

Inspection of Hemington Primary School

Main Street, Hemington, Derby, Derbyshire DE74 2RB

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are rightfully proud of their school. The school's values, the 3Rs of 'respect, responsibility and readiness', are lived out daily by pupils and staff. Pupils are happy, safe and cared for well. They are respectful, polite and welcoming.

The school has high expectations of pupils' learning across the curriculum. Pupils learn well in a range of subjects, including English and mathematics.

Pupils appreciate that their attitudes, effort, work and positive behaviour are rewarded. They understand how the new behaviour ladder is helping to improve their behaviour and conduct. Pupils get on well with each other. Older pupils take care of younger peers, including children in the early years.

The school provides lots of positive opportunities to promote pupils' personal development. Pastoral care is strong. The school develops pupils' character and resilience well. Pupils recall many memorable events, including positive experiences of residential and theatre visits. They relish taking on responsibility. The pupil leadership team is well respected and pupils enjoy their role in helping to make decisions about the school's work.

Parents and carers have very positive views about the school. Typically, a parent commented, 'My children are happy to go to school every morning and they are eager to share what they have learned.'

What does the school do well and what does it need to do better?

The school has worked with a clear vision and determination. Leaders lead with a strong moral purpose. They have improved the school's provision since the previous inspection.

The school has ensured that the curriculum is broad in its scope, from Reception to the end of Year 6. In a few subjects, including English and mathematics, the subject curriculums are particularly well-developed. In mathematics for example, pupils confidently build their knowledge over time. They gain fluency in number and deepen their understanding of concepts.

When subject curriculums are well-thought-through, they are taught well. Pupils learn and embed their learning over time. For example, in history, pupils build their knowledge and understanding of chronology. In science, pupils gain key knowledge and deepen their understanding of scientific concepts. However, not all subject curriculums are equally as ambitious. A minority of subject curriculums do not identify the knowledge and skills that pupils should learn and when. These subject curriculums are taught less consistently well. Occasionally, adults' subject knowledge and choice of teaching activities do not provide pupils with the opportunities to learn as well as they should. The school's approaches to checking pupils' learning are not consistently embedded in some subjects.

The school has prioritised reading. Pupils enjoy their regular reading sessions. Staff are trained in the school's chosen phonics scheme. They teach phonics consistently well. Pupils gain confidence and become fluent readers. They use their phonics knowledge to deepen comprehension and develop writing skills. The school assesses pupils' reading regularly. Pupils who need to keep up are given additional and effective support when needed. Children get off to a quick start with learning to read in the early years. Staff nurture a love of reading and books.

The school identifies and supports pupils with special educational needs and/or disabilities (SEND) very effectively. Teachers successfully adapt their activities to enable these pupils to access the same curriculum as their peers. Leaders work with external professionals to make sure these pupils get additional help. Many parents recognise the positive provision for pupils with SEND.

The school has high expectations of pupils' behaviour. These expectations are met. Behaviour and conduct have improved in recent terms. For example, pupils interact well with each other at breaktimes and lunchtimes.

Children in the early years get off to a great start in their learning. They are cared for well. The school focuses on developing children's speech and communication. Adult interactions are purposeful and meaningful. They promote children's personal, social and emotional development very well. Children learn, explore and play creatively. They are prepared well for their next stage of education.

The school promotes pupils' personal development well. Pupils benefit from a well-developed personal, social, health and economic (PSHE) education curriculum. Pupils have opportunities to learn about right and wrong. They gain a strong appreciation of British values, including democracy and the rule of law. They have well-planned opportunities to learn about healthy relationships and age-appropriate sex education. They learn about potential risks and how to be safe, for example, when they are out in the community or when online.

Leaders, including governors, know the school's strengths and priorities for improvement. Overwhelmingly, staff are positive about the school. They recognise that the school is mindful of their workload and well-being. Staff are proud to be part of, and enjoy working at, the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not as ambitious and well implemented as they should be. As a result, pupils do not consistently gain and build key knowledge and skills in

these subjects over time. The school must ensure that all subject curriculums are suitably ambitious and are implemented effectively, thus enabling pupils to know, remember and do more across the curriculum.

- In some subjects, the school has not established secure approaches to assessing pupils' learning. Consequently, errors and misconceptions in learning are not identified and addressed quickly. The school should develop more effective approaches to developing staff expertise in their use of assessment.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119934
Local authority	Leicestershire
Inspection number	10324078
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair of governing body	Liz Cordon and Craig Witton (co-chairs)
Headteacher	Andrea Reay and Lucy Timbrell (co-headteachers)
Website	www.hemington.leics.sch.uk
Date of previous inspection	4 May 2023, under section 8 of the Education Act 2005

Information about this school

- The two co-headteachers took up post in August 2023.
- The two co-chairs of governors took up their shared responsibilities in September 2024.
- The school has a small early years provision.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the co-headteachers. The lead inspector met with some governors, including the two co-chairs of governors. They also spoke with a local authority officer, remotely.
- Inspectors carried out deep dives in these subjects: reading, mathematics and religious education. For each deep dive, inspectors held discussions about the curriculum, visited sample lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors considered the curriculum, visited lessons and reviewed pupils' work in a range of other subjects, including science, art and design, English, geography and PSHE.
- Due to the small size of the early years provision, a separate judgement on the quality of provision has not been made.
- To review the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents who they met at the school gate as well as those who completed Ofsted Parent View. Inspectors reviewed the responses to Ofsted's survey for school staff.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Cleo Redmond

Ofsted Inspector

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