

# Henshaw Church of England Aided First School

## Inspection report

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<b>Unique Reference Number</b>	122276
<b>Local Authority</b>	Northumberland
<b>Inspection number</b>	327681
<b>Inspection dates</b>	22–23 January 2009
<b>Reporting inspector</b>	Mrs Linda Buller

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	49
Government funded early education provision for children aged 3 to the end of the EYFS	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Judith Hampson
<b>Headteacher</b>	Mrs Denise Henry
<b>Date of previous school inspection</b>	December 2005
<b>School address</b>	Henshaw Bardon Mill Hexham Northumberland NE47 7EP
<b>Telephone number</b>	01434 344324
<b>Fax number</b>	01434 344729

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<b>Age group</b>	4–9
<b>Inspection date(s)</b>	22–23 January 2009
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school situated in the South Tyne Valley in the west of Northumberland. A similar proportion of pupils as in all schools nationally claim a free school meal. Most pupils are of White British background with very few from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion of pupils with a statement of special educational need is average. The school experiences high levels of pupil mobility and has undergone a number of staff changes since the last inspection. The school has been awarded creative partnership change school status with funding to develop creative teaching and learning across the curriculum for the next three years.

The school has strong links with the privately run Nursery on site. The Nursery was the subject of a separate Ofsted inspection at the same time as that of the school; there is a separate report for that inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good school which successfully meets its aim to create a happy, welcoming and caring learning environment where each individual is valued and recognised as special and unique. Good partnerships with other schools provide pupils with an extended range of learning activities, specialist teaching and a wealth of opportunities to extend and develop their social skills. As a result, pupils' personal development is good and they are well prepared for the next stage of their education. Pupils know how to stay safe, healthy and participate enthusiastically in sporting activities. They behave well and attendance levels are above average. The school's contribution to community cohesion is good. The very strong links with the church help to provide pupils with a firm foundation from which they can compare their own lives with those of others locally, nationally and globally. Pupils have a good understanding, for example, of the need to care for their local area and how this contributes to the sustainability of the wider world.

Pupils enter the Early Years Foundation Stage (EYFS) with skills which are broadly typical for children of this age. They make good progress overall and by the time they leave the school standards are above those expected. Pupils with learning difficulties and/or disabilities receive good support and make similar progress to their peers. However, the pace of progress in Years 1 and 3 is slower than that seen in Years 2 and 4; this is because expectations of the standards pupils will reach in these year groups are not always high enough when taking account of their starting points.

Good teaching results in pupils' good achievement overall. Classrooms are calm and well managed and good relationships create an atmosphere in which pupils are keen to learn. Teachers are well organised, although pace and expectation of what pupils can produce are not always consistent. Pupils say they enjoy their learning because the school provides a good curriculum. The school has begun to match learning to the interests of pupils with increased opportunities for creativity, outdoor learning and for pupils to develop their skills across all subjects.

The school's focus on equality and inclusion is good. Safeguarding procedures meet national guidelines and pupils confirm that they feel safe and secure. Staff know pupils well and work hard to meet their diverse needs both socially and academically. Teachers give pupils useful reminders of what learning is expected in lessons; however, information for pupils about how well they are doing overall or how they can improve further, is less effective.

Parents responding to the inspection questionnaire expressed positive views with regards to most aspects of the school. However, although appreciating the good progress made by their children, a number of parents expressed concerns regarding the high level of staff mobility and how this has been managed by the leadership of the school. Inspection evidence indicates that despite the number of staff changes good leadership and management have ensured that pupils are provided with a good quality of education through the implementation of successful improvements. Since the last inspection, improvement in the effectiveness of the EYFS, where children now get off to a good start in their education, and a range of curriculum developments throughout the school which have brought about a year-on-year

improvement in standards by the end of Year 4, demonstrate the schools good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage** **Grade: 2**

The close working partnership with the private pre-school provision means that skills on entry to the Reception class are improving. Children's personal development is good. They gain confidence from the encouraging, reassuring approach of staff and benefit from clear boundaries for behaviour which are consistently applied. Children generally work together well although occasionally they need reminding of the need to take turns and share resources. Staff work exceptionally well as a team and have a very good understanding of the provision needed to bring about children's good learning and development. Daily assessments contain outstanding detail, which is personal to each child and promotes effective learning. Planning ensures that the outdoor learning areas and activities complement the good range of indoor provision. Regular teaching of letters and sounds together with a wide range of activities from which children can choose to practise their skills, leads to good development of early reading and writing skills. As a result, children achieve well and are already working at above average levels in many areas of their learning. The EYFS is well led and managed. There is a good understanding of where improvements are needed and clear plans to improve provision are in place. Care and safety matters are well organised and all welfare requirements operate well.

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

- Use assessment information more rigorously to ensure that teachers' expectations and the targets set for pupils are high enough in all years.
- Provide pupils with a clear view of how well they are doing and what they need to do to improve.

## **Achievement and standards** **Grade: 2**

Pupils make a good start to their education in the EYFS and achieve well overall to reach above expected standards by the time they leave the school at the end of Year 4. Standards have improved since the time of the last inspection in all key stages. Although standards at the end of Key Stage 1 dipped to average in 2008, comparisons from year to year are difficult due to small year groups and in some, high levels of mobility. For example, of the 16 children who left the EYFS in 2006, only nine remained by the end of Year 2 in 2008. School records show that overall boys and girls of all abilities make good progress in Key Stages 1 and 2. However, the rate of progress is variable between year groups with pupils in Years 1 and 3 not always building quickly enough on the standards which they attain in the previous key stage.

## **Personal development and well-being** **Grade: 2**

Pupils make good progress in their spiritual, moral, social and cultural development. They develop constructive relationships with their peers and adults and enjoy all that

the school has to offer. Behaviour and attendance are good and help pupils to gain maximum benefit from lessons. Pupils feel safe and secure because they are well cared for with good attention to individual needs. They take the responsibilities they are given very seriously and make a good contribution to the school community through the work of the school council. Pupils' understanding of their local culture and the wider world is developing well through charitable activities and the focus on faiths and religions in this country and abroad. They understand how to lead healthy lives and the importance of regular exercise, although this is not always reflected in their personal choices. Strong basic literacy and numeracy skills together with their ability to work collaboratively with others, means pupils are well prepared for the next stage in their education.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teachers have a clear understanding of what they want pupils to learn. In the main they make good use of their subject knowledge to ask questions that stimulate pupils' thinking and develop understanding. Planning in classes with pupils of mixed ages and abilities is generally effective, and higher attaining younger pupils benefit from the opportunities to work alongside older pupils. Teaching assistants are well deployed. The support that they provide contributes well to pupils' good achievement. In year groups where teachers' expectations are lower, pupils do not always produce the higher quality work of which they are capable. For example, although basic skills are taught well teachers do not always ensure that pupils maintain the quality of those skills in all aspects of their work.

### Curriculum and other activities

**Grade: 2**

Pupils learn through a wide range of activities, including specialist teaching in music, religious education, modern foreign languages and physical education. Since the last inspection, the curriculum has been fully revised with an emphasis on creativity and the skills needed within each subject. Curriculum planning has improved by linking subjects together to make learning more interesting. This is more successful in Key Stage 2 where pupils are making rapid progress in their ability to write at length. For example, having relished the opportunities to research and explore the feelings of those who lived during the Second World War, pupils demonstrated high levels of empathy and understanding in their writing, using extensive vocabulary. Provision for health education contributes well to pupils' good understanding of how to stay safe and be healthy, although opportunities are occasionally missed to help pupils to make healthier eating choices.

### Care, guidance and support

**Grade: 2**

Pupils are well cared for and there is a strong focus on valuing and supporting all their achievement and interests. Procedures and practices to safeguard pupils meet requirements. The support provided for pupils who are vulnerable or need extra help with their learning is good. Guidance for pupils about how they can improve their

work is satisfactory. Although good systems are in place to check on how well they are doing this is not always shared effectively with pupils.

## **Leadership and management**

**Grade: 2**

The headteacher and governors show a strong commitment to school improvement; issues raised at the last inspection have been successfully tackled and standards are rising. Monitoring is regular, incisive and leads to accurate self-evaluation. Effective checks on pupils' progress and the targets set by the school have helped to lift standards. However, targets are not equally challenging for each year group and although they remain at least satisfactory, rates of progress are variable. Governors provide good support for the school and hold the school to account through regular monitoring and discussion.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The effectiveness of boarding provision	<b>NA</b>
The capacity to make any necessary improvements	<b>2</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>2</b>
How well do children in the EYFS achieve?	<b>2</b>
How good are the overall personal development and well-being of the children in the EYFS?	<b>2</b>
How effectively are children in the EYFS helped to learn and develop?	<b>2</b>
How effectively is the welfare of children in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>2</b>

### Achievement and standards

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

### Personal development and well-being

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

<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.

### The quality of provision

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

### Leadership and management

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

**Annex B**



26 January 2009

Dear Pupils

**Inspection of Henshaw Church of England Aided First School,  
Northumberland, NE47 7EP**

Thank you for making me so welcome in your school when I inspected it recently. I really enjoyed meeting you, talking to you and looking at your work. You go to a good school where you make good progress. Your school provides good levels of care to make sure you are safe and happy and a wide range of activities so that you enjoy learning.

You get on well with each other and your behaviour is good. The quality of teaching you receive is good and your school is led and managed well by your headteacher and governors. The targets they have set have helped you to reach higher standards when you reach the end of Years 2 and 4. Now that you are doing so well, I have asked the school to make sure that the targets they put in place are also challenging for those of you who are in Years 1 and 3. To help with this, I have also asked the school to explain to you how well you are doing and what you need to do to improve your work.

I hope all of you will continue to do all you can to ensure that your school continues to improve and that you achieve the best possible results.

Yours faithfully

Linda Buller  
Lead inspector