

Hempstalls Primary School

Collard Avenue, Cross Heath, Newcastle, ST5 9LH

Inspection dates

29–30 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children in the Early Years Foundation Stage make excellent progress in speaking and listening. They develop highly effective learning habits, such as staying on task, listening attentively and working together in groups.
- Outstanding achievement over time in reading, writing and mathematics, for all groups of pupils, is the cornerstone of the school's success.
- Excellent teamwork of staff and governors, coupled and with a relentless drive to offer pupils an outstanding quality of education, have resulted in pupils' high self-esteem.
- Pupils have outstanding attitudes to learning. They behave impeccably and flourish within a safe and secure environment. The school's motto of 'learning and laughing together' is evident in all classrooms, where pupils learn at a very fast rate.
- Teaching is outstanding and support staff make a valid contribution to the learning of disabled pupils and those who have special educational needs, and those who are eligible for pupil premium, resulting in excellent progress for all.
- Teachers check very carefully how well pupils are learning in lessons. Any misconceptions are picked up through thorough marking.
- Self-evaluation is thorough and accurate and the quality of leadership at all levels is very strong and consistent.
- The headteacher's pursuit of excellence is unyielding. She stops at nothing to improve pupils' life chances and has been instrumental in improving the quality of teaching and learning. This has led to pupils making very fast gains in learning.
- Parents are very delighted with all that the school offers.

Information about this inspection

- The inspectors observed 19 lessons taught by 10 teachers.
- Documentation was analysed including that related to teachers' planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent. The inspectors took account of 26 responses to the online Parent View survey.
- Questionnaires were analysed from 28 staff.
- The inspectors heard a few pupils read and discussed their views of the school.
- Discussions were held with the headteacher and staff, a representative from the local authority, the Vice-Chair of the Governing Body, pupils, parents and carers.

Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Mark Cordell	Additional Inspector

Full report

Information about this school

- This is an averaged-sized school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational need is above average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The provision for wrap-around-care for children in the nursery in the afternoons and the breakfast club for pupils every morning are managed by the governing body.

What does the school need to do to improve further?

- Provide opportunities for higher attaining pupils who find work easy to develop their skills of independent learning.
- In Years 1 and 2, place more emphasis on pupils reading with more expression.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the nursery with skills and abilities well below those usually found. Many children have very limited speech and lack vocabulary to describe what they are doing.
- Outstanding teaching, coupled with vibrant learning opportunities, encourage children to talk confidently about what they are doing. Children develop very good learning habits due to staff showing how to stay on task and not lose concentration. By the end of the Reception Year, children reach expected levels in most areas but are slightly lower in writing and recording numbers.
- All children, including those who use the wrap-around-care provision, receive excellent provision which enables them to practise what they have learnt in a variety of play situations and start to recognise the difference between letters and sounds.
- Pupils in Year 1 did very well in their phonics assessment and recognise the sounds that different clusters of letters make.
- Attainment at the end of Year 2 is average and improving because of outstanding teaching. Pupils make rapid gains in their learning. Whilst their reading is accurate, they do not yet read with sufficient flow and appropriate expression.
- Pupils make outstanding progress in mathematics due to the excellent explanations given to them by their class teachers and the many opportunities that they have to solve problems in real-life contexts.
- By the end of Year 6, attainment is high in reading, writing and mathematics. Pupils' writing demonstrates a very secure knowledge of grammar and pupils' choice of vocabulary is varied. This is because they are given excellent opportunities to draft and redraft their writing.
- Disabled pupils and those who have special educational needs make similar progress to their peers. The high expectations of teachers and support staff, coupled with clear explanations, contribute to the success of these pupils.
- Pupils eligible for additional government funding are making excellent gains in learning and attain high standards in reading, writing and mathematics because money is spent wisely by the governors in ensuring their success in learning. For example, the school has funded another teacher to keep class sizes small in Years 5 and 6. Any pupils struggling with learning are given one-to-one tuition to help them.
- The emphasis placed by the school on learning about artists, music and using role play as a teaching strategy have ensured that all groups of pupils are keen to learn. Teachers have managed to develop in pupils an emotional response to learning. As a result, all groups of pupils make excellent progress.

The quality of teaching

is outstanding

- Teaching is inspirational because it grips pupils' attention. For example, for pupils in Year 6, teachers set up an air-raid shelter to give them the experience of life during the Second World

War. Excellent descriptions of how fearful this was were given by the teachers. Coupled with interviewing older people in the community, this enabled pupils to develop their empathy for the period and fuelled them with desire to write.

- Teachers have high expectations of all pupils. They regularly check on understanding in lessons and offer more support to those pupils who need it. Homework is linked effectively to what pupils learn in lessons. Parents say that their children cannot wait to start their homework when they get home from school.
- Teachers have very strong subject knowledge and use on-going assessment very effectively to plan for the next day. They make excellent links between subjects. Support staff contribute very well to learning. Marking is regular and thorough, and pupils are very clear about the next steps they need to take to move their learning on. Questioning is used skilfully to deepen pupils' understanding by asking pupils to explain what they have learnt and to extend their thinking.
- Classroom displays celebrate pupils' successes while stimulating interest and discussion. Pupils say that their teachers are 'fabulous' and help them 'in every way they can'.
- Pupils are given time to reflect on their learning. This makes a very valuable contribution to pupils' spiritual, moral, social and cultural development. In Year 4, pupils reflected upon the sanctity of tree life according to Native American Indian culture. This left a marked impression on pupils, so much so that the headteacher was questioned as to why the school had a real Christmas tree rather than an artificial one.
- Teachers have excellent relationships with pupils. Pupils feel valued and are not afraid to ask for help when they need it.

The behaviour and safety of pupils are outstanding

- Behaviour in and around the school is outstanding. Pupils are exceptionally polite, courteous and well behaved.
- Pupils are adamant that there is no bullying and the school behaviour log confirms this. Pupils are aware of different types of bullying, including cyber-bullying, and understand that bullying in any form is unacceptable. Staff model excellent relationships and, in lessons, pupils are taught how to work effectively in groups. The school is a very harmonious community where all faiths and cultures are valued.
- Pupils say that they feel very safe in school because there is always someone to help them. Parents say that the school has been instrumental in teaching dignity and self-respect. Pupils who have had managed moves from other schools quickly adapt to the school's own code of conduct. They say that the school deals effectively with any problems and that the school is a safe place for learning.
- Pupils love school and attendance is above average. The school has strong systems to ensure that pupils come to school on time, and breakfast club has enabled working parents to get to work knowing that their children are safe and very well cared for.
- Pupils who have difficulty behaving quickly learn how to take time out and reflect upon the impact of their actions on others. The school does everything it can to accommodate pupils' needs. Very clear expectations of behaviour are set out through class charters so that pupils are

very clear as what constitutes unacceptable behaviour.

The leadership and management are outstanding

- The headteacher has successfully improved teaching and learning through rigorous monitoring, well-focused professional development and performance management. Senior leaders report on progress in their areas of responsibility to the governors.
- The headteacher, together with the governors, has produced robust performance management systems to hold staff to account for the standards that pupils attain. The school improvement plan highlights all the correct issues for improvement and is linked to the continuous professional development of staff and their performance management objectives. The headteacher and governing body ensures that targets are linked to salary progression and that teachers are evaluated according to the Teachers' Standards.
- All senior staff have a very clear understanding of how well the school is doing and have been instrumental in helping teachers to develop their practice through highly effective coaching and mentoring. A consistent approach is helping the school to improve on previous best performance.
- The range of subjects and activities is exceptionally well planned. It is tailor-made for the school and takes into account the needs of all pupils' barriers to learning, interest levels and the time needed to apply skills of literacy and numeracy in other subjects. Pupils benefit from a wide range of out-of-school activities including learning outdoors in Forest School.
- Spiritual, moral, social and cultural development is promoted very well. Pupils understand different faiths, customs and ways of life. They have excellent knowledge of artists and how inspirational leaders like Martin Luther King have brought about equality in democratic societies. Pupils are well prepared for life in modern democratic Britain because they have been taught to celebrate diversity and value differences.
- The headteacher is a local leader of schools and has shared best practice from her school with others. Excellent links are established with the local community, members of which use the school for various activities.
- The local authority provides light touch support for this highly successful school by giving an independent view on the school's self-evaluation and by checking up on analysis of standards.
- **The governance of the school:**
 - Governance is outstanding and makes a strong contribution to outcomes for pupils because spending is strategically allocated and analysed. For example, the governors are well informed of the spending of the pupil premium and the excellent progress made by these pupils. They ask questions of staff in relation to the progress made by different groups and are regular visitors to the school, engaging in dialogue with staff about pupils' progress. Staff are held to account for pupils' progress and any decisions relating to pay progression are well thought out. Governors know about the quality of teaching in the school and attend training in order to help them execute their duties effectively. They have set challenging targets for the headteacher to ensure that the school continues to improve.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124111
Local authority	Staffordshire
Inspection number	403546

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Father Derek Lloyd
Headteacher	Lynne Bennett
Date of previous school inspection	27 February 2008
Telephone number	01782 297768
Fax number	01782 297776
Email address	headteacher@hempstalls.staffs.sch.uk

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