

# Hemblington Primary

## Inspection report

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<b>Unique reference number</b>	120814
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	380108
<b>Inspection dates</b>	8–9 March 2012
<b>Lead inspector</b>	Nick Butt

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Taylor
<b>Headteacher</b>	Judith Beardsworth
<b>Date of previous school inspection</b>	11 November 2008
<b>School address</b>	Mill Road Blofield Heath NR13 4QJ
<b>Telephone number</b>	01603 713243
<b>Fax number</b>	01603 716994
<b>Email address</b>	office@hemblington.norfolk.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	8–9 March 2012
<b>Inspection number</b>	380108



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## Introduction

Inspection team

Nick Butt

Additional inspector

Alan Jarvis

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons taught by six teachers. Meetings were held with parents, carers and pupils, two members of the governing body and a wide range of staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including self-evaluation documents, strategic plans and other development plans. Inspectors scrutinised 70 questionnaires returned by parents and carers and those returned by staff and pupils.

## Information about the school

Hemblington is smaller than the average-sized primary school. The large majority of pupils are White British. Few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average. The school meets current government floor standards, which set the minimum expectations for attainment and progress. The headteacher joined the school in January 2012.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Hemblington is a good school. Pupils make good progress throughout the school and attainment is consistently above average. The school is not outstanding because the effectiveness of marking varies in showing pupils how to improve, and the outdoor areas are not currently used to their full potential to enrich learning and promote pupils' independence.
- All pupils achieve well, including disabled pupils and those who have special educational needs. Pupils are enthusiastic about learning and participate fully in lessons, enjoying discussions and working together. Reading is taught well throughout the school, so that pupils become fluent and confident readers.
- Teaching is consistently good with some outstanding examples. Teachers make very clear to pupils what they are going to learn and use questioning well to extend their thinking and assess their understanding. Lessons are conducted at a brisk pace and are interesting and challenging for pupils.
- Pupils behave well. The older ones look after the younger ones. Almost all parents and carers agree with their children that behaviour is typically good and that bullying is extremely rare. Pupils greatly enjoy school and this is reflected in their above average attendance.
- The new headteacher has quickly won the support of parents and carers, members of the governing body and staff alike through listening to their views and building on the school's many existing strengths. As one member of staff commented, 'She leads by example and implements improvements with gusto.' The leadership of teaching is good, with clear feedback to staff about how to improve their practice. Leaders manage school performance well through rigorous self-evaluation and produce comprehensive and measurable plans for improvement.

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

- Ensure all marking reflects the best practice that already exists so that all pupils know how to improve their work to accelerate their learning further.
  
- Enhance the curriculum by:
  - developing the outdoor space to enrich learning across all curriculum areas
  - promoting pupils' independent learning outside.

## Main report

### Achievement of pupils

Most pupils are between one and two terms ahead in their learning in reading, writing and mathematics. This is reflected in Year 6 test results which have been consistently above average over recent years. Children join the Reception class with skills and understanding a little below those expected, especially in language and communication. By the time they enter Year 1, attainment is broadly average. Pupils continue to make good progress in Key Stages 1 and 2. Almost all groups of pupils attain as well as all pupils nationally, including those known to be eligible for free school meals. Disabled pupils and those who have special educational needs make good progress because their individual education plans set out exactly how they need to improve and they receive carefully tailored support in lessons from the teacher as well as from teaching assistants. Teachers regularly include them in discussions and ensure they play a full part in the classroom.

Pupils have very positive attitudes to learning and are keen to be actively involved. For example, Year 1 pupils adored programming motorised robots so that they would do some synchronised disco dancing. After much hilarity they were overjoyed when it all came together. Pupils in Year 3 entered into lively discussion about the differences between people's lives in Norfolk and a town in Finland. Pupils collaborate well, and work independently with concentration and perseverance. This was evident when Year 6 pupils tackled some challenging questions about angles.

Pupils develop a good understanding of the sounds that letters make because this is taught systematically and they apply their skills methodically when reading. The attractive and well-stocked school library promotes books and reading well, with recommendations from the headteacher for a good read. Older pupils develop the higher-order reading skills necessary to succeed in the next stage of their education, and speak confidently about authors they enjoy, while regularly writing reviews of books they have read. Attainment in reading is more than a term above average by the end of Year 2 and when pupils leave the school at the end of Year 6. Parents and carers are very positive about their children's learning and justifiably consider that they make good progress.

### Quality of teaching

The planned curriculum contributes well to pupils' good learning because teachers ensure work is pitched at the right level to challenge them sufficiently and to help them take the next steps towards meeting their targets. Teachers have high expectations of all pupils and conduct lessons at a brisk pace, making good use of resources and technology to interest and engage them. In this way, they ensure that all pupils are given an equal chance to succeed, and are ambitious for each one. They expect them to produce plenty of work, and this is presented neatly in pupils' books. Teachers manage behaviour well, with well-established routines in the Reception class, for example, as children move between activities. They plan work that will appeal to pupils, such as Year 2 focusing on how a bicycle works, something that particularly interested the boys. Marking is generally good, especially in writing, although comments are sometimes too generic and do not always show pupils specifically how to improve their work.

In the Reception class, children enjoy a wide range of exciting and purposeful activities that promote their early basic skills. For example, children were intrigued by the effect of placing different coloured sheets of tissue paper on top of one another, or what happened when they added different coloured powder paints to a 'puddle'. This prompted a good discussion about colour mixing, with children encouraged to explain their findings. Teaching has a positive impact on pupils' spiritual, moral, social and cultural development as pupils make new discoveries, consider dilemmas and learn about other cultures. Reception children were amazed by the impact of static electricity on their teacher's hair. Year 2 pupils ran an excellent assembly all by themselves on what they had learnt about Mexico, including drama, music, story-telling, artwork; finishing off with a memorable hat dance.

Parents and carers rightly consider that teaching is good, a view reflected by the pupils themselves. One, commenting on the new headteacher, said, 'She's really passionate about our learning!'

### **Behaviour and safety of pupils**

Pupils have a good understanding about what constitutes bullying and the different forms it may take, including cyber-bullying, name-calling, prejudice-based bullying related to special educational need or race, religion and belief. They work and play harmoniously together and are very tolerant and accepting of one another's differences. Just occasionally, a few pupils may become restless in lessons if the pace of learning slows. Pupils say that bullying hardly ever happens. They have every confidence in staff to deal promptly with any concerns they may have. Pupils say that they feel safe in school, a view overwhelmingly supported by their parents and carers, who also agree that behaviour is typically good. Pupils are involved in undertaking risk assessments when they go on trips. They have a good understanding of how to keep safe in different potentially dangerous situations, such as when faced with fire, expanses of water or road traffic. They know about keeping safe on the internet, and the perils posed by drugs and smoking. Attendance is consistently above average.

### **Leadership and management**

Staff share leadership responsibilities well and take an active role in driving school

improvement. They all have the opportunity to undertake joint observations of lessons and provide feedback to colleagues. Development points are always followed up to ensure that they have been taken on board by staff. The school uses professional development effectively to improve teaching and raise attainment. Recent training to accompany changes in the way targets are set is helping teachers to make pupils more aware of what they must do to succeed. Close monitoring of all aspects of teaching and learning ensures that the school forms an accurate view of what it does well and how it could improve further. A new tracking system has provided opportunities for leaders to present information in more accessible ways to staff and the governing body so that they are better informed and able to analyse data in more depth to help accelerate pupils' progress. The school has sustained above average attainment and improved teaching since its last inspection and, under its new leadership, is well placed to continue to improve further.

The governing body is knowledgeable and supportive of the school and provides a good level of challenge. Members of the governing body ensure that all safeguarding requirements are fully met and that recruitment procedures are carried out rigorously. Equality of opportunity lies at the heart of all the school does, and discrimination of any kind is not tolerated. Pupils are known as individuals and the school works very well with parents and carers to support those whose circumstances may make them vulnerable. The curriculum makes a valuable contribution to pupils' personal development and their enjoyment of school, and has a positive impact on their spiritual, moral, social and cultural development. In particular, the curriculum for art is extensive and of a high quality, giving pupils opportunities to study the art of different cultures, such as aboriginal patterns, and the techniques of famous artists. The school abounds with colourful and attractive artwork of all kinds, from Antarctic penguin collages in Year 3 to spiders' webs in Year 2. A good range of clubs, visits and visitors enrich the curriculum further. The school has extensive grounds, but these are not yet fully used by pupils for extending their learning in different areas of the curriculum. They normally use the outdoors under supervision and have few opportunities to work outside independently.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



12 March 2012

Dear Pupils

### **Inspection of Hemblington Primary, Blofield Heath, NR13 4QJ**

Thank you for making us welcome when we visited your school recently, and for sharing your views with us, both in person and through filling in questionnaires. We agree with you that Hemblington is a good school. We particularly enjoyed the Year 2 assembly and seeing all your lovely artwork around the school. Here are some of the school's strengths.

- You make good progress in your work and do better than most pupils your age in English and mathematics.
- Your behaviour is good and you look after one another well.
- You have a good understanding of how to stay safe.
- The teaching is good and you find lessons interesting and enjoyable.
- The school is led and managed well by your new headteacher and her team.

In order for the school to become even better we have asked your teachers to:

- make sure that marking shows all of you how to improve your work
- develop the outside areas so that you can do more outdoors and show independence.

You all can help by continuing to work hard and giving your teachers ideas about what you could learn outside.

Our best wishes for the future.

Yours sincerely

Nick Butt  
Lead inspector

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