

# Hemingbrough Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121450
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380242
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Bernard Jones

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Cannovan
<b>Headteacher</b>	Sarah Chappell
<b>Date of previous school inspection</b>	23 January 2009
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed teaching and learning in 15 lessons, where eight different teachers were seen. The inspectors held meetings with members of the governing body, staff, groups of parents and carers and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's monitoring of its performance. The responses to 58 questionnaires from parents and carers were considered, alongside responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of actions taken to tackle inconsistencies in achievement and standards in the last three years, particularly relating to lower achievement in Early Years Foundation Stage and Key Stage 1.
- How well teachers use data relating to pupils' progress when planning lessons, in order to match activities to pupils' different needs and ensure challenge.
- The impact made by the new development of the curriculum, particularly in raising standards in mathematics and other basic skills.
- The quality of the school's systems for evaluating its work.
- How far the school has in place all necessary policies and procedures regarding behaviour, pupils' safeguarding and their access to equal opportunities.

## Information about the school

This is a smaller than average-sized primary school. There are very few pupils from minority ethnic backgrounds and none at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is well below average. The school has Healthy School status and the local authority Basic Skills and Dyslexia Friendly awards.

**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 where the positive outcomes that the school obtains reflect good value for money. Its partnership with parents and carers is strong and most give their wholehearted support. They particularly welcome the good level of care, guidance and support given to their children. The provision in the Early Years Foundation Stage has recently improved because the role of leadership and management has been developed well. It is now good and children are now making good progress in their learning and development. However the use of assessment in the Early Years Foundation Stage is not fully developed.

This is a very caring and inclusive school. There are a few pupils with profound special needs and it is a strength of the school that they are fully integrated and receive high levels of care and support. Other pupils whose circumstances make them potentially vulnerable receive good care that enables them to make progress in line with that of their peers. Pupils have a clear understanding of a balanced diet and the importance of exercise. They take a positive approach to living healthily. They feel safe and know well how to live safely. Pupils' good behaviour and the positive relationships between pupils and with their teachers reflect their good spiritual, moral, social and cultural development. Pupils make a positive contribution to their school and the wider community. They benefit from teaching that is mainly good with the result that pupils are enthusiastic about their learning and enjoy their lessons. There are some inconsistencies in the quality of teaching, resulting in unevenness in the progress pupils make in Key Stage 1. Here, lesson-planning does not capitalise on the good assessment information the school holds about its pupils and there is not enough focus on stretching pupils of different ability levels. Throughout the rest of the school pupils make good progress so that attainment is above average by the time they leave Year 6.

The headteacher gives a clear lead in maintaining the strong values of the school and in driving further improvement and is supported well by other staff with management responsibilities. However, some have not yet developed the necessary skills to monitor and evaluate the quality of teaching and the progress pupils make in the subjects they lead. The school has a good capacity to sustain its recent improvements. The school knows well its strengths and weaknesses. Past weaknesses in attainment and progress made in mathematics have been tackled successfully and attainment is now above average and overall progress is good. Self-evaluation is mainly accurate and is used well to guide the school's development,

although the school is not precise enough in comparing its performance to that of schools nationally. The governing body makes an effective contribution by supporting and challenging the school.

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

- Raise standards and improve the achievement of pupils in Key Stage 1 by:
  - ensuring that all teaching is at least good or better
  - focusing teachers’ planning on the effective use of assessment data to ensure pupils of different abilities make good progress in lessons
  - developing the leadership skills of middle managers so they are better equipped to monitor the quality of learning and the progress pupils make in their subjects
  - using self-evaluation more precisely to monitor the school’s performance in relation to that of schools nationally.
  
- Improve use of assessment in the Early Years Foundation Stage in order to monitor children’s progress more precisely and gauge the impact of changes in the curriculum.

### Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils achieve well and enjoy their work, as reflected in their high levels of attendance. Behaviour in the classroom is invariably good and makes a positive contribution to the learning that takes place. Pupils listen attentively, and participate enthusiastically in the opportunities given to share their learning and solve problems in pairs and groups. School records show that most children enter the Reception class with skills and knowledge that are broadly typical for their age. Pupils make good progress and attain above average standards by the time they leave Year 6. There is some unevenness in pupils’ achievement, and the school has rightly prioritised the need to improve still further the progress made in Key Stage 1. Pupils with special educational needs and/or disabilities enjoy their work, and they too make good progress and achieve well. They benefit from the good-quality support they receive in lessons from teachers and teaching assistants. Following a dip in the national test results in 2010, the school rightly identified weaknesses in mathematics. Effective intervention work and further staff training have been successful and pupils are now back on course and achieving well. Attainment is again above average. Pupils gain a strong sense of community relating to the school and wider area. They respond very positively to the strong values that underpin the daily workings of the school and have a clear understanding of right and wrong. They are welcoming to visitors and talk about the pride they have in their school. The school council takes an active role in shaping the daily routines of the school. A good proportion of pupils take part in the additional sporting and other activities offered by the school. Pupils are equipped well for the next stage of their education by virtue of their positive attitudes, their enthusiastic approach to learning and above-average attainment.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
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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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good overall; some is satisfactory and some is outstanding. All teachers manage pupils very effectively. Where teaching is most successful, the good information the school has about pupils' progress is used well to support learning and match the content of the lesson to pupils' abilities. Here, teachers plan what progress they expect different ability groups to make, ensuring that all are stretched and challenged. Such teaching is found more predominantly in Key Stage 2 and pupils' progress is better as a result. While satisfactory overall, there is some excellent use of assessment to inform teaching, and high-quality marking that ensures pupils know about their progress and what they need to do to improve further. Where teaching is satisfactory, precision is lacking in both areas. Information and communication technology (ICT) is used well to engage pupils and to help them understand new ideas.

The newly-established curriculum provides increasing opportunities for pupils to consolidate and extend their basic literacy, numeracy and ICT skills in subjects across the curriculum. It promotes good achievement because it is broad and interesting. The good partnerships developed with other schools and agencies are effective in extending the curriculum. Visitors, educational visits and the opportunity for a residential experience enhance the curriculum further and ensure a positive contribution to pupils' personal development. The needs of pupils who have additional educational or social needs are met well by teachers' and teaching assistants' carefully-targeted support. This ensures their good progress in both their personal and academic development. The school's more general good quality of care, guidance and support and the effective links between the school and outside agencies ensure pupils' well-being and good personal development.

*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	3
<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>2</b>

<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

## How effective are leadership and management?

The headteacher gives a strong and clear lead in setting a vision for the improvement of the school, based firmly on ensuring pupils' good progress. Middle managers are very supportive, but not all play a full enough part in monitoring and evaluating the quality of teaching in their areas of responsibility. Staff share in the ambition to succeed. The governing body makes a good contribution by supporting and challenging the school. Along with the senior team, it ensures a clear vision to which all subscribe and staff morale is high throughout the school. Along with school leaders, they meet well their responsibility to ensure equal opportunities for pupils. Any form of discrimination is tackled assiduously. Previous underachievement in mathematics has been successfully tackled, reflecting a determination to close any gaps in provision. Targets are set appropriately and used well to guide achievement. They are increasingly challenging and pupils are reaching them. The governing body ensures that requirements regarding safeguarding procedures are met satisfactorily and systems for assessing risks are appropriately developed. They also see to it that financial control, planning and accountability are secure. The promotion of community cohesion is good. It has a clear impact, seen in the harmonious relationships throughout the school.

*These are the grades for the 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	3
<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>2</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>3</b>
<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

When children enter the Reception class, skills are broadly typical of those expected for their age. Skill levels vary considerably each year and also vary across the different areas of learning. Relationships with parents and carers are good and an effective partnership has been forged between home and school. Parents and carers are very supportive and appreciate how children behave well, feel safe and are happy and enjoy their learning.

Recent developments have led to an improvement in children's progress, which is now good. Changes in the leadership and management, along with improvements in the outdoor area have had a positive impact on the curriculum and children's learning. Provision is led and managed well. Children's numeracy skills are well-

developed and recent staff training has led to improvements in developing children’s literacy skills. At this very early stage in their life in the school, appropriate emphasis is given to ensuring children settle well and develop their personal skills. Adults work well together and the experienced staff know well how young children learn. They plan activities that children enjoy and undertake with enthusiasm, such as exploring the large spaces in the hall in a movement session. Effective strategies are used to teach reading and number skills and purposeful activities are used to encourage children to play independently and reinforce these skills. As a result, good gains are made. Opportunities are provided for children to choose their own activities, both in the classroom and outside. At other times, activities are adult-led, as when children practise their counting skills. Such activities have clear purpose, and opportunities are taken to use these times to consolidate learning. Assessment systems are satisfactory and provide a general picture of each child’s development. However, the information from assessments is not used precisely enough to evaluate the progress made by individual children or what impact is gained from changes made to the curriculum.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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**

Around a third of parents and carers returned the questionnaire. The very large majority is supportive of the school, confirming the very positive views of those who met with the inspectors. All replies confirmed that their children enjoy school. Parents and carers like the way pupils are taught to behave considerately and responsibly and relate positively to each other and to adults. They also value the safety and security provided by the school. Most say they are aware of their children’s progress and are satisfied with their achievement. The comments, ‘My child loves going to school’ and ‘children learn with enjoyment’ are characteristic of the many positive comments. A very few stated concern about the recent number of changes in staffing and difficulties relating to communication with the school. The inspectors found that pupils are well cared for and found that the school works hard to include parents and carers in all its activities.



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

Ofsted invited all the registered parents and carers of pupils registered at Hemingbrough Community Primary 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 inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	62	22	38	0	0	0	0
The school keeps my child safe	41	71	15	26	1	2	0	0
The school informs me about my child's progress	20	34	27	47	5	9	0	0
My child is making enough progress at this school	24	41	22	38	5	9	2	4
The teaching is good at this school	28	48	20	34	5	9	0	0
The school helps me to support my child's learning	25	43	25	43	4	7	1	2
The school helps my child to have a healthy lifestyle	33	57	20	34	0	0	1	2
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)	31	53	19	33	1	2	0	0
The school meets my child's particular needs	30	52	21	36	2	3	1	2
The school deals effectively with unacceptable behaviour	22	38	22	38	6	10	2	3
The school takes account of my suggestions and concerns	27	47	20	34	3	5	0	0
The school is led and managed effectively	34	59	17	29	3	5	0	0
Overall, I am happy with my child's experience at this school	34	59	19	33	4	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and is 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.

Percentages are rounded and do not always add up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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 September 2011

Dear Pupils

### **Inspection of Hemingbrough Community Primary School, Selby YO8 6QS**

Thank you for your very friendly welcome when my colleagues and I inspected your school recently. Please thank your parents and carers for their letters and for taking the time to talk to us. We found that yours is a good school. We found it interesting to watch and listen to you in your lessons. We also enjoyed reading your work and talking to you. We like the way you take responsibility, and how helpful older pupils are when they act as 'buddies' towards younger children. You obviously enjoy coming to school and this shows in your high levels of attendance and in your good behaviour in classrooms and around the school. The good care you receive and the progress you make means that you learn to live safely and healthily and develop into mature young people ready for the next stage in your education.

The teaching you receive is good. This means you achieve well and the standards you reach by the end of Year 6 are above average. You say that you like your teachers and the way they take good care of you. You were very positive in your questionnaire responses, although a small minority indicated that you do not know how well you are doing, and not all of you think that behaviour is good. To make things even better, we have asked your headteacher to increase the amount of good teaching there is and improve the progress children make in Years 1 and 2. We have also asked that staff in the Reception class plot the progress children make more carefully and better use the information to help them. You can all help by continuing to work hard. I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely,

Bernard Jones  
Lead Inspector

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