

Hemsby Primary School

School Loke, Hemsby, Great Yarmouth, NR29 4LH

Inspection dates

17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in reading, writing and mathematics were broadly average in Year 2 in 2013. Standards were also below average in reading and writing and for more-able pupils in mathematics in Year 6.
- Progress in writing is weaker than that in reading and mathematics.
- Too few pupils reach the higher levels in reading, writing and mathematics.
- The work of subject leaders is at an early stage of development and is yet to have an impact on achievement.
- The quality of teaching varies. Too often supporting adults merely watch during parts of the lessons and teachers do not always move pupils' learning on rapidly enough.
- Pupils repeat the same mistakes because teachers do not all ensure that pupils follow the instructions they write when they mark their work.
- The governing body has only recently started to develop its systems for using data more effectively to challenge and support the school leadership.

The school has the following strengths

- The headteacher has provided good, strong leadership since taking up the post. The senior leaders make an effective team, with a shared ambition to make the school successful.
- The progress made this term in all classes is better than that expected and leading to higher standards, especially in reading and mathematics.
- There is a growing amount of good and outstanding teaching in the school and this provides a solid basis for further improvement.
- Children in the Early Years Foundation Stage make good progress because teaching in Reception is consistently good. Adults get on well with children and provide activities that are well planned and resourced.
- Pupils' behaviour and their attitudes towards school are good and this is helping to improve their progress.
- The school deals effectively with some pupils who have significant learning needs, and the gap between the achievement of disadvantaged pupils and their classmates is narrowing.

Information about this inspection

- The inspectors observed 17 lessons or parts of lessons in the school. Many of these were observed jointly with the headteacher and deputy headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, parents and a representative from the local authority.
- Samples of pupils' work were examined. Some pupils read books with an inspector.
- The inspectors analysed and took account of the 24 responses from parents and carers to the online survey, Parent View.
- Inspectors took account of 17 staff questionnaires.
- The inspectors looked at key documents, including performance data produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector	Additional Inspector
Keith Pullen	Additional Inspector

Full report

Information about this school

- Hemsby Primary School is a smaller than average-sized primary school.
- The large majority of pupils are White British. There are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. An above-average proportion is supported at school action plus or with a statement of special educational needs.
- A below-average proportion of pupils is supported by the pupil premium which, in this school, provides additional funding for those known to be eligible for free school meals or who are in local authority care.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher was appointed in September 2012.
- A privately run pre-school shares the site. This is inspected and reported on separately.

What does the school need to do to improve further?

- Increase the amount of consistently good or outstanding teaching by ensuring that:
 - teachers are helped to learn from each other and share existing outstanding practice
 - all adults in the classroom are used effectively to have a positive impact on pupils' learning
 - pupils follow the advice they are given when teachers mark their books
 - teachers challenge pupils by moving their learning on more rapidly.
- Help more pupils do better in writing by:
 - raising the rate of progress so that it matches that in reading and mathematics
 - building on recent improvements made to the teaching of basic skills in punctuation, grammar and spelling
 - ensuring that teachers have a high enough expectation of the neatness and quality of presentation of pupils' work.
- Increase the effectiveness of leadership and management by:
 - securing the positive changes brought in by the new headteacher to have the most impact on the quality of teaching and pupils' progress
 - making sure that governors fully exercise their role in analysing data to challenge leaders and managers about school improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress made by pupils is not consistently good enough to ensure they all reach the levels of which they are capable. Too few pupils reach the higher levels. Because of this, although standards are rising rapidly, they remain too low.
- Over the past two years, the proportion of pupils making the expected or better progress throughout the school has not been high enough. Progress improved in 2013. Even so, girls and disabled pupils and those who have special educational needs, although few in number, made well below average progress in mathematics. The progress made by Year 6 pupils from when they were in Year 2 was boosted significantly because of the above-average progress they made during Year 6.
- Current progress throughout the school is good and pupils are learning at a faster rate than that expected. This is evident in pupils' books, the lessons observed and the school's assessments for this term. Progress is improving in all three key skills, but it is stronger in reading and mathematics than it is in writing. This improvement is the result of strong leadership from the headteacher and the improving quality of teaching.
- In reading, recent improvements in the teaching of phonics (the sounds that letters make) have resulted in pupils having much improved skills. In Year 1, for example, pupils are able to read unknown words accurately by sounding out the letters. More remains to be done to help them understand more of what they are reading. Older pupils have had their reading skills raised by a new system which has encouraged them to read more widely and often.
- Standards in writing have improved but too few pupils reach the higher levels of attainment. Teachers have focused recently on raising standards of punctuation, spelling and grammar, but this is yet to be fully reflected in results. Some teachers' expectations of pupils' handwriting and the presentation of their work are not high enough. Progress in mathematics has improved this term and is now good. Year 6 pupils were observed using their calculation and data handling skills well to solve challenging word problems.
- The current levels of attainment when children start school are below those expected for their age, especially for their speech and language skills. Most children are well prepared for Year 1 with appropriate social skills. They work and play together well and this supports the good progress made in all areas of learning during the Reception Year.
- The gap in attainment between the pupils eligible for the pupil premium and their classmates, which is currently around two terms, is rapidly closing. For example, the progress made in Year 6 shows that eligible pupils have made more rapid progress this term than is found among the rest of the class, except in girls' reading.
- Disabled pupils and those who have special educational needs often make good progress due to improved provision and leadership over the last year. The school provides for these pupils well through a good combination of support within the school and the use of outside expertise as appropriate.

The quality of teaching

requires improvement

- Inspection evidence shows that, while there is now much good teaching and some that is

outstanding, there remains a minority that requires improvement. Over recent years, teaching has not been strong enough to help all pupils make the progress of which they are capable.

- In some lessons, teachers do not make the best use of the other adults available to support pupils' learning. Where this happens, other adults spend too much time watching the teacher talking to the whole class and not being productively involved.
- The marking of pupils' work, and the feedback provided to them, has improved since the last inspection. However, there are still inconsistencies over the extent to which teachers ensure that pupils act on the advice they are given.
- Where the teaching is strongest, the work is well matched to pupils' different abilities and takes account of what they have learnt before, so that it is challenging and helps to move their learning on. At times, teachers do not do this rapidly enough and too much time is wasted repeating work that is too simple. However, in an outstanding mathematics lesson in Year 2, for example, the teacher quickly recognised when pupils were ready for a further challenge.
- Many teachers have good questioning skills, asking questions that cause pupils to think and consolidate their learning through explaining their methods, for example. Teachers make good use of pupils' errors and misconceptions to focus teaching on filling gaps in pupils' knowledge.
- Teachers are very effective in working on a one-to-one basis or interacting with a small group during the main part of lessons. This was observed to have a very positive impact on learning, such as the excellent use of challenging vocabulary during a writing lesson in Year 5.
- Teaching in the Reception class is good. Staff work well together to provide a good range of adult-led activities while also making sure that children can follow their interests. The outdoors is used well. In one good example, children were developing number skills, counting and writing numbers during a bowling activity.
- A large majority of the parents and carers say their children are taught well at the school. This is supported by pupils who talk about how well teachers help them learn new things. The inspection evidence shows that, although teaching requires improvement, the quality of teaching is rapidly improving under the current leadership and this is beginning to have a positive impact on standards.

The behaviour and safety of pupils are good

- There are good systems in place for managing and improving behaviour. Most pupils have very positive attitudes towards school and are keen to learn. They talk about how good they think the new reading system is and that they find the teachers friendly and supportive.
- Pupils behave well in and around the school. Parents and carers say their children are happy and safe at school. This is supported by the inspection evidence. Almost all parents and carers are happy with the good behaviour and the way the school deals with any bullying. The midday break, mealtime and other break times are good social occasions and pupils play together well.
- Pupils have a good knowledge and understanding of different types of bullying, including through the use of computers and mobile phones. They understand how to keep themselves safe and are confident in the adults at the school whom they would happily approach with any worries or concerns.

- Pupils take on a range of responsibilities in school. The school council has an important role; for example in helping to make choices about play equipment. The school does a lot of work to raise money for a range of local, national and international charities which helps widen pupils' horizons. Play leaders take their roles seriously in helping younger children enjoy lunchtimes.
- There are few pupils absent for long periods of time. However, attendance, although improving year on year, remains below average. The school works to promote full attendance using all appropriate means.
- The school works well with a range of outside agencies to ensure the best support possible for those pupils whose circumstances make them vulnerable, or who have physical or learning needs. The use of a local child-support resource base has recently provided support for teachers and specific pupils, although it is too early to judge the impact of this.
- A small number of pupils have a less positive attitude to school, although any disruption is well managed when it occurs. Detailed records are kept and outside agencies involved where necessary. The recent use of an adult to provide support for these pupils through an extra focus on care and nurture is proving very helpful in supporting them and helping them to better engage with learning.

The leadership and management requires improvement

- Leadership and management are not yet good because progress made by pupils has not been good enough over a sustained period of time and the quality of teaching is not yet consistently good or better. More remains to be done to spread the best practice in teaching so that more of the teaching is consistently good or outstanding.
- The headteacher is providing the school with strong and rapidly improving leadership and is addressing any remaining weaknesses. It is too soon to assess the impact of many of these improvements, however. Even so, there is clearly more detailed tracking of pupils' progress through the better use of data. In addition, there is an improving picture of the quality of teaching. The school's self-evaluation is accurate and the priorities for improvement are appropriate.
- The improvements made so far, and the detailed action plans drawn up by the school, show that the school has the capacity to improve further. However, the leadership of subjects and other aspects of the school's work are at an early stage. The staff are very positive about taking on opportunities to develop their leadership skills and very enthusiastic about their roles as, for example, literacy and numeracy leaders or nurture staff. The leadership of the provision for disabled pupils and those who have special educational needs is good.
- The headteacher has made good use of observing lessons, pupils' work and teachers' planning. The checking of performance targets, and the setting of new ones, for individual staff, is ensuring a clear focus on improving pupils' progress. The staff team are very enthusiastic and positive about the direction the school is taking and fully support the need to raise standards and improve progress further. In addition, they are open to new ideas and suggestions and willing to look beyond the school for good ideas. This has happened recently through research into new resources for mathematics.
- The funding available through the pupil premium is used effectively to help pupils known to be eligible for free school meals to take a full part in school life, and receive, where appropriate, specific resources and adult time. Data clearly indicate that any remaining gaps in attainment

are rapidly narrowing.

- The local authority had little contact with the school prior to the new headteacher taking up his post. Because of this, the local authority has not been aware that many aspects of the school required improvement. Consequently, visits to the school have been infrequent and little support has been provided. The majority of the improvements to the school since the headteacher took up post have been due to initiatives instigated by the school.
- Planning for improvements to the way physical education is taught under the new funding arrangements are well under way and are continually reviewed so that pupils receive good provision. Future plans include new subject leadership and training for staff. A range of enrichment activities, particularly through the collaboration with other schools, support pupils' academic and personal development, as well as developing their spiritual, moral, social and cultural understanding.
- **The governance of the school:**
 - Since the current headteacher took up the post, the governing body has become more involved in checking how well the school is doing. However, this work is at an early stage and governors do not have a secure enough understanding of data or of how to use a range of monitoring activities to challenge and support the school. Governors are very positive about the direction the school is taking and are very supportive of changes being made by the current headteacher. They have an appropriate understanding of how targets are set for teachers and of appraisal systems, and how these are being used to improve the quality of teaching. They know what is being done to tackle any underperformance. Decisions about teachers' pay are now linked to performance and responsibilities, so the school's systems for this meet requirements. Governors track finances well and support the school in deciding how to spend the money to support pupils for whom the school receives the pupil premium. The governing body makes sure that arrangements for pupils' safeguarding meet the current regulatory requirements.

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	120816
Local authority	Norfolk
Inspection number	425267

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Maggie Hawley
Headteacher	Edward Savage
Date of previous school inspection	15 November 2011
Telephone number	01493 730364
Email address	office@hemsby.norfolk.sch.uk

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