outside the classroom are not as good as those inside. Although staff make every effort to provide children with outdoor activities, they have limited regular access to a well-resourced outdoor learning area. This means they have fewer chances to learn independently and solve problems through exploration and discovery.
- Leadership and management of the early years provision is good. Leaders and managers are well aware of the strengths and weaknesses of the provision, and have clear ideas as to how it can be improved further. Closer links are being forged with the on-site pre-school provision, which is helping to ensure a smooth transition for children into the Reception Year and giving them increased access to the outside learning area.

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	122295
Local authority	Northumberland
Inspection number	449648

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	David Watson
Headteacher	Cath Newson
Date of previous school inspection	13 January 2010
Telephone number	01434 681408
Fax number	01434 681408
Email address	admin@humshaugh.northumberland.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 2015

