

Hemsby Primary School

Inspection report

Unique Reference Number	120816
Local Authority	Norfolk
Inspection number	380109
Inspection dates	15–16 November 2011
Reporting inspector	Judi Bedawi

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Maggie Hawley
Headteacher	Julia Smith
Date of previous school inspection	10 June 2009
School address	School Loke Hemsby Great Yarmouth NR29 4LH
Telephone number	01493 730364
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Email address	office@hemsby.norfolk.sch.uk

Registered childcare provision	Hemsby Nursery – EY359108
Number of children on roll in the registered childcare provision	30
Date of last inspection of registered childcare provision	10 June 2009

Age group	5-11
Inspection date(s)	15–16 November 2011
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons taught by eight teachers. They held discussions with pupils, staff, members of the governing body, parents' and carers, and a representative of the local authority. Inspectors observed the school's work, and looked in detail at pupils' books, monitoring records and data on pupils' attainment, and a range of school documentation and policies. The inspectors analysed responses to questionnaires from 59 parents and carers, 19 staff and 100 pupils.

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

- Inspectors looked at the impact of changing from a first school to an all-age primary school.
- The inspection team investigated concerns raised by parents' and carers about pupils' behaviour and the impact on learning.
- They looked at the effectiveness of links between the Nursery and Reception classes and the impact on children's early learning.

Information about the school

Hemsby is a smaller-than-average village primary school. Most pupils are of White British heritage with increasing proportions from different minority ethnic groups. Few pupils speak English as an additional language. Pupils who are Travellers have dual registration with another school and were not attending Hemsby during the inspection. There is an above-average proportion of pupils with special educational needs and/or disabilities, especially those receiving support at the school action plus stage. The proportion of pupils known to be eligible for free school meals is average.

The school's provision for the Early Years Foundation stage is made in a separate Nursery class, managed by the governing body, which admits children once they have had their second birthday, and a Reception class. The school has been a full primary school for two years, and within that time there have been several staff changes. The school has achieved national Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides its pupils with a satisfactory education within a caring environment and is increasingly focused on raising pupils' outcomes. The headteacher and senior leaders, together with the supportive governing body, have managed the considerable recent changes involved in becoming a primary school satisfactorily. They are now determined to address rigorously the weaknesses identified in the school's accurate self-evaluation, with the shared ambition to rapidly improve pupils' learning and progress, and to drive up attainment.

Current attainment is broadly average. In Years 1 and 2 pupils' progress slows from the good start made in the Early Years Foundation Stage. Progress picks up through Key Stage 2 and is satisfactory overall. In Year 6, high expectations and good teaching mean that pupils' learning, including that of the most-able, is accelerating rapidly. Pupils are on track to exceed expected levels in 2012, especially in writing and mathematics. However, the most-able pupils in other years are not consistently challenged to achieve. Pupils with special educational needs and/or disabilities are securely supported and make satisfactory progress that is similar to that of their peers nationally. The reading and writing skills of pupils in Years 1 and 2 and their development of new mathematical ideas are not developing at a fast enough rate. Pupils in Key Stage 2 do not always write independently or at sufficient length in other subjects. Teaching, although satisfactory, does not promote high expectations sufficiently well or provide activities with sufficient challenge. As a result, pupils say that some work is too easy. They have learning targets but these are generally not personalised to match their individual needs, apart from those for pupils with special educational needs and/or disabilities. Staff are developing their skills and confidence in using assessment and in marking work, but pupils are not always sure about how well they are doing or how to improve their work. Pupils particularly enjoy participating in after-school clubs and school trips.

Attendance is average and improving. Pupils' behaviour is satisfactory although a very few pupils occasionally do not behave as well as they could. Pupils generally feel safe and appreciate the good attention and care from staff. Their adoption of healthy lifestyles is good and they enjoy many sports.

Leadership and management are satisfactory. The school's recently appointed senior leaders have sustained improvement in the progress of children in the Early Years Foundation Stage and of pupils in Year 6, including those who are more able. However, because of several previous changes to staffing, leaders do not operate as

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a fully cohesive leadership team. Consequently, not all staff are fully involved in the school's self-evaluation or development planning. School performance information is detailed but not always consistently shared among staff or provided regularly enough to allow the governing body to challenge staff over the school's performance. However, the governing body are clearly focused on its ambition to see faster improvement, and are determined to hold the headteacher and senior leaders fully to account.

Given the rising standards in Key Stage 2 and in the Early Years Foundation Stage, improvements in attendance and the monitoring and evaluation of teaching and learning that have led to satisfactory improvement since the last inspection, the school has satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and increase progress in English and mathematics by the summer of 2012 by:
 - in Years 1 and 2, improving pupils' writing and reading skills
 - in Years 3 to 6, increasing opportunities for extended independent writing across the curriculum
 - reinforcing younger pupils' grasp of mathematical concepts
 - in Year 3 upwards, providing pupils with more complex mathematical problems to solve
 - raising expectations and providing more challenging work for the most-able pupils throughout the school.

- Improve the quality of teaching and learning by Easter 2012 and accelerate pupils' progress by:
 - raising staff expectations of the pace of learning for all pupils
 - developing staff skills and confidence in using assessment information to match work to pupils' individual needs
 - working with pupils to set personalised targets that clearly identify their next steps in learning
 - developing a whole-school approach to marking that enables pupils to improve their written work independently.

- Improve leadership and management by:
 - developing a fully cohesive leadership team
 - ensuring that information about school data and performance is consistently shared with all staff and the governing body.

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Pupils enter the Nursery and Reception classes with attainment skills that are typically below average, although this year’s intake has attainment that is broadly in line with national age-related expectations. They make good progress in their number and early writing because focused sessions help to develop their mathematical awareness, particularly about shapes. Learning about letters and sounds aids children’s development of emergent writing and their enjoyment of reading.

Pupils with special educational needs and/or disabilities are identified quickly and are appropriately supported. Pupils move into Year 1 at levels that are broadly as expected for their age. An increasing proportion is above expected levels. However, pupils’ good progress slows because expectations are too low and challenges in learning do not match their abilities closely enough. One parent commented, ‘My children are very happy and the staff are lovely, just feel that my children could be pushed a little harder.’ Progress through the junior years is satisfactory. Almost all groups of pupils make expected progress in mathematics. Since September 2011, the most-able pupils in Years 5 and 6 work together in mathematics. This has a positive impact on their learning. In Year 6 progress accelerates rapidly so that pupils are on track to achieve or exceed their expected levels by the summer of 2012. In a good Year 6 English lesson, pupils concentrated well on persuasive writing, some choosing to write an advertisement and others writing arguments for or against graffiti. The lively pace and high levels of expectation and challenge enthused pupils to do their best. They produced good pieces of extended writing, working in near silence because they were so engrossed.

Pupils are keen to learn and work steadily in lessons where behaviour is generally good. In a few lessons where pupils say work is too easy and learning pace and challenge is limited, they finish quickly with little to do and start to fidget, whilst waiting for slower learner’s to complete work. Although there is no bullying inside the school, pupils reported that sometimes bullying happens in the playground, mostly through arguments about football. As a result, the school council has established a ‘worry box’ that is checked daily by senior staff. Pupils say that this is working successfully to reduce bullying and inappropriate behaviour. The school has also recently introduced a ‘buddies playground bench’ to support pupils when outside. Nonetheless, pupils say that they feel safe and able to talk to adults if need be. Their adoption of healthy lifestyles is good and they participate enthusiastically in a range of sporting activities as diverse as dance and rugby. They know about healthy foods, but admit that a few lunch boxes contain crisps and chocolate. They have strong links with the local community through trips and involvement in village life and are interested in the lives of pupils who have different experiences to their own, but there are fewer links across the United Kingdom and internationally beyond fundraising.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning

3

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Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory with an increasing proportion of good practice for staff to build on, to accelerate the pace of learning and to provide well-matched challenging tasks. Teachers have good subject knowledge and relationships with their pupils. They deploy teaching assistants sensibly, observed in the intervention support provided for pupils most in need of help or at risk of falling behind. Behaviour management is satisfactory so that lessons proceed smoothly and pupils respond promptly to instructions. However, lesson plans do not consistently provide enough challenge to keep the most able pupils fully occupied. This is because the staff lack confidence and skills in using assessment and tracking information to fully meet their needs. Additionally, targets and the marking of work do not always clearly inform pupils how well they are doing or what they must do to improve their own work, for example, the younger pupils' understanding of using grammar and writing well composed sentences.

The curriculum is satisfactorily adapted to meet the requirements of pupils with special educational needs and/or disabilities and those from minority ethnic backgrounds. It is flexible enough to accommodate the learning of Traveller pupils who attend for about half of the school year. There are strengths in the use of information and communication technology across the curriculum but opportunities to write in different subjects are limited. The development of pupils' skills in English and mathematics is improving satisfactorily. Music, physical education and art are strong subjects enriched by the range of after school activities, including several that the younger children enjoy including film club and gardening. The local community is used well as a learning resource and trips, which are often linked to identified themes, have a good impact on pupils' personal development.

¹ 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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Pastoral care is a strength. The staff know their pupils well and are ready to offer support when needed. Families facing difficult circumstances are directed towards the right kind of support through a range of external support. Strategies to improve attendance and behaviour are working satisfactorily. Pupils know and understand the school rules but a very few occasionally do not act as well as they should, so are provided with behaviour plans agreed with their families. The introduction of 'pupil progress meetings' has provided satisfactory guidance to support learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher, senior leaders and the governing body are aware of the school's strengths and weaknesses and are determined to secure and sustain improvements. Subject leaders undertake subjects reviews, including monitoring teaching and learning, and have clear action plans that are starting to have a positive impact on pupils' learning. Staff at all levels are keen to be involved in the drive to raise school performance but are still developing as a team because of recent staff appointments and absences. They are enthusiastic about their latest additional responsibilities to monitor and evaluate their areas of responsibility to contribute to whole-school development. The governing body contributes to the schools' evaluation of itself and the school development plan. It shares the ambition to drive the school forward at a faster rate. However, they are not always provided with the information they need to drive change and to challenge the headteacher and senior leaders rigorously about the school's performance.

Partnerships with parents and carers are satisfactory. Parents in the Early Years Foundation Stage appreciate being involved in their children's learning. Teachers in other years find time to speak to parents and carers at the start and end of the day and at formal meetings. Partnerships to promote learning are satisfactory and the school has positive links with other schools for sporting activities and securely established transition arrangements and visits. The governing body manages the Nursery well, with all requirements, including those for intimate care, met.

Safeguarding is satisfactory with strengths in the thorough risk assessment of activities in school and on educational visits. The school's promotion of community cohesion in its work is satisfactory with strengths in the school's relationships within the local community but fewer links with diverse societies across the United Kingdom

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and other parts of the world. The school’s promotion of equality of opportunity is satisfactory overall, with most groups making similar progress. The attainment of the most-able pupils in Year 6 is rising rapidly but is not yet fully evident in other years. Pupils understand that discriminatory behaviour or actions are unacceptable.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

From the time they enter the Nursery or the Reception classes, children get a good start to learning through play and in developing their social skills. The two-year-olds settle happily in their own room with parents’ and carers’ able to stay with them if they wish. Staff are qualified and experienced in child-care for these pre-school children. These very young children soon join in and make friends. They behave well and feel secure because all their needs are met. They enjoy new play experiences, such as discovering bird feathers and fir cones in the small wood.

Reception children benefit from the daily sessions on learning about sounds and letters that start in the Nursery. These have a positive impact, particularly on boys’ interest in early mark-making and reading. Older children bring books from home to share. They enjoy learning about numbers. A younger child independently counted to nineteen, but could not remember what came next, until prompted. Teaching and understanding of young children’s needs is consistently good so that they make good progress across all areas of learning. Their learning and important milestones are recorded well in individual ‘Celebration books’. Provision is good and well-resourced, although there is currently no cover for outdoor play in bad weather. Staff pay good attention to children’s well-being. Children with special educational needs and/or disabilities are well supported and documentation indicates that this is also the case for Traveller children when they attend over the summer. Leadership and

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management of the Early Years Foundation Stage, including staff teamwork, are good, with clear action plans setting out developments. Parents and carers are kept informed about their children’s progress. As one parent said, ‘I am very impressed with the environment and the kindness of staff, my daughter loves it here.’

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 of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was low. Almost all said that their children lead healthy lifestyles and are kept safe at school. Most agreed with all other aspects of their children’s education. A small minority thought that pupils’ behaviour is not dealt with effectively and the leadership and management of the school could be better. A few said that their children were not making enough progress and that not enough account is taken of their suggestions and concerns. The inspection team judged leadership and management of the school and pupils’ progress to be satisfactory. Pupils’ behaviour and its management was found to be satisfactory. Documentation showed that suggestions and concerns regarding behaviour are noted. However, in a very few instances, the school did not act promptly enough to resolve concerns raised.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hemsby 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	56	23	39	2	3	0	0
The school keeps my child safe	29	49	28	47	2	3	0	0
The school informs me about my child’s progress	26	44	29	49	4	7	0	0
My child is making enough progress at this school	24	41	25	42	9	15	1	2
The teaching is good at this school	22	37	32	54	3	5	0	0
The school helps me to support my child’s learning	23	39	30	51	4	7	0	0
The school helps my child to have a healthy lifestyle	20	34	38	64	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)	19	32	24	41	5	8	1	2
The school meets my child’s particular needs	25	42	26	44	6	10	1	2
The school deals effectively with unacceptable behaviour	18	31	24	41	10	17	7	12
The school takes account of my suggestions and concerns	17	29	25	42	6	10	5	8
The school is led and managed effectively	18	31	26	44	11	19	3	5
Overall, I am happy with my child’s experience at this school	27	46	25	42	4	7	1	2

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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 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"> ■ 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.



17 November 2011

Dear Pupils

Inspection of Hemsby Primary School, Great Yarmouth, NR29 4LH

Thank you for making us all feel so welcome when we inspected your school recently. It was good to talk with you. We can see that you like learning and get on well with your teachers. We were pleased to see how much you enjoy keeping fit and healthy. You go to a satisfactory school and you make satisfactory progress in your learning.

Your headteacher and the staff want to make your school even better so I have asked them to:

- help those of you in Years 1 and 2 write sentences more neatly and use punctuation correctly; and to have more opportunities to enjoy reading
- make sure that in Years 3 to 6 you write much more in different subjects.
- find ways to help younger pupils understand mathematical ideas and set older pupils really hard problems so that you all improve your mathematical skills
- set challenging work for those of you who find learning easy
- help you make faster progress
- work with you to set more precise individual targets that help each of you to learn
- mark your work so that you know what to do to improve it.

You can enjoy helping your teachers by working hard to improve your writing and mathematics. Tell your teachers if the work or the targets they give you are too easy, and tell them if you do not know how to improve your work. I hope you enjoy the rest of your time at Hemsby.

Yours sincerely

Judi Bedawi
Lead inspector

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