

# High Hesket CofE School

## Inspection report

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<b>Unique Reference Number</b>	112248
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337878
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Sue Sharkey

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

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<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>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Sant
<b>Headteacher</b>	Mrs Margaret Taylor
<b>Date of previous school inspection</b>	25 January 2007
<b>School address</b>	High Hesket Carlisle Cumbria CA4 0HU
<b>Telephone number</b>	01697 473386
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, seven teachers were observed and meetings were held with groups of pupils, governors and staff. No formal meeting took place with parents and carers. Inspectors observed the school's work and looked at the school's system for tracking pupils' progress, pupils' books, safeguarding documents, key policies and assessments. Inspection questionnaires were received and analysed from 65 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching is challenging enough in English and mathematics in Key Stage 2 for the most able pupils to achieve higher levels
- how monitoring at all levels has an impact on pupils' achievement
- whether the strategies used in Key Stage 1 can maintain standards
- how assessment is used during lessons to raise achievement and how it is also used to help pupils know how to improve their work.

## Information about the school

This is a smaller than average-sized school where the number of pupils varies across year groups. The school has some classes containing pupils from two different year groups. The proportion of pupils entitled to free school meals is below the national average and almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school admits pupils from a local first school from Year 4 to Year 6. A new Early Years Foundation Stage unit was opened in April 2009 for Nursery and Reception children. The school has gained a number of awards reflecting its commitment to promoting pupils' healthy lifestyles and the arts.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

High Hesket CE School is a good school. Some aspects of its work are outstanding, including care, guidance and support, and pupils' spiritual, moral, social and cultural development. Good links with other schools, agencies and organisations help to meet the diverse needs of all pupils and brings considerable benefits to their learning and personal development. Pupils' behaviour throughout the school is good both indoors and out and this is recognised by parents, carers and pupils. Parents and carers rightly feel that this is an extremely caring school where pupils' personal development is given a high priority. By the time pupils leave school they are active learners and confident young citizens, keen to play their part in the community.

Children's love of learning begins in the Early Years Foundation Stage where they make an excellent start in their education. Throughout Key Stages 1 and 2 good teaching and the school's good curriculum ensures that pupils progress well. Pupils with special educational needs and/or disabilities make similarly good progress to their peers. When they leave the school at the end of Year 6 pupils' attainment is above average. The school has a number of strategies in place to improve achievements and standards and recent assessment of pupils' work shows that these are proving to be successful.

Teachers have a good range of teaching styles to reach out to the different needs of pupils. Teaching is regularly monitored but as yet not all teaching is consistently better than good. Lessons are well planned to make them interesting and there are good-quality resources and chances to use information and communication technology (ICT). However, there is not always a wide range of technology available to support pupils' own independent learning. The range of visitors, partnerships and extended opportunities available to pupils greatly enhances their learning as well as their personal development. Pastoral care for each individual pupil is a strength of the school and underpins the friendly, positive atmosphere that pervades throughout.

Since the last inspection a range of strategies has been put in place to ensure that the school continues to move forward and progress. Marking of pupils' work has improved, enabling pupils to understand what they have learnt and what they have to do to improve their work. The school's accurate evaluation of itself and subsequent responses indicate its good capacity to improve.

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

- Raise levels of attainment and improve achievement further by:
  - – ensuring that teaching is consistently of the highest standard by seeking to challenge pupils throughout lessons

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- – ensuring that a wider range of technological resources are used across the curriculum to maximise independent learning.

**Outcomes for individuals and groups of pupils****2**

Pupils, including those with special educational needs and/or disabilities, make good progress from their starting points in both English and mathematics. As a result, by the time they leave Year 6 standards are above the national average. The work of the current Year 6 pupils shows they are on track to reach their targets and maintain good standards. The school has a range of strategies in place to raise pupils' achievements, particularly in Key Stage 2, where numbers rise due to an intake from pupils from a local first school. Pupils are well motivated and engaged, responding well to working with pupils of different age groups. Pupils work well together and listen to each other's contributions. This was well displayed in Year 5 where pupils made presentations to persuade classmates that their proposal for Native American Indians was the best. They talked confidently using good vocabulary to enrich their persuasive techniques.

Pupils' positive attitudes and enjoyment of learning are key factors in their above average attendance. Pupils have a keen sense of what is right and wrong and take very good care of themselves and each other in all their activities. Members of the school council are pleased that their suggestion for a buddy bench in the playground has been successful. This helps all pupils to know that they have friends who care for them. Pupils are polite and demonstrate mature sensitivity to the needs and views of others.

Members of the Fairtrade group talk passionately about the work they do to support the developing world and are proud of the presentations they have made both locally and nationally.

Pupils say they feel safe and secure and that adults in school help them if they have a problem. Pupils make an excellent contribution to the school and wider communities. They take an active part in helping others, including regularly raising funds to support local and international charities. Pupils enjoy writing to friends in Tanzania and are pleased to have raised funds to support their friends' community. Pupils' understanding of healthy lifestyles is first-class. From an early age pupils know how to eat healthily and they take part in a wide range of games and sporting activities.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Pupils make good progress through Key Stages 1 and 2 because the quality of teaching and the curriculum is good. Teaching is often outstanding but as yet this is not consistent across the school. Pupils are enthusiastic and clearly enjoy their learning; they are keen to participate and demonstrate their many skills. Strong features in teaching include the fast pace of lessons, imaginative and stimulating activities which fire pupils' enthusiasm and the excellent subject knowledge of teachers. There are occasions when planning does not always provide enough challenge and, when that occurs, pupils are not always focused on their work. Teachers know their pupils well and the good support of teaching assistants means adults often work effectively with pupils in very small groups.

The curriculum provides a good range of learning experiences, is exciting and is used well by teachers to underpin learning. The school is developing a curriculum where skills learnt in English and mathematics are threaded through other subjects and teachers are beginning to use this well. The curriculum is well supported by a wide range of extra-curricular activities enabling pupils to add to their skills and interests. ICT skills are well taught, but as yet pupils do not have enough opportunities to use a wide range of resources in order to extend their independent learning.

Excellent arrangements are in place to support and care for pupils and to help them develop and learn. The school successfully uses a wide range of support and intervention, which is tailored to pupils' individual needs. Transition arrangements, between key stages and into secondary school, are highly effective. Staff and pupils show high respect for each other and pupils express great confidence in their teachers

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and support staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders are dedicated to continuous improvement, teaching is rigorously monitored and this has a good impact on pupils' achievement. The determination of the headteacher, staff and governors to provide a new extension to the school for the Early Years Foundation Stage unit has been highly effective in helping children's skills and personal development. Governors provide real guidance; they support and challenge with enthusiasm and commitment. Policies and procedures for safeguarding are good and are monitored robustly. The school meets all requirements and policies are in line with government regulations.

Strong links are established with parents and carers whenever pupils start at the school and regular events ensure that social activities form part of this partnership. Equality of opportunity is strongly promoted both for pupils and staff with expectations that all do their best. The school's involvement in the local community, and its success in extending pupils' awareness of other beliefs and ways of life, shows good community cohesion. Global awareness is good, whereas pupils' understanding of cultures within British society is less developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The provision in the Early Years Foundation Stage is outstanding and gives children a first-rate start in their personal, social and emotional development. Excellent links with parents and carers help children to settle quickly with confidence into school life and provide a boost to successful learning. They flourish in their Nursery and Reception years, sharing space and resources in their new secure setting, and make good and often excellent progress. By the time they reach Year 1 most have exceeded the expected levels of knowledge, skills and understanding for their age. An outstanding feature is the confident cooperation and ownership children display in their learning both indoors and out. For example, children talked confidently about the golden treasure they found and how the coins were different sizes but all were circular so able to roll. Children outdoors meanwhile wrote a pirate recipe for their fish soup.

Children behave extremely well and thoroughly enjoy the many opportunities they have to learn. Leadership and management of the Early Years Foundation Stage are outstanding, exemplified by high expectations and the well-tailored curriculum designed to meet each child's needs. There is an excellent balance between activities led by teachers and those initiated by children. Children with special educational needs and/or disabilities make very good progress because early assessment highlights their needs and excellent support from teaching assistants is provided.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Most parents and carers are positive about the way the school cares for and educates their children and most feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views, and inspectors agreed with them. A very small minority of parents and carers felt that their children were not making good progress. Inspectors found that the progress of pupils



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was good and the school does have a number of strategies in place to raise progress further. The school welcomes the views of parents and carers and hopes that any concerns or suggestions are shared with the headteacher, staff and governors.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at High Hesket CE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 65 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	65	23	35	0	0	0	0
The school keeps my child safe	47	72	17	26	1	2	0	0
The school informs me about my child's progress	31	48	28	43	3	5	0	0
My child is making enough progress at this school	32	49	25	38	5	8	0	0
The teaching is good at this school	40	62	24	37	1	2	0	0
The school helps me to support my child's learning	32	49	29	45	2	3	0	0
The school helps my child to have a healthy lifestyle	42	65	23	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	51	26	40	1	2	0	0
The school meets my child's particular needs	36	55	23	35	4	6	0	0
The school deals effectively with unacceptable behaviour	35	54	27	42	1	2	0	0
The school takes account of my suggestions and concerns	32	49	26	40	3	5	0	0
The school is led and managed effectively	41	63	22	34	2	3	0	0
Overall, I am happy with my child's experience at this school	43	66	21	32	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 June 2010

Dear Pupils

Inspection of High Hesket CE School, Carlisle, CA4 0HU

I'm writing to thank you for making us feel so welcome when we visited your school. We really enjoyed talking to all of you and have good memories of how friendly you were. Most of you behave well. Your excellent understanding of how to keep healthy and take lots of exercise also impressed me. I was also impressed with your commitment to the eco club and Fairtrade and the amazing work you have already done in both these groups. I hope you enjoy eating the vegetables you have grown!

It was good to see that you raise funds for charity and help your community.

I enjoyed watching how effectively you learn in your classrooms and outside as well. The school provides a wide range for activities for you, which I'm pleased to see you find exciting. Teachers work very hard to help you learn and I think that teaching and the curriculum that teachers plan in your school is good. I also thought your work was good and that you achieve well, but to help you do even better in lessons I have asked the school to make sure that teaching is always the very best it can be. Adults know you really well and you feel confident that they will help you if you have any worries

I have asked your school to see if they can make sure that you use a wider range of different computers or other ICT resources, such as digital cameras or microscopes which attach to computers, much more so that you can explore and investigate on your own.

I was really pleased to tell your headteacher that your school is a good school. Well done and I hope you all continue to work hard and continue to enjoy school.

Best wishes

Mrs Sue Sharkey

Lead inspector

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