

# Haydon Bridge Shaftoe Trust Primary School

Haydon Bridge, Hexham, Northumberland NE47 6BN

## Inspection dates

28–29 June 2016

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors are not creating or using effective systems to secure improvements needed urgently in teaching, learning and assessment.
- Leaders are not looking closely enough at the quality of teaching and how well different groups of pupils are doing. The achievement of girls, disadvantaged pupils and those who have special educational needs and/or disabilities is too low.
- Leaders are not securing rapid improvement in their areas of responsibility. In English and mathematics, particularly, too few pupils make expected progress from their starting points.
- Leaders' actions are not improving attendance. Overall attendance is below national averages.
- Governors do not have the precise information they need about pupils' achievements in order to challenge leaders effectively.
- Teaching fails to meet the needs of pupils because subject knowledge is weak and expectations are too low. Too many pupils in each key stage do not reach the standards of which they are capable.
- Teachers are not using assessment information to plan tasks that meet the needs of pupils. Too frequently, pupils are either not challenged sufficiently or not getting the support they need.
- Teachers often accept untidy, poorly presented work. Pupils are not supported to know precisely what they need to do to improve their work.
- Provision for children in the early years is not securing sufficient progress for pupils from their starting points. Additional adults, and teaching and learning time, are not used effectively.

### The school has the following strengths

- The headteacher and governors are active in improving the physical environment for pupils. Site security and the protection of children are central to their endeavours.
- Extra-curricular activities enrich the curriculum. Both parents and pupils are appreciative of these enhanced opportunities.
- Pupils are happy and well cared for. They are polite and courteous to adults, showing empathy for, and curiosity in, others.
- Pupils enter school with a wide variety of interests and capabilities. They are keen to learn and apply themselves diligently when teaching meets their needs and interests.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Improve the effectiveness of leadership and management, including governance by:
  - raising expectations of what pupils can do and achieve across all key stages, including the early years
  - devising improvement plans that focus on the correct priorities and clearly define accountability as well as intended outcomes for all pupils
  - embedding assessment and tracking systems that allow staff and governors to understand precisely how well pupils are achieving and attending
  - rapidly developing the skills and abilities of leaders at all levels to secure capacity for improvement, particularly in English and mathematics
  - setting measurable, challenging targets for teachers that are linked to aspirational outcomes for all groups of pupils, including girls, disadvantaged pupils and those who have special educational needs and/or disabilities
  - monitoring teaching and learning across key stages robustly, and holding teachers and additional adults more rigorously to account for the progress of all groups of pupils
  - systematically checking on the progress of groups of pupils, taking swift, decisive action to tackle issues.
- Urgently improve teaching and learning so that they are good or better in all key stages, including the early years, by:
  - instilling pride and inculcating the highest expectations of what pupils can do and achieve among staff and learners
  - equipping all teachers with the necessary subject knowledge, skills and understanding to deliver high-quality teaching, particularly in English and mathematics
  - using accurate assessment information to plan tasks and learning opportunities that are aspirational, engage pupils and build upon their existing capabilities
  - setting ambitious targets with pupils to ensure that they reach the standards of which they are capable, particularly in English and mathematics
  - supporting and challenging all groups of pupils to achieve of their best, particularly disadvantaged pupils, girls and those who have special educational needs and/or disabilities
  - making sure that additional adults and all available teaching and learning time are used to make the most of opportunities for learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

The school may not appoint newly qualified teachers.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leaders, including governors, are not bringing about rapid improvement. Actions are not focused precisely enough on outcomes for pupils. Insufficient time and attention has been paid to securing improvements in teaching, learning and assessment. The impact of leaders and governance is therefore ineffective.
- Systems for checking the quality of teaching and learning lack rigour. Leaders are not constructively addressing weaknesses in teachers' practice. This means teachers are not held stringently to account for the progress of all pupils for whom they have responsibility, particularly within English and mathematics.
- The headteacher has devised a tracking and assessment system. This gathers information about pupils' attainment in year groups across key stages. It is not, however, linked to ambitious targets for all groups of pupils and fails to support improvement planning effectively. Progress measures are imprecise and findings are inexpertly analysed. As a result, better outcomes for pupils are not reliably procured.
- Leaders link teachers' pay progression to the quality of classroom practice. Performance management targets, however, are non-aspirational and imprecise, meaning that teachers are unclear about expectations. Leaders and governors are therefore not managing teachers' performance skilfully.
- Leaders and governors do not use the information that they gather about the progress and attainment of different groups of pupils effectively. Evaluation of pupils' outcomes is weak. This leads to poor understanding of the gaps in performance between groups of pupils and a lack of awareness about whether or not these gaps are closing. Consequently, too many disadvantaged pupils, girls and pupils who have special educational needs and/or disabilities are not challenged or supported appropriately.
- The headteacher, new to post in April 2014, is taking action to widen leadership responsibilities. A new assistant headteacher and English leader have been appointed since the previous inspection. This increased capacity is yet to bear significant fruit in terms of outcomes for all groups of pupils.
- Leaders' actions are not sufficiently compelling to bring about improvement in attendance. Patterns and rates of attendance for different groups of pupils are not suitably analysed. Attendance is not improving to meet national averages and the numbers of pupils who miss considerable amounts of schooling are increasing.
- Senior leaders are not ensuring that provision for the high proportion of pupils deemed to have special educational needs or disability is robust. While many interventions take place, only a portion of them are effectively monitored for impact. Some pupils are not suitably challenged and others are ineffectively supported. Achievement for this group of pupils is variable.
- Leaders and governors use the extra funding provided for disadvantaged pupils to provide additional support. There is, though, a weak understanding of the extent to which these actions are having a positive impact on disadvantaged pupils' attainment and progress.
- Leaders are not ensuring that the curriculum stimulates all groups of pupils. Interest too often wanes during lessons. Evaluation and discussion of how the curriculum could be altered to better stimulate and reflect heightened expectations have, however, begun. The manner in which these actions will impact on pupils' engagement and interests is not yet evident.
- Leaders make good use of sports funding to enrich the curriculum for all pupils. Teaching and learning in physical education have developed well and pupils enjoy a broader set of opportunities and experiences. Parents and pupils particularly value the extra-curricular sports clubs taking place.
- The local authority makes regular monitoring visits to the school, conducting reviews of the school's performance. Reports, however, are overly generous and lack effectiveness in bringing about rapid improvement. Leaders' and governors' overly positive views of the school's performance are unhelpfully corroborated.
- **The governance of the school**
  - The large group of governors bring enthusiasm and a broad set of skills to the school, including experience in educational matters. They make regular visits and are keen to challenge and support leaders. As a result, they have some knowledge about the school's work. There is not yet a consistent focus on developing a precise understanding of how well groups of pupils are doing, which means that findings are missed or misinterpreted.
  - Information provided to governors by senior leaders is not focusing adequately on the key priorities. Not enough detail about the progress of groups of pupils is offered, and reporting presents an overly

optimistic picture of outcomes. Governors are not enabled to see precisely where weaknesses lie and therefore their challenges to leaders are not getting to the heart of the matter.

- Governors are not rigorous enough in holding senior leaders to account for managing and improving teachers' practice. Although governors understand that salary progression is linked to performance, teachers' undemanding performance targets are not challenged.
- Governors work diligently to improve the physical environment for pupils and are keen to secure a 'green' future for the school. Their work to install renewable energy sources, reducing thereby the school's carbon footprint, has won widespread accolades. The headteacher's recent actions to improve drop-off and collection arrangements for parents and the installation of new fencing and gates have greatly improved site security.
- The arrangements for safeguarding are effective. Arrangements for checking that employees are suitable to work with children are thorough. All adults have a good understanding of what to do to keep children safe and how to report any concerns they may have. Governors, senior leaders and teachers are well trained in matters relating to the protection of children. Governors and staff have, for example, a clear understanding of their role and responsibilities in relation to the 'Prevent' duty. They are alert to changes in pupils' behaviour and hold appropriately vigilant, 'it could happen here' attitudes. The school's systems for protecting pupils from harm online are effective. Pupils know what to do to keep themselves safe and are knowledgeable about the benefits as well as the dangers of online activity. Leaders record any misbehaviour and monitor appropriately the rare reported incidents of bullying. The overwhelming majority of pupils and parents agree that pupils are safe and well cared for.

## Quality of teaching, learning and assessment

## is inadequate

- The effectiveness of teaching, learning and assessment has declined since the previous inspection. Teachers do not plan work that is reliably matched to pupils' abilities. As a result, pupils are given work that fails to meet their needs and too often in mathematics pupils undertake work they already know and can do. For some pupils, work lacks challenge and for others constant support is needed because work is too difficult. Progress is therefore limited and outcomes are capped.
- Teachers use the assessment and tracking system to record the achievement of pupils each term. This information is not examined or used effectively to identify the extent of progress of different groups of pupils and to plan accordingly. Subsequently, the proportions of girls, disadvantaged pupils and pupils who have special educational needs and/or disabilities who are falling behind national averages are too high. This is particularly evident in mathematics and English, across key stages.
- Expectations of what pupils can do and achieve are not high enough. Teachers too often underestimate or misjudge pupils' existing skills and knowledge. The school's policy on feedback and marking is not used with consistency. Errors of grammar, spelling and punctuation are not tackled systematically in pupils' work. Pupils lack clear guidance, inspiration and challenge from teachers to do their very best. As a result, pupils do not take enough pride in their work and too many wait for further adult direction as tasks are rushed or completed too easily.
- Teachers' subject knowledge is insecure, particularly with regard to mathematics and English. Teachers do not plan appropriate sequences of teaching that build on prior learning. Questioning often fails to probe and assess pupils' understanding and teachers and teaching assistants fail to use subject-related vocabulary appropriately when explaining concepts to pupils. Misconceptions are not addressed in a timely manner and pupils' abilities to reason and think deeply are not capitalised upon. Rates of progress are therefore reduced.
- Teaching for pupils who have special educational needs and/or disabilities is not leading to consistently accelerated progress. This is because adults' expectations are often too low and lessons are too frequently pitched inappropriately. Work is too challenging or not challenging enough. There is persistent reliance on the support and intervention of adults. Pupils are not enabled to take charge of their learning, to practise, apply their skills and challenge themselves to improve.
- More-able pupils in classes across key stages are not consistently well challenged to reach the standards that should be expected of them. Expectations of their capabilities are, too often, misjudged. This means the progress made from starting points is less than rapid.
- The deployment of additional adults and the use of teaching and learning time are variable. Planning is not consistently well thought through to ensure that pupils are getting suitable support or challenge at the right time. Valuable slots of available time are mismanaged.

- The proportion of pupils in Year 1 reaching the standard in the national phonics (letters and the sounds they represent) check is above average. However, this positive beginning is not built upon with consistency. The frequency with which pupils read varies considerably and pupils do not develop the appropriate skills for their age in reading. Consequently, rates of progress in reading and writing are too variable across groups.
- Staff are attempting to enrich the curriculum for pupils through visits and visitors. Popular after-school clubs now offer rich and varied enhancement opportunities. Nevertheless, weak teaching in some classes does not stimulate pupils' interests well enough. A commitment to raising pupils' awareness of the plight of others results in pupils developing moral principles and empathetic responses in keeping with British values. Care for and engagement with the environment develop an appreciation and understanding of conservation and associated issues of sustainability.

## **Personal development, behaviour and welfare requires improvement**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils' understanding of how to be a successful learner is inhibited by the quality of teaching, challenge and support they receive from adults. Insufficient pride is taken in the presentation of work, particularly within mathematics and English. Positive, resilient attitudes and high expectations of self are not consistently well developed.
- Pupils are happy and well looked after. Adults know pupils as individuals and are alert to their emotional and welfare needs. A commitment to protecting pupils and keeping them safe from harm is evident. Adults receive regularly updated training to ensure that potential risks to well-being are identified and addressed.
- Pupils understand how to keep themselves safe online. They have a developing understanding of the different types of bullying and are keen to point out to inspectors that they will not tolerate bullying. Pupils are clear about what to do if they have concerns and are confident that adults will help them and respond to any concerns.
- Pupils express particularly positive and respectful attitudes towards others who have complex needs and disabilities. This is due to the good work of leaders and governors in ensuring that community partnerships are actively fostered.

### **Behaviour**

- The behaviour of pupils requires improvement. Pupils say that sometimes their learning is interrupted by others being 'a bit silly'. Low-level disruption takes place across key stages when pupils are not engaged effectively in their learning, especially where tasks do not match their needs or fail to capture their interests.
- Progress towards eliminating issues of absence among pupils lacks urgency. Levels of attendance sit slightly below the national average and are declining over time. The numbers of pupils who miss considerable amounts of schooling are above the national averages and rising. This limits pupils' chances of educational success.
- Pupils are cheerful, friendly and get along well together. Play can be noisy and boisterous, particularly during unstructured times where self-discipline may be required.
- Pupils bring a real zest for life and interest in the world around them to school. They are enthusiastic, inquisitive and very respectful of adults. They are quick to conform to rules where requested.

## **Outcomes for pupils are inadequate**

- Outcomes in all key stages are broadly in line with the national average. Due to weaknesses in teaching and low expectations, however, pupils make too little progress from their starting points and are not adequately prepared for the next stage in their education. In English and mathematics, particularly, progress over time is inadequate.
- Standards in key stage 1 in 2015 fell significantly from the previous year in all subjects. End of year results recently collated for this academic year show some signs of recovery. Nevertheless, teaching and learning during lessons, as well as work in pupils' books over time, fail to show significant, sustained progress from starting points in English and mathematics.

- The progress made by pupils in key stage 2 was significantly below national averages in 2015 in all subjects. Again, this year some improvements in attainment are predicted. Low expectations, coupled with a lack of challenge and effective support, particularly in English and mathematics, are, however, continuing to minimise the amount of progress that pupils make in classes across this key stage.
- In 2015, girls in both key stage 1 and 2 underperformed compared to boys. In key stage 2, girls' progress was significantly below others nationally, in all subjects. Girls' overall attainment in key stage 1 was weaker than boys. The progress of girls, however, is not currently tracked or analysed. This means that any discrepancies between girls and boys are not identified or tackled. In most year groups, girls' achievement is still at odds with boys', particularly in reading and mathematics.
- Progress for pupils who have special educational needs and/or disabilities was significantly below national averages for all pupils in all subjects in key stage 2 in 2015. In key stage 1, mathematics outcomes were slightly weaker than the national average. The progress of current pupils who have special educational needs and/or disabilities is not monitored effectively. Work in books and the school's own information indicate that there is not an improving picture for these pupils, across key stages or subjects.
- Progress for disadvantaged pupils from their starting points was significantly below others nationally in 2015 in all subjects. Disadvantaged pupils were also more likely to be persistently absent in 2015. The school's own information and inspection evidence show that outcomes for disadvantaged pupils in both key stage 1 and 2 this year are considerably weaker than non-disadvantaged pupils. Although these findings at times relate to small proportions of pupils, disparities are not being actively addressed as outcomes for groups are not effectively evaluated.
- More-able pupils across key stages are not currently reaching the standards that should be expected of them. Challenge and support in lessons are not consistently securing good progress because expectations of what pupils can do and achieve are too low. The work in pupils' books does not accurately reflect more-able pupils' capabilities.
- The proportion of pupils achieving the required standard in phonics in Year 1 was above national averages in 2015. Slightly less promising outcomes are predicted this year, indicating that the successful teaching and learning of this early reading skill vary over time.

## Early years provision

## is inadequate

- Weaknesses seen in the main school extend to the early years. Improvement planning fails to focus adequately on the progress and achievement of all groups of pupils. Entry capabilities are not built upon with sufficient skill or urgency in order to prepare children fully for the challenges of key stage 1.
- Time is used ineffectively in the early years, with large chunks of time given over to managing transitions and waiting for children to be readied for learning. This means that the quality of adult and child interactions is limited while valuable teaching and learning opportunities fail to be fully capitalised upon.
- The proportion of children reaching a good level of development rose in 2015 to match the national average. Similar overall results are expected this year. These outcomes do not accurately represent the capabilities of children in this school, as expectations are too low. Inadequate support or challenge, relative to their different starting points, means that children do not reach the standards of which they are capable.
- Additional adults are not deployed effectively. Their work and involvement are not consistently linked to the needs of children. Tasks are poorly planned and executed. Several interventions have limited impact on children's early English and mathematics skills. Work to improve speaking and listening skills, for example, fails to ignite interest or develop better ability.
- Early years staff are keen to improve the physical environment both indoors and outside. Currently space is tight, poorly organised and cluttered, making it difficult at times for children and adults to move around and access resources, freely and safely. Adults do not consistently or effectively address some poor behaviour, such as running in the setting and pushing past other children and adults.
- Most parents are highly appreciative of the early years staff and they manner in which their children are cared for and looked after. Staff are vigilant and well trained in the protection of children. Children therefore are happy and enjoy their time at school.



## School details

<b>Unique reference number</b>	122274
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10010991

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Jackson
<b>Headteacher</b>	Gill Woodward
<b>Telephone number</b>	01434 684309
<b>Website</b>	<a href="http://www.shaftoetrust.northumberland.sch.uk">www.shaftoetrust.northumberland.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@shaftoetrust.northumberland.sch.uk">admin@shaftoetrust.northumberland.sch.uk</a>
<b>Date of previous inspection</b>	14–15 December 2010

## Information about this school

- This is a small primary school compared to the national average.
- The school has become a primary school since the previous inspection and 2014–15 saw the school's first cohort of Year 6 pupils.
- A new headteacher and assistant headteacher have been appointed since the previous inspection.
- There is a new chair of governors since the previous inspection.
- The majority of pupils are of White British heritage.
- There are currently no pupils for whom English is an additional language.
- The proportion of pupils eligible for the pupil premium funding is below average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school does not meet requirements on the publication of information about the structure and responsibilities of the governing body and committees on its website.

## Information about this inspection

- Inspectors observed teaching and learning in a range of subjects. The lead inspector and headteacher conducted joint observations across both days of the inspection.
- Meetings were held with subject leaders as well as the headteacher and assistant headteacher. Inspectors also met with seven governors, including the chair of the governing body and a representative from the local authority and held a telephone interview with another member of the local authority.
- Inspectors listened to pupils read, scrutinised their work in books and on display, and talked with groups of pupils formally and informally at breaktimes.
- A wide range of the school's own information and documentation was studied, including the school's self-evaluation, the school development plan and records of the checks made on teaching and learning. Information about safeguarding practices and policy were examined.
- The opinions of staff were taken into account via their responses to Ofsted's questionnaire and through formal and informal discussions.
- The views of 48 parents expressed in Parent View were considered, along with parents' comments offered via free text. Inspectors also considered results of the school's own parent questionnaire and spoke directly with parents during the course of the inspection.

## Inspection team

Fiona Manuel, lead inspector  
Sylvia Humble  
Lucie Stephenson

Her Majesty's Inspector  
Ofsted Inspector  
Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

