

Hugh Joicey Church of England First School, Ford

Inspection report

Unique Reference Number	122291
Local authority	Northumberland
Inspection number	359215
Inspection dates	13–14 December 2010
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Clare Dakin
Headteacher	Sally Wood
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 12 lessons, saw four teachers and held meetings with members of the governing body and staff, and spoke to pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 27 questionnaires returned by parents and carers, as well as questionnaires from pupils and staff.

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

- Whether teaching is strong enough across the school to ensure that pupils make consistently good progress.
- Whether actions taken by school leaders are leading to sustainable improvements in the rates at which pupils make progress, especially in mathematics.
- Whether pupils have a clear understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

Information about the school

This school is very much smaller than others of the same type. All pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils with a statement of special educational needs and/or disabilities is average. The school has achieved the Activemark and Healthy School status. The headteacher has been in post since September 2008.

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

This is a good school. There are outstanding outcomes for pupils because they have good achievement, outstanding behaviour, an exceptional awareness of how to stay fit and healthy and make an outstanding contribution to the school and the wider community. All staff provide exceptionally sensitive care and support which ensure that pupils' well-being and personal development are promoted extremely well and pupils are happy and feel extremely safe. Pupils make good progress because good teaching makes learning fun and the effective curriculum offers many memorable experiences, including outstanding partnership work with local schools and outdoor education providers. There are outstanding procedures which involve parents and carers in their children's learning, so that progress is enhanced at home. In the best lessons, teachers make clear what pupils will learn, check their progress through skilful questioning and involve them in interesting activities. Pupils' reading and writing are particularly well-developed. The school has initiated appropriate strategies in order to raise attainment and accelerate progress in mathematics. Occasionally, opportunities are missed for pupils to use their own creativity and skills in investigative and problem-solving activities in mathematics. There are too few opportunities for pupils to develop or apply their skills in information and communication technology (ICT). Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive. Above average attendance and above expected attainment overall, allied to good skills in team work and a strong awareness of how to manage money, contribute to pupils' good development of workplace skills.

The school has much useful information about pupils' skills and abilities which is used well to measure their overall progress. It is used less effectively to plan work that is well-matched to the abilities of individual pupils. While marking informs pupils how well they have achieved against their targets, it is less successfully used to tell pupils how to improve their work. Self-evaluation is extremely accurate and includes all staff and members of the governing body in planning and monitoring. There are effective systems to monitor teaching and the school has identified appropriate areas for improvement in mathematics. Given its track record, the good quality of provision and outstanding outcomes for pupils, the school's capacity to improve is good, and it provides good value for money. Pupils have a very strong sense of how to help others and a good understanding of life in different faiths and cultures. This understanding, together with the school's active celebration of its Christian ethos and

the historical and geographical richness of the local area, enhances pupils' outstanding spiritual and cultural awareness.

What does the school need to do to improve further?

- Further accelerate pupils' progress, and raise their attainment to higher levels in mathematics and information and communication technology (ICT), by:
 - providing more opportunities for pupils to be involved in investigative and problem-solving activities in mathematics, and to develop and apply their skills in ICT
 - using information about pupils' skills and abilities to plan work that is always well-matched to the needs of individual pupils
 - using marking more effectively to help pupils know exactly how to improve their work.

Outcomes for individuals and groups of pupils

1

The extent to which pupils achieve and enjoy their work is good. Pupils are extremely courteous, have excellent attitudes, form very positive relationships and show great keenness to do well in their work. They especially enjoy challenging and lively activities, such as conducting experiments in science to measure friction and writing newspaper reports about the visits they have made.

While the skills and abilities with which pupils enter school fluctuate because of the very small cohorts, they are typically in line with national expectations. Pupils make good progress to attain overall standards which are above expectations at the end of Year 4. In recent years, attainment and progress have been stronger in English, and well-targeted initiatives are leading to increased progress and rising attainment in mathematics. Pupils with special educational needs and/or disabilities are extremely well cared for and supported in their learning and they make good progress because their work offers appropriate challenge and interest.

Pupils are exceptionally aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their very enthusiastic involvement in physical education and the high take-up of healthy school meals. They care for one another very well, have great respect for each other and for the adults in the school, and say they feel extremely safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a highly positive contribution to the school community through the school council. This meets regularly, organises school events, manages its own budget and plays a major role in helping pupils to behave exceptionally well and feel very safe. Pupils willingly take on roles as playground helpers and peer mediators, and they confidently lead the singing in school assemblies. They support a range of charities and participate in competitions with other local schools and in activities with the local church and village to celebrate their faith and local history. Above average attendance rates, excellent punctuality, strong literacy skills and confidence in group work, mean that pupils are well equipped for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers strive to make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. Teachers use questions well to ascertain what pupils already know and to check that they have made progress. They employ interactive whiteboard technology well to engage pupils, but do not always give them enough opportunities to practise and apply their own ICT skills to support their learning or to further raise their attainment in the subject. The pace of learning in most lessons is brisk which ensures that pupils make good progress overall. Occasionally, pupils are not given sufficient time to complete tasks and as a result their progress slows.

The curriculum is carefully planned to ensure continuity and progression in classes with mixed-age groups. It contributes to pupils' good progress by offering a range of activities which help them to see the links between subjects. This supports their above expected attainment in English and there are good procedures to encourage reading. However, opportunities are missed for pupils to develop skills in investigative and problem-solving activities in mathematics. Well-planned enrichment activities, including visits to theatres, museums and historical buildings and opportunities to work with artists and outdoor education providers, help to develop their skills in art and music and their understanding of other cultures and the wider world. There are many popular extra-curricular clubs which help pupils develop their skills in sporting and environmental activities, including the development of the school garden and wildlife area.

All staff have an extremely detailed knowledge about the personal and emotional needs of individual pupils so that they are exceptionally well cared for and they develop self-esteem, respect and a sense of responsibility. A key feature is the highly sensitive care for pupils with complex learning needs. Well-established practices involve parents and carers when their children enter school, move from class to class and transfer to middle school.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has established a clear view of the school's effectiveness. She has built on the existing strengths of the school, while introducing initiatives which have led to rising attainment in mathematics and even more rapid progress in English. This has been achieved by offering more opportunities for pupils to pursue their interest in reading and to write in subjects across the curriculum. There are increasingly effective systems for tracking and measuring pupils' progress, although such information is insufficiently well used to plan pupils' work. In this small school, all staff have clear roles and responsibilities and are accountable for key areas of the curriculum. They welcome the opportunities to contribute to decision-making and the school improvement plan and to advance their own professional development.

The governing body offers effective support and challenge to the school and operates well-established procedures for evaluating attainment and progress and subject areas. The school's arrangements for safeguarding pupils are good and meet requirements, securing pupils' safety, while allowing them to enjoy the beautiful natural setting of their play areas. There is a clear and effective commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided. The school is proud of its inclusive nature and makes a good contribution to community cohesion. The sense of community in the school is extremely strong and there are highly effective links with the local community. Moreover, there are exceptionally strong links with a range of outside agencies, not only to support those pupils who have specific learning needs but also to offer an exciting range of learning opportunities to all pupils.

There is a good awareness of life in other countries, of different faiths and a developing understanding of Britain as a diverse, multicultural society. The school has outstanding relationships with parents and carers. They are provided with clear and frequent information about their children's progress, enabled to support their children's learning at home, and the very large majority fully endorse the school's work.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account:	
The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1

The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children have a wide range of skills when they start school, but overall their skills on entry to Reception are in line with those expected for their age, including in communication, language and literacy and mathematical development. Effective teaching, which is skilfully directed to develop skills in shape and number, speaking and listening and linking sounds and letters, helps children to make good progress from their starting points. The teachers offer children many challenging activities in a lively and caring environment and children respond by becoming caring and confident individuals. While regular and exciting use is made of the 'Forest School', the outdoor area attached to the classroom is small and limits the range of learning activities. Nevertheless, children thrive on creative activities such as craft, painting, writing and imaginative play in the Post Office. A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand washing, help children to develop an outstanding understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. Teaching is good because it is securely based on the knowledge of how young children learn and develop. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Reception class and allow parents and carers to understand how well their children are progressing, especially through children's learning journals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

A majority of parents and carers responded to the questionnaire. The respondents support the school and its leaders strongly. The overwhelming majority is happy with their child's experience at school, being confident that their child enjoys school, is safe and encouraged to stay healthy. Almost all parents and carers believe that the school helps them to support their children at home and takes account of their suggestions and concerns. Most parents and carers believe that leadership and management and teaching are good. A very large majority believes that children are well-prepared for the future and that unacceptable behaviour is dealt with effectively. Indeed, some parents and carers did not mark the behaviour box, commenting that

they did not think there was any unacceptable behaviour to deal with. The inspection reflects the view that these are all positive features of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hugh Joicey Church of England First School, Ford 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	81	5	19	0	0	0	0
The school keeps my child safe	22	81	5	19	0	0	0	0
The school informs me about my child's progress	18	67	7	26	2	7	0	0
My child is making enough progress at this school	17	63	8	30	2	7	0	0
The teaching is good at this school	18	67	6	22	2	7	0	0
The school helps me to support my child's learning	20	74	6	22	1	4	0	0
The school helps my child to have a healthy lifestyle	21	78	6	22	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)	15	56	7	26	2	7	0	0
The school meets my child's particular needs	19	70	7	26	1	4	0	0
The school deals effectively with unacceptable behaviour	17	63	6	22	2	7	0	0
The school takes account of my suggestions and concerns	17	63	8	30	1	4	0	0
The school is led and managed effectively	20	74	5	19	2	7	0	0
Overall, I am happy with my child's experience at this school	23	85	3	11	1	4	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 December 2010

Dear Pupils

Inspection of Hugh Joicey Church of England First School, Ford, Berwick-upon-Tweed, TD15 2QA

Thank you so much for making us so welcome when we inspected your school.

You go to a good school, which helps you to be outstanding children. We were extremely impressed by how hard you work in lessons and by your lovely singing. You behave exceptionally well, show great respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and work in your 'Forest School'. We were particularly impressed by how safe you feel, how much you know about leading a healthy life and the way you are involved in helping to raise money to improve the school and for charities. Your parents and carers like the school very much. Your teachers try hard to make your lessons fun and all staff care for you exceptionally well. Your teachers also know what to do to make the school even better. They have agreed with me that they should do the following things to help your school to improve even more:

- help you to reach even higher standards at the end of Year 4
- develop the curriculum further so that you have more chances to investigate together, solve problems and to apply your skills, especially in mathematics, writing and ICT
- plan work that is even better matched to your abilities and to tell you exactly what you need to do to improve when they mark your work.

You can help by continuing to do your best and keeping up your very good attendance. We wish you every success in the future.

Yours sincerely

Mr Gordon Potter
Lead Inspector

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