

Hensall Community Primary School

Inspection report

Unique Reference Number	121403
Local Authority	North Yorkshire
Inspection number	313980
Inspection dates	18–19 March 2008
Reporting inspector	Ross Parker

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	4–11
Gender of pupils	Mixed
Number on roll	
School	110
Appropriate authority	The governing body
Chair	Mrs Lynn Patrick
Headteacher	Mrs Heather Conroy
Date of previous school inspection	9 February 2004
School address	Church Lane Hensall Goole Yorkshire DN14 0QQ
Telephone number	01977 661340
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small school is situated in a semi-rural area within the Selby mining-electricity generating area. The catchment area is predominantly owner-occupied in a range of private housing. The great majority of pupils come from White British backgrounds. Currently, two pupils are learning English as an additional language. The number of pupils entitled to free school meals is well below average as is the proportion of pupils with learning difficulties and/or disabilities. A new headteacher was appointed in September 2007, having worked in the school since 2004 during which time there was significant staffing instability.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hensall Primary School provides a good standard of education and has improved significantly since the last inspection. Achievement has been improved, the curriculum modernised, and the environment upgraded. After an unsettled period, staffing is now stable and management responsibilities have been spread to good effect. Good links with outside partners compensate for the school's small size by supporting teachers in updating their skills and giving pupils access to challenging tasks and the most modern technology. Church links support pupils' good spiritual development. A typical parental view of the school is that it promotes good moral values and a sense of individual and collective responsibility.

Overall achievement is good and, from a level broadly expected on entry to the Foundation Stage, pupils attain above average standards by the end of Year 6. Standards have risen over the last three years, particularly in mathematics and science. Improvements to standards in English have been less consistent and pupils reached average levels in 2007.

Pupils' good progress is built on a good curriculum. Pupils comment frequently on the range of additional and stimulating activities that are available. Teaching is of good quality so that pupils enjoy their lessons and work hard. Sometimes, teachers miss opportunities to stretch the most able pupils to think at a higher level or to take more initiative in lessons.

Good links with neighbouring schools have introduced more opportunities for physical activities and there is a strong emphasis on healthy eating. Together with developing social and emotional awareness, this means that pupils have a good understanding of healthy lifestyles. The links have also included experience of enterprise that adds to pupils' good collaboration skills and above average numeracy skills, preparing them well for success in later life.

Pupils say that they feel very safe at school because it is calm and well organised. The pupils make a good contribution to the happy, positive environment where all ages mix well together. They are able to make constructive suggestions through the school council and work in a variety of roles to help each day to run smoothly. Pupils are known and cared for extremely well and get good guidance; this helps them to behave well. The school has a new and effective system for tracking pupils' progress, setting challenging targets for improvement and using marking to show them how to improve.

There is a consistent determination across the whole staff to continue the recent improvement and to identify challenging targets in all areas of the school's work. The headteacher's clear vision has spread quickly and empowered colleagues to lead developments across all areas of the school. The school provides good value for money and has good capacity to maintain the momentum of improvement.

Effectiveness of the Foundation Stage

Grade: 2

When children join the Reception class their skills are typical for their ages overall, though language and literacy skills have been weaker recently. The good teaching consistently prompts children to think and experiment. Along with good care, this means that the range of children's needs is effectively supported and they make good progress. Their development is carefully mapped from day-to-day and they attain standards that are above the levels expected by the end of Reception. Children are good attenders who enjoy school, behave well and are developing independence. The inside and outside learning areas have been improved since the last

inspection. They are well managed to provide a stimulating mix of adult led and child-initiated learning. There are good links with parents, and the mixed Reception and Year 1 class is well organised so that children make an easy transition from the Foundation Stage curriculum to the national curriculum.

What the school should do to improve further

- Improve pupils' standards and achievement in English so they match those in mathematics and science.
- Ensure teaching consistently challenges the most able pupils.

Achievement and standards

Grade: 2

Pupils achieve well to reach above average standards by the end of Year 6. Standards at the end of Year 2 have been consistently average over recent years, though writing standards have dipped recently because children have joined the school with weaker language skills. The school's overall results in national tests at the end of Year 6 have showed improvement during the last two years. Standards have been pulled up by improvements in science and mathematics where all pupils have reached the expected levels and the majority have exceeded them. Results in mathematics were exceptionally high in 2007. In English, pupils made satisfactory progress and reached average standards, but significantly fewer pupils reached the higher levels in this subject. Progress over recent years when staffing has been inconsistent has been satisfactory, but the school's current data and pupils' work confirm the school's view that pupils are now making good progress overall. Pupils with learning difficulties and/or disabilities progress well and so do those learning English as an additional language.

Personal development and well-being

Grade: 2

Pupils behave well. They particularly enjoy their friendships in school, work hard in lessons, and respond well to opportunities to be independent. They show respect for each other in the classroom and the playground where older pupils, including trained 'play leaders' are particularly helpful to younger children. Their helpfulness shows as they manage equipment in assemblies or assist younger pupils in cloakrooms at the end of playtimes. They contribute well to a range of community celebrations and regularly raise funds for charities, such the local air ambulance. Spiritual, moral, social and cultural development is good. Recent curriculum changes have placed a significant emphasis on studying the cultures of India and China, and this has really broadened pupils' cultural awareness. Attendance is now above average, reversing a recent decline. Pupils clearly enjoy the good range of extra-curricular games and sports and fully appreciate the lengths the adults go to in order to ensure their safety.

Quality of provision

Teaching and learning

Grade: 2

Imaginative activities are well planned so that pupils make good progress in the bright, stimulating environment and say that teachers make lessons fun. Teachers sharing classes collaborate well and parents expressed admiration for the way that they maintain continuity in teaching and learning. Mixed-age classes are well managed and throughout the school, work

is generally matched effectively to the needs of pupils at different stages of development. Individual pupils work towards different challenging targets in literacy and numeracy, but the school's own monitoring has identified the need to provide more consistent challenge for high attaining pupils. Teaching assistants work well with teachers to support pupils with learning difficulties and/or disabilities. Teachers' skilful questioning and very thorough marking enables them to judge whether to move pupils on, or to go back and consolidate their understanding. The impact of the marking can also be seen as pupils become more reflective and self-critical as they work.

Curriculum and other activities

Grade: 2

A programme of curriculum modification has increased the relevance of many classroom activities by basing them around major themes. For example, art includes weaving and hand painting with links to Indian culture and religion, and in physical education, pupils have explored martial arts as part of their exploration of Chinese traditions. By carefully integrating basic literacy and numeracy into these themes, teachers have made pupils' experiences more coherent. In addition, pupils in all years are now studying the social and emotional aspects of learning, which is already broadening their self-awareness and self-confidence. Enjoyment is particularly boosted by enrichment activities such as a 'Tudor Day', as well as a programme of residential visits, which provides pupils with some exciting challenges and opportunities for teamwork. Pupils also get opportunities to start learning French. Good links with external partners provide innovative opportunities, such as a community project to build understanding of how communities make a living, and a planned e-learning project with the partner secondary school. The good range of sports and other extra-curricular activities is very popular.

Care, guidance and support

Grade: 2

The size and location of the school create regular opportunities for staff to meet informally with parents. As a result, the adults in the school have an excellent knowledge of the children and their individual needs. Pupils feel very safe and well cared for and safeguarding procedures are very rigorous. Assemblies, discussion time and the focus on social and emotional aspects of learning mean that pupils feel secure and confident.

Pupils' behaviour is well managed and teaching assistants are trained to deal with any problems or anxieties. There is good support for any pupil with additional needs, so that the school is very inclusive. The school now has a system to monitor pupils' progress very thoroughly in order to set challenging targets for every individual. Marking is an ongoing two-way process with pupils responding to questions and guidance so that they are progressively improving their work.

Leadership and management

Grade: 2

The quality of leadership is good and the recently formed leadership team has already made improvements to the curriculum, assessment, and strategies to improve standards in English. The headteacher has a good record of success as a teacher and is giving a strong lead. Self-evaluation is now accurate and used as a working tool by the whole-staff team to raise

standards and make the changes needed for further improvement. For example, parent volunteers have been recruited to hear pupils read, a book club has been formed, and motivational strategies introduced to enhance individual reading in Year 6. All of this has been established within eight weeks of the literacy coordinator's appointment. Governors are closely involved in the work of the school on a day-to-day basis both supporting in class, and developing policies and action plans to secure further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you all for the very friendly welcome you gave me when I came to visit your school recently. I really enjoyed meeting you and having the chance to talk to you.

The school gives you a good education. Here are some of the really good things about your school.

You make good progress throughout your time at Hensall and are well prepared for secondary education. I was impressed by your good behaviour, the way you all mixed well together whatever your age, and the friendly atmosphere around the school. You have good opportunities to appreciate different cultures and values from other parts of the world, and you clearly enjoy this. You also enjoy the wide range of sports, extra activities and residential visits that the school provides. You appreciate the way that teachers provide interesting and varied opportunities in lessons, and the guidance they give you on how you can improve. You are also making a good contribution yourselves - raising the funds for charities and deciding on the best rules for the playground. You are fortunate to have some good links with other schools, which are providing extra opportunities for you, particularly in sports, mathematics and enterprise. Your teachers, parents and the school governors all share a really clear vision of the ways in which they want to keep improving the school. They agree with you that you should be proud of the way that you look after each other and value the nice community within the school.

I have asked the school do two things to make it even better. First, to ensure that you do better in English and reach the same good standards in this subject as you do in mathematics and science. You can help by following your school's advice, for example, about reading more at home. This will make it easier for you to grasp what teachers are asking you to do and prepare you for success in later life. I have also asked your school to ensure that in all lessons there is a good amount of challenge for those of you who learn new things quickly.