

Hemingbrough Community Primary School

School Road, Hemingbrough, Selby, North Yorkshire, YO8 6QS

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The very effective headteacher and senior leaders work very well together for the good of all pupils. Their evaluation of the school is accurate and they have a good grasp of how to further improve teaching and pupils' achievement.
- Pupils behave very well both in and out of class. Pupils say that they feel safe in school and that bullying is very rare.
- Teaching is good, with some examples of outstanding practice. High quality relationships and the good use of information about how well pupils are doing are key factors in good teaching.
- Early years provision is good. Effective leadership ensures that children get off to a good start and become happy and inquisitive learners.
- Pupils' achievement is good. They make good progress from their starting points and as a result, attainment is rising.
- The governing body has a very accurate understanding of the school's many strengths and any areas for development.
- Pupils' spiritual, moral, social and cultural development is good. Throughout their time in school, they become well prepared for life in the world in which they live and become well-rounded young citizens.

It is not yet an outstanding school because

- Middle leaders do not have enough opportunities to lead developments in their subjects.
- Teachers do not consistently follow the school's marking and feedback policy.
- Teachers do not always make it possible for pupils to move on to more challenging activities as soon as they are ready.
- Pupils do not have sufficient opportunities to apply their mathematical skills, especially their problem-solving skills, in mathematics lessons and other subjects.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. They also observed pupils at work during short visits to classrooms. One observation was carried out jointly with the headteacher. Inspectors also listened to pupils read in Years 2 and 6.
- Inspectors considered 35 responses to the Ofsted on-line questionnaire (Parent View) and 18 questionnaires completed by the staff.
- Inspectors held meetings with pupils in Years 5 and 6 and the school council. They also talked informally with pupils at break times and lunchtimes. They talked with the Chair of the Governing Body and one other governor and had a telephone discussion with a representative of the local authority.
- Inspectors also held meetings with leaders within the school, including the leader of the early years provision, the special educational needs coordinator and leaders at middle level.
- Inspectors observed the school at work and looked at a range of documentation, including information relating to pupils' progress, their books, school improvement-planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Julia Foulger

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are disabled or have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is higher than average. Although the proportion of pupils eligible for free school meals is lower than average, there are a number of pupils who are looked after by the local authority. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- There has been a period of turbulence in staffing since the last inspection, particularly in the last year.
- Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Develop the role of middle leaders further by giving them more opportunities to lead and monitor developments in their subjects.
- Raise the overall quality of teaching to outstanding in order to raise attainment further, especially in mathematics and for the most able pupils by:
 - making sure that pupils have sufficient opportunities to apply their mathematical skills, especially their skills related to solving problems, in their mathematics and other lessons
 - allowing pupils to move on to more challenging activities as soon as they are ready
 - making sure that teachers consistently follow the school's marking and feedback policy.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by senior leaders, provides strong leadership and is well respected by parents and the local authority.
- Leaders have an accurate and realistic view of the school's strengths and weaknesses. They use this knowledge well to identify areas for development, such as raising achievement in mathematics and focusing on improving teaching so that the overall quality is outstanding. Senior leaders have acted quickly to reverse the dip in pupils' achievement in 2014 and have ensured that the typical trend of improvement has been restored. They recognise that there is still more to do in building on the improvements in pupils' attainment.
- Senior leaders are very thorough in checking on the school's work, especially with regard to pupils' progress and the quality of teaching. The monitoring of teaching is accurate and is linked to the performance of teachers. Staff pay awards and teachers' performance targets are closely linked to pupils' achievement.
- The school has an effective system to track pupils' progress which has been adapted to suit the assessment arrangements of the new National Curriculum.
- Child protection and safeguarding have a high priority. Leaders, including governors, ensure that all requirements are met and that the school is a safe environment. All staff are on the alert for any indications of extremism or radicalisation.
- The curriculum has been designed to capture pupils' interests and is broad and balanced. It has an appropriate focus on English and mathematics, but not to the detriment of other subjects such as music and art. It allows pupils to develop a very good understanding of traditional British values and prepares them very well for life in modern Britain.
- Equality of opportunity is central to all the school does. The school works successfully to foster good relations, tackle discrimination, and to remove any barriers to learning to ensure that all pupils have the same opportunities to do their best.
- Good use is made of the primary school sports funding to improve the quality of teaching in physical education (PE), increase the range of sports and competitions available to pupils and to provide a wider range of after-school sports activities. As a result, the number of pupils regularly taking part in extra sporting activities has increased and the quality of teaching in PE has improved.
- Leaders make good use of pupil premium funding to provide additional support and resources, so pupils who are eligible for this funding make equally good progress as their classmates and have access to all the activities the school provides.
- Senior leaders have ensured that the relatively new middle leaders have developed the skills they need in order to lead improvements in their subjects. However, middle leaders do not have enough opportunities to monitor accurately what is happening in their subjects and, therefore, to have a full impact on leading improvements.
- The local authority has provided the school with much appreciated and effective support, especially in the difficult last year.
- **The governance of the school:**
 - Governors carry out their responsibilities very effectively and are passionate about making sure the school becomes as good as it can be. They bring a wide range of skills which they use to good effect and where there are gaps, they seek appropriate training, for example, in analysing the wealth of information about pupils' achievement. As a result, governors form an accurate view of the school's performance and can identify its strengths and areas for development. They also have an accurate view of the quality of teaching and they oversee the arrangements for the management of teachers' performance so that only good teaching is rewarded and any weaknesses are tackled. They are rigorous in ensuring that all statutory requirements are met, particularly for safeguarding. Governors use the pupil premium funding prudently to make sure it has a good impact on the progress of eligible pupils. They also ensure that additional sports funding is used effectively.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are very well behaved in class where they show a real enjoyment of learning with their positive attitudes and readiness to get started. Out of class, their behaviour is often of a very high order and very rarely less than good.
- Pupils are unfailingly polite and courteous and happy to talk about their school which they hold in high regard.
- Pupils have high expectations of their own behaviour and are disappointed when the occasional lapses in behaviour by a very small number of pupils fall below the high standards they expect.
- Years 5 and 6 pupils have posts of responsibility, such as play leaders, buddies and house captains, and they take their duties seriously. Older pupils regularly help younger pupils, for example, in the dining hall and at break time. They provide very positive role models to which younger pupils aspire. There is an active school council, which has its own budget, and members can point out improvements they have made, for example, in providing a wider range of play equipment for use at break times.
- The school has a well-understood system for managing and rewarding behaviour, partly created by the pupils themselves and pupils are very keen to preserve their reward time.
- Attendance is above average and pupils are punctual to school. This is in part because of the successful work of the school in checking on and encouraging regular attendance and partly because pupils want to come to school. There have been no exclusions in recent years.

Safety

- The school's work to keep pupils safe and secure is good. There are clear procedures in place to safeguard pupils and to follow up accidents. Pupils say that they feel safe and parents agree that the school provides a safe and secure environment.
- Pupils develop a good understanding of the different risks they might face and know how to keep themselves safe, especially when using the internet and when near rivers.
- Pupils say that bullying is very rare. They know what to look out for and have a good understanding of the different forms of bullying, including cyber-bullying, and they know what to do if any should occur.

The quality of teaching is good

- Senior leaders' regular monitoring of teaching and learning has ensured that the quality of teaching has improved and is good overall, with some examples of outstanding practice.
- All teachers are committed to developing and improving their work so that they can help pupils to learn even more. This dedication is much appreciated by the pupils who readily acknowledge how much teachers help them to learn.
- There is a strong emphasis on good relationships across the school and all adults work hard to create classrooms where good learning can take place.
- Teaching assistants play a key role in the school. The work they do, for example, in supporting the learning of pupils with special educational needs across the school, is of an impressive quality.
- Teachers use the information they have about pupils' progress to plan tasks which build on the skills and knowledge pupils have and activities generally match pupils' abilities accurately. In some lessons, however, particularly in mathematics, the most able pupils spend too long completing tasks they can do easily and so do not have the time to move on to more challenging tasks. In addition, in mathematics teaching, while there is a good focus on developing good knowledge and skills about number, there is less emphasis on problem-solving activities and pupils do not have sufficient opportunities to apply these skills, either in mathematics lessons or in other subjects.
- The teaching of reading is good. Pupils develop their reading skills from an early age and are provided with regular opportunities to practise their skills as they move through the school, becoming competent and keen readers by the time they reach Year 6. Many talk about favourite authors and say how much they enjoy reading, especially at home.
- Pupils are provided with opportunities to write at length in literacy lessons and also in other subjects. They are encouraged to develop good handwriting styles and work hard to gain the highly valued Pen License. They write particularly well when the subject catches their interest. For example, in a Year 4 lesson, pupils enthusiastically used a range of planning techniques to write their own version of an exciting Greek myth.
- Teachers mark pupils' work regularly and provide detailed feedback about what was successful and what the next steps might be. However, not all teachers consistently follow the school's policy and some of the

suggestions do not prompt pupils to make improvements and teachers do not always insist on pupils making the improvements suggested.

The achievement of pupils is good

- Pupils' achievement has continued to be good since the last inspection. Evidence gathered during the inspection from a range of sources clearly shows that pupils in all year groups typically make good progress from their starting points and standards at the end of Year 2 and Year 6 are rising over time.
- Children join the school in the Reception Year with knowledge and skills that are typical for children of their age. They make good progress so that by the end of the Reception Year an increasing proportion are ready for learning in Year 1. Good progress continues throughout Key Stages 1 and 2, resulting in standards, especially in reading and writing, but also in mathematics, that are increasingly typically above national averages. Although in 2014 there was a dip in achievement, there were a number of circumstances, including disruption to staffing, which would explain this untypical situation.
- Standards in reading are good. Pupils develop good reading habits and they read regularly at home and in school. Some of the pupil premium funding has been used to good effect to provide disadvantaged pupils with digital reading devices which encourage them to read more often and widely.
- Pupils use their writing skills well in other subjects. They write at increasing length and with greater accuracy as they move through the school, adapting their writing styles to suit different purposes for their writing.
- The most able pupils make good progress, particularly in reading and writing, where they are challenged and supported well. In mathematics, however, they make slower progress than they might because they spend too long on undemanding tasks and so do not have time to move on to more challenging work that would stretch them.
- The school is using pupil premium funding well in order to promote equality of opportunity. In 2014, pupils who received the pupil premium funding made better progress from their starting points than other pupils in the school. Overtime, the gaps in attainment between eligible pupils and other pupils are narrowing. In 2014, eligible pupils' attainment was approximately seven terms behind that of other pupils nationally in mathematics, five terms behind in reading and three terms behind in writing. They were three terms behind others in the school in mathematics, one term behind in reading and half a term behind in writing. These gaps reflect the overall dip in pupils' achievement in 2014 and are untypical of the trend over time, which sees disadvantaged pupils steadily narrowing the gap between their attainment and progress and that of non-disadvantaged pupils, both in the school and nationally.
- Pupils with special educational needs or disabilities make good progress from their different starting points. Their needs are identified accurately by an experienced and very effective special educational needs coordinator and they are supported well by skilled and dedicated staff who ensure that any barriers to learning are removed.

The early years provision is good

- Children join the Reception class with skills and knowledge that are typical for their age and they make good progress. Staff accurately assess each child's starting points and an increasing proportion are ready for learning in Year 1 and the school's data indicates that over 70% of the current year group are securely on track to reach a good level of development by the end of the Reception Year.
- The leader is very effective and determined to make the provision as good as it can possibly be. She has created a unified team who share the same passion for what they do for the children. The early years leader has an accurate understanding of the strengths and areas where she intends to improve further. Improvements to assessment and to links with the neighbouring pre-school provision have resulted in improvements in children's achievement.
- Teachers and other staff plan activities which are interesting and which make children want to learn more. For example, in a teacher-led session to develop children's understanding of, and ability to estimate numbers of objects, children were very excited to discover what the teacher had in the mystery bag. Teachers observe what the children do and continually assess progress in order to accurately plan learning for the next day.
- Very effective transition arrangements ensure that children settle in quickly and get off to a rapid start. The provision's close proximity to the Year 1 classroom and the shared outdoor area help children to absorb the routines of the school and to develop good behaviour. Children become happy and inquisitive

learners who love to talk about their learning and interests.

- Safety is very important to all and children are encouraged to become more and more independent in managing their own risks, for example, when playing outside in the very popular mud kitchen. There are very effective arrangements for ensuring safety, especially at the start and end of the school day. Parents are welcome and very much appreciate the open morning when they can stay and observe children at play, talk with staff or look at the informative learning journey folders.

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	121450
Local authority	North Yorkshire
Inspection number	456121

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	189
Appropriate authority	The governing body
Chair	R Waters
Headteacher	Sarah Chappell
Date of previous school inspection	12 September 2011
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