

## Haydon Bridge Shaftoe Trust First School

### Inspection report

<b>Unique Reference Number</b>	122274
<b>Local Authority</b>	Northumberland
<b>Inspection number</b>	314256
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Graeme Clarke

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Drydon
<b>Headteacher</b>	Mrs Audrey Cox
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Haydon Bridge Hexham Northumberland NE47 6BN
<b>Telephone number</b>	01434 684309
<b>Fax number</b>	01434 684309

<b>Age group</b>	3–9
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## Introduction

The inspection was carried out by an Additional Inspector.

He evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of provision in the Foundation Stage
- pupils' standards and achievement, particularly in writing
- the use of marking and assessment to support learning
- leadership and management.

The inspector gathered evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions with the headteacher, staff, pupils and governors and the school's self-evaluation. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small rural school serves a locality where socio-economic characteristics are broadly average. All pupils are from a White British heritage. The proportion of pupils eligible for free school meals is well below average. Fewer pupils than average have learning difficulties and/or disabilities. The school has the Investors in People, Healthy Schools, Activemark Gold, Arts Mark Silver and Basic Skills Quality awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Shaftoe Trust First School is a good school. It has many outstanding features. In this inclusive school pupils' accomplishments reflect consistently good achievement and outstanding personal development. Amongst the many reasons for the school's success are the outstanding leadership of the headteacher, leadership team and governors, and the staff commitment to a clear philosophy that every child does matter. This promotes a caring and learning ethos for all. Parents are very appreciative of the school. One comment sums up their views, 'I am particularly pleased with my child's progress and development in confidence .... The school has a lot of varied after and in-school extra-curricular subjects. Our child is very happy and looks forward to going to school'.

Children make outstanding progress in the Foundation Stage. They make good progress and sustain well above average standards throughout Key Stage 1. Results for Year 2 pupils in national assessments for reading, writing and mathematics, have exceeded national averages over the past few years. However, last year fewer pupils than expected gained the higher Level 3 in writing.

In Key Stage 2, pupils' overall progress is good. In reading it is outstanding, it is good in mathematics and satisfactory in writing. By the end of Year 4 standards are above average. The school has put in place effective actions to raise standards in writing. New initiatives combining support for spelling and the use of expressive language in writing are already bearing fruit. For example, many pupils currently in Year 4 are making good progress in improving their writing standards.

High quality displays of pupils' work around the school reflect the impact of well planned educational provision on pupils' good academic and outstanding personal development. Pupils benefit from an effective combination of good teaching, a rich variety of experience during the day and after school, and an exceptionally high level of pastoral care and support. Outstandingly effective partnerships with parents, the Church, the local community and neighbouring schools, play a vital part in widening pupils' learning, and promote excellent spiritual, moral, social and cultural development. Pupils behave impeccably well in classrooms and as they move around the school. In lessons, they work enthusiastically and industriously. Their confidence, positive outlook, care and respect for others, and politeness towards adults all reflect how well the school teaches them to develop and value these attributes. Pupils thoroughly enjoy school and most would not wish to change anything. Attendance is broadly average. Pupils know the importance of good hygiene, health and fitness: many take part enthusiastically in voluntary physical activities. They act safely and sensibly and feel strongly that bullying is not an issue and they know what steps to take should any occur. Through their school council they help enhance the school and the local community, for example by acquiring outside play equipment, fostering the buddy system to support other pupils, and promoting charitable work. By Year 4, pupils' well developed basic and social skills, their experience of enterprise activities and very effective links with local schools prepare them exceptionally well for their future.

Teachers and teaching assistants plan lessons very diligently together. They take good account of pupils' different abilities and provide activities that interest and challenge them. Pupils know what is expected of them, and work enthusiastically and industriously. New arrangements to improve marking are developing well. The way teachers and support staff skilfully work together

ensures more able pupils and those with learning difficulties and/or disabilities are identified early and all take a full part in lessons and achieve well.

The school values each child as an individual and has outstandingly effective arrangements to help improve their personal, emotional and academic development. Pupils' work is rigorously assessed each term and they are set challenging targets. A detailed record of their progress is thoroughly analysed and, coupled with teachers' personal knowledge of each child, is successfully used to help those falling behind. Excellent partnerships with external agencies contribute extremely well to support pupils' learning and development. Arrangements to safeguard the welfare of pupils are underpinned by up-to-date procedures that meet current government requirements.

Through harmoniously working together, the headteacher and governors ensure the school is very well led and managed. As a result of diligent monitoring, shared with senior staff, they have a clear and accurate perspective of its work and closely track their actions to raise standards further. Their targets for improvement rightly reflect high aspirations. The school gets good value from its resources to ensure pupils' outstanding personal development and good achievement. Given its record of sustained well above average standards and good achievement, outstanding governance, and the leadership's determination to raise standards even higher, the school has a good capacity for further improvement. The school has successfully addressed all issues from the last inspection and, on the basis of successes this year, even more ambitious goals are within its grasp.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children join the Nursery with a range of skills, which for most are broadly typical for their age. Parents of new starters are delighted with the way their children settle very quickly and enjoy school. Children thrive and make excellent progress because of the way teachers and teaching assistants in the joint Nursery and Reception class very effectively coordinate provision. Of particular note, is the way that excellent teaching and support combine exceptionally well to foster children's development in all areas of learning. Children follow classroom routines well, and they thoroughly enjoy and take part fully in activities. They work equally well independently or when involved with staff. Indoor and outdoor facilities are exploited to foster learning to the full: the garden and woodland walk is a most valuable and exceptionally well-used resource. Most children make outstanding progress and exceed all of the early learning goals by the end of the Reception year. They move on to Year 1 with skills and abilities that are well above those expected for their age, which gives them a good grounding for their future achievement.

## **What the school should do to improve further**

- Consolidate the improvements made to raise standards and progress in writing.



## 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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	1
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



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 March 2008

Dear Pupils

Inspection of Haydon Bridge Shaftoe Trust First School, Northumberland, NE47 6BN

I really enjoyed my visit to your school recently. Thank you for helping me when I came into your classrooms to see you at work. I did enjoy talking with those of you whom I met. You were very well behaved, exceptionally polite and really helpful. I was pleased to see how confident you are, how much you enjoy coming to school and taking part in all the different activities, and how you value the friendships you make. I was impressed with the many ways you contribute to school life. I know your headteacher and all the staff are rightly very proud of you.

Yours is a good school. It has many outstanding features and is led extremely well by the headteacher, governors and teachers. It is very warm and welcoming and very well organised. I know that you feel safe and happy because all the adults in the school look after you really well. Your lessons are good. I was especially pleased with the way you work hard and like to take part in lessons and other school activities. You make good progress in your work. Children in the Reception class do really well and settle into school quickly. Many pupils do exceptionally well in their reading. I have asked the school to help you to do even better by making sure that your teachers help you meet your writing targets whenever you have written work to do.

You have very many opportunities at Shaftoe Trust First School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector