



Henshaw CofE Primary School

Inspection Report

Unique Reference Number 122276
LEA Northumberland
Inspection number 281214
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mrs Janice Stephenson

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

Type of school	First	School address	Henshaw
School category	Voluntary aided		Bardon Mill
Age range of pupils	4 to 9		Hexham, Northumberland
Gender of pupils	Mixed	Telephone number	01434 344324
Number on roll	70	Fax number	01434 344729
Appropriate authority	The governing body	Chair of governors	Mr Mark Knowles
Date of previous inspection	1 May 2000	Headteacher	Mrs Denise Henry

Age group 4 to 9	Inspection dates 5 December 2005 - 6 December 2005	Inspection number 281214
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school serves a rural community with above average socio-economic conditions. Pupils begin school with average attainment and there are ten with learning difficulties. One pupil has a statement of special educational needs. Virtually all pupils are from white British families and their first language is English. The school has gained a Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some strengths. This judgement matches the school's own evaluation of its effectiveness. The headteacher's leadership is good and has enabled the school to make good progress since the last inspection. The leadership provided by other staff and governors is satisfactory but in the Foundation Stage it is inadequate. Although Reception aged children make adequate progress, the curriculum is not always appropriate to match their developmental needs or abilities. In Years 1 to 4, standards in reading and mathematics are above average and pupils make good progress. Progress in writing is slower but standards are average and pupils' achievement is satisfactory. Pupils' with learning difficulties or disabilities receive targeted support and make good progress. Teaching is satisfactory but tasks, especially in writing, are not always matched to the abilities of middle and lower attaining boys. The variety of teaching methods used in Years 3 and 4 motivate the pupils to learn well. Pupils' personal development is good. The welcoming and positive environment helps pupils to become responsible, considerate and well behaved. The school provides effective care and support for pupils' development, so that pupils feel valued and secure and receive good personal targets to improve. The curriculum is satisfactory. It is enriched well with additional clubs and visitors but there are insufficient opportunities to practise writing skills in other subjects. The school has identified the right priorities for future development and its capacity to improve is good. It gives satisfactory value for money but this is improving.

not applicable

What the school should do to improve further

- Improve the leadership and quality of education in the Foundation Stage.
- Improve pupils' progress in writing, particularly for middle and lower attaining boys, and extend the opportunities for all pupils to write in other subjects.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Reception aged children make satisfactory progress and attain expected standards in all areas of learning. The results of national tests for seven-year-olds show that standards over the last three years have been broadly average and the school's assessments show that most pupils made satisfactory progress. The results of the 2005 tests show an improvement in reading with sustained good results for higher attaining pupils. Caution needs to be given to interpreting these results due to the small number of pupils in each cohort and the high number of pupils with learning difficulties.

In Years 1 and 2 standards are rising and pupils are now making good progress in reading and mathematics because assessment systems are good. Current standards in these subjects are above average, while standards in writing are average. Pupils'

progress in writing, particularly among middle and lower attaining boys, is not as good as it should be because there is insufficient emphasis on developing key basic skills. In Years 3 and 4, standards in English and mathematics are well above average and pupils make good progress.

Pupils with learning difficulties or disabilities make good progress because of the targeted support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils are confident. They care for and respect each other and eagerly take on responsibilities in the school community. They know that staff value them as individuals and this generates very good self-esteem. Pupils behave well in and out of class, enjoy their lessons and work hard at the tasks set. Attendance is similar to the national average. The Eco Committee enthusiastically report that pupils understand the importance of conserving energy very well. Pupils have a good understanding of a healthy lifestyle. They can readily talk about vegetables being good for you and chicken having useful protein.

Pupils' spiritual, moral, social and cultural development is good. The moral development of pupils is well promoted through clear rules that are understood and agreed, so that pupils know right from wrong and behave well. Pupils' social skills are well developed in lessons when they work together, and in the many out of school activities that pupils enjoy. They have a very good understanding of other faiths and cultures through assemblies and specific activities such as the Bangladeshi day. Pupils' skills in writing are not yet developed well enough in preparation for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers prepare lessons diligently. The teaching of reading and mathematics is better than the teaching of writing. Some teaching in writing is not based upon a sharp enough knowledge of the needs of different pupils in the class. This means that there are occasions when the tasks set for pupils, particularly for middle and lower attaining boys, are not challenging enough or are too difficult for them to complete on their own. Some teachers do not set high enough expectations for handwriting and presentation of work or give useful suggestions to pupils for improvements in their writing, for example choosing the best layout for stories. Teaching in the Foundation Stage is adequate but too many children do not make as much progress as they should because activities do not match their developmental needs or abilities.

Pupils want to learn and listen in lessons because relationships are very good. Teachers plan lessons that often allow pupils to work in groups so that they develop good team skills. In a good Year 3 and 4 literacy lesson, the teacher engaged the interest of all

pupils and used drama to inspire them to learn successfully how to develop an opening paragraph in a story. Pupils with learning difficulties or disabilities make good progress when they work with teaching assistants.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is enriched well through a range of out of school clubs that the school provides in music, sport and gardening. Pupils particularly enjoy visitors who work with them in art and music. They talk passionately about the friendship bench they have made in the school garden. The school has gained the Healthy Schools award and pupils have a good understanding of the need to take regular exercise with the benefits of a balanced diet.

Pupils really enjoy their learning when teachers link subjects together. Year 4 pupils talk enthusiastically about the Viking project and say that 'learning was fun!' In most classes there is no systematic linking of subjects and opportunities to consolidate writing skills are limited. The curriculum for the Foundation Stage is satisfactory but children do not have enough chance to learn through discovery.

Care, guidance and support

Grade: 2

The school's care and welfare of pupils are good and of great importance to the school. Staff know the pupils very well and are watchful for changes in their health, concentration or mood in order to give support when needed. Because of this, pupils feel very safe and have confidence in their teachers to solve any problems and to show understanding if they have difficulties in their learning. The school tracks pupils' progress closely and pupils fully understand their literacy and numeracy targets. Child protection systems are rigorous and all staff have been fully trained. Pupils with learning difficulties or disabilities are well supported and effectively included in the life and work of the school. The school promotes strong links with parents who have a high regard for the school.

Leadership and management

Grade: 3

The school judges leadership and management to be good but inspectors judge it to be satisfactory. The headteacher provides good leadership and has worked energetically to develop positive behaviour for learning and to establish very good relationships. Good systems, such as the tracking of performance, are now clearly in place. There is a clear direction for the work of the school and standards are beginning to rise, particularly in reading and mathematics.

A particular strength lies in the good sense of teamwork among staff and governors. Teachers who are relatively new to the school are developing their subject responsibilities well. The school recognises that their leadership skills need to be further

developed so that everyone can be involved in the monitoring of teaching and learning. Leadership of the Foundation Stage is inadequate because there is insufficient focus on providing an appropriate learning environment or curriculum. Governance is satisfactory. The governing body is supportive of the headteacher and some governors, for example the chair and the vicar, regularly visit the school to observe its life at first hand. The role of governors in challenging the school to improve pupils' achievement is limited.

There has been good progress since the last inspection. Standards in information and communication technology are now good and higher attaining pupils are achieving their full potential. Priorities in the school's improvement plan are the same as those found by inspectors. This demonstrates good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Dear Children

Thank you for giving me such a warm welcome to your school and helping me to do my work. You gave me a good picture of why you like your school and of the interesting things that you do there.

Here are the things I most liked about your school:

your friendliness towards everyone who works in the school. You really do care for and look after each other

you work and play together very well in and out of your classrooms

your behaviour in school is good. In your lessons this helps everyone to learn and get on with work. Well done!

your headteacher knows you very well and has good contact with your families

you told me you enjoy your lessons and I saw that in the lessons I visited

your headteacher, teachers and other staff work hard and care for you well

your school has lovely playgrounds and playing fields that you look after very well.

What I have asked your school to do now:

improve the Reception class organisation so that there is more space for you to learn from finding out and improve the activities so that you are really interested in your learning

improve your learning in writing and make it more fun, so you get even better.

Thank you all once again for your warm welcome and the way you helped me.

Have a happy Christmas.

Mrs. J. Stephenson
Lead Inspector