

INSPECTION REPORT

HEMBLINGTON PRIMARY SCHOOL

Hemblington, Norwich

LEA area: Norfolk

Unique reference number: 120814

Headteacher: Mr C Cannell

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 31st January – 2nd February 2000

Inspection number: 189698

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Mill Road
Blofield Heath
Norwich
Norfolk

Postcode: NR13 4QJ

Telephone number: 01603 713243

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S. Mutton

Date of previous inspection: 30th September – 11th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hemblington Primary is a co-educational school with 111 pupils on roll, 60 boys and 51 girls, which is smaller than the averaged sized primary school. The school serves the villages of Hemblington and Blofield Heath and the hamlet of Pedham and is situated some 7 miles from Norwich. There has been a slight decline in pupil numbers since the previous inspection due to the high cost of housing in the area. All pupils are from white ethnic backgrounds and no pupil has English as an additional language. Sixteen pupils are eligible for free school meals which is broadly in line with the national average. There are seven pupils on the school's register of special educational needs, mainly with moderate learning difficulties, which is below the national average. One pupil has a statement of special educational needs. Unemployment in the area is low. There has been a move away from agricultural occupations, with many parents commuting to Norwich. The majority of pupils have pre-school experience, either at the playgroup within the village or at a nearby nursery, and attainment on entry, whilst covering a wide span, is broadly average. At the time of the inspection there were twenty-two pupils under the age of six in Year 1 and ten children in the Reception class were under five.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. The pupils achieve very good standards in science and mathematics and good standards in English and all other aspects of their education. The quality of teaching is usually good or better and the senior management team and governing body provide effective leadership. The school has high running costs but it provides good value for money.

What the school does well

- The pupils achieve very good standards in science and mathematics and good standards in English at the end of Key Stage 2.
- Overall, teaching is good, with over a third of lessons observed being very good or better.
- The pupils behave well, are keen to learn and relate well to both their peers and adults.
- The procedures for monitoring the academic progress of the pupils are very good and the information is used effectively to plan the next stage of learning.
- The headteacher and governing body provide effective leadership.

What could be improved

- Information provided for parents concerning homework.
- The development of the governors' role in self-evaluation to enable them all to have a full role in the management of the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1996 found Hemblington Primary to be a good school and the school has continued to improve. Although there was a slight downturn in the pupils' test results in 1998, the overall trend has been upwards and the school achieved an impressive set of results in 1999. In mathematics, just under a third of the pupils achieved a level above the national average, whilst in science over half achieved the higher level. The key issues identified in the previous report have been addressed effectively. The school has invested in new information technology equipment and the staff are well placed to ensure the pupils'

performance improves in the subject.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	D	B	B
mathematics	B	C	A	A*
science	B	C	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of eleven, the proportion of pupils attaining the expected level in science and mathematics is well above the national average and above average in English. Significantly more pupils attain at the higher level in mathematics and science than is seen nationally although fewer pupils attain the higher level in English. The school's above average results in science and mathematics are substantiated by inspection evidence. The inspection evidence also shows considerably more pupils are attaining at the higher level in English than indicated by the test results. The lower number of pupils attaining the higher level in the 1999 National Curriculum tests is attributed to some being on the school's register of special educational needs for moderate learning difficulties. Since the last inspection, attainment at the end of Key Stage 2 has risen in science and mathematics and the results in mathematics show the school's performance to be in the top five per cent for similar schools.

The 1999 National Curriculum test results for seven-year-olds show the proportion of pupils attaining the expected level in reading is broadly average and well above average in writing and mathematics. These standards were confirmed by the work the pupils were doing during the inspection. Attainment on entry to the school is broadly average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy their work and apply themselves diligently.
Behaviour, in and out of classrooms	Good. Behaviour in lessons and in the playground is good. There have been no exclusions at the school in recent years.
Personal development and relationships	Very good. Pupils work and play together very well. They respect adults and their peers and they treat property and equipment with care.
Attendance	Attendance is good, the lessons start promptly and the pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
21 lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching in the school is good. In 81 per cent of the lessons seen, the teaching ranged from good to excellent. The rest were satisfactory. The teaching of English is generally good and it is very good in the early years and towards the end of Key Stage 2. The teaching of mathematics, including numeracy, and science is also consistently good or better. The particularly challenging teaching, towards the end of Key Stage 2, enables a significant number of pupils to attain high standards in English, mathematics and science. The children in the early years are given a very good start due to the high quality of teaching in the Reception class. Literacy and numeracy skills are well taught throughout the school. The quality of teaching enables the pupils to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and meets statutory requirements. All subjects are given appropriate time. A range of visits, including a residential journey, and the number of visitors to the school, enhance the quality of education. The limited number of extra-curricular activities does not add significantly to the provision.
Provision for pupils with special educational needs	Good. Pupils are given good support that enables them to make progress in line with their prior achievements.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. The provision for their spiritual, moral, social and cultural development enables the pupils to understand their own and other cultures. Teachers are good role models and there is a clear understanding of right and wrong.
How well the school cares for its pupils	The school has very good procedures for looking after its pupils. Procedures for monitoring the health and safety and the academic progress of the pupils are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher who is well supported by his staff. There is a positive ethos that includes a commitment to raising standards even further. Monitoring of the pupils' performance has been an important factor in raising standards.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory obligations and contributes significantly to the effectiveness of the school. However, it recognises the importance of enabling and encouraging all governors to play a full role in the management of the school by utilising their skills.
The school's evaluation of its performance	There is good monitoring of teaching quality and there is a clear analysis of pupils' performance that has enabled the teachers to focus on raising standards, particularly for the higher attaining pupils.
The strategic use of resources	Good. Expenditure is linked to priorities in the school development plan. The school has accrued a large underspend, but future staffing costs and previously planned expenditure will reduce this amount significantly within the next twelve months. The school applies the principles of best value by comparing its academic results with those of other schools and governors seek quotations for any work that is carried out.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good quality of teaching; • The progress made by their children and the expectations that they will work hard and do their best; • The good behaviour of pupils in school; • The effective leadership of the school; • The opportunities provided by the school to discuss their children's progress 	<ul style="list-style-type: none"> • The range of extra-curricular activities; • Homework – some feel there is too much, some too little but they would like a clearer understanding of what is to be done.

The inspection team agrees with both the strengths and the weaknesses identified by the parents. The school is considering how it can utilise the expertise amongst the parents and friends within the school to enhance the range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve very good standards in science and mathematics and good standards in English at the end of Key Stage 2.

1. The pupils achieve very good standards in science and mathematics in the National Curriculum tests at the end of Key Stage 2. Compared with all schools, the results in science and mathematics are well above average. A significant proportion of pupils achieve standards above the average level, well above the proportion seen nationally. At the end of Key Stage 1, National Curriculum tests show the pupils' attainment in reading to be broadly average and well above average in writing and mathematics.
2. The pupils are given a good introduction to science in the early years and this is built upon systematically throughout Key Stage 1. In Year 4/5 they demonstrate a clear understanding of forces. They know that water reduces the effectiveness of brakes and use words such as upthrust, aerodynamic, streamlined and resistance in context. By the time they are in Year 6, the pupils have a very good understanding of all aspects of science. They are given opportunities to carry out investigative work. For example, in a very good Year 6 lesson on electricity, the pupils determined what effect the thickness and length of wire and the voltage of bulbs had on the brightness emitted. They have a clear understanding of fair testing and most are working at a level above that expected for their age.
3. The pupils are given a good start to their mathematical learning through the effective introduction of the numeracy strategy. They learn that $5 + 5$ is ten and instantly recognise that it is a *double*. There is a good emphasis on the development of mental skills and these are built upon as they move through the school. Pupils in Year 4 can change a decimal fraction such as 0.55 into $\frac{5}{10}$ and $\frac{5}{100}$. The pupils are presented with a wide range of challenging mathematical activities and those in Year 6 show a good understanding of all aspects of the curriculum. Higher attaining pupils frequently achieve levels of understanding which are well above what might be expected for their age.
4. The pupils develop into fluent readers by the time they leave the school at age eleven. Throughout the school the pupils are given opportunities to read a wide range of texts. The confident implementation of the National Literacy Strategy has helped to improve the pupils' writing and reading skills in Key Stage 1. The pupils in Key Stage 2 make good progress and, by the age of eleven, attain standards above what is seen nationally. Older pupils review books and describe characters from novels by Dickens and Kipling. They change pronouns in '*Cider with Rosie*' and demonstrate a good grammatical knowledge. The work is challenging. Activities such as changing passive to active verbs in *Hiawatha* and rewriting extracts of Shakespeare into modern English ensure that the pupils continue to make good progress.

Overall, teaching is good, with over a third of lessons observed being very good or better.

5. The teachers' planning is good and they have a clear understanding of what it is they want the pupils to be able to do. They have a good rapport with their pupils that encourages them to work to the best of their ability. The work is well-matched to the pupils' ability but there is significant challenge to encourage the higher attaining pupils to achieve very good standards. There is no wasted time. In the best lessons, the

teachers' astute questioning ensures the pupils stay on task and interested. Discipline is firm but unobtrusive, enabling everyone to get on with their work. The quality of teaching is a significant factor in the high standards achieved by the pupils throughout the school.

6. In the Reception class, the teacher's excellent subject knowledge and understanding of the children's needs helps to generate considerable enthusiasm for the numeracy activities. Their skill in counting forwards and backwards improves, as does their understanding of place value. In a Year 4/5 science lesson, the teacher questioned the pupils very effectively to determine what they could recall about their work on forces before proceeding with activities that developed their knowledge further.
7. In the very good Year 5/6 lessons, the teacher has high expectations of what the pupils will achieve. She knows the pupils well and has a clear understanding of what they are capable of doing. In a literacy lesson, the excellent preparation, subject knowledge and questioning enabled the pupils to make progress in their ability to plan and write a story. Evidence from the scrutiny of work shows that the pupils are consistently presented with challenging activities. The marking of work is of a very high standard and pupils are set realistic targets.
8. Throughout the school, literacy and numeracy are well-taught and the amount of time devoted to these subjects, and the emphasis placed upon them, are factors in the pupils making good progress. The teachers' planning in these subjects is consistently of a high quality.

The pupils behave well, are keen to learn and relate well to both adults and their peers

9. The pupils' attitudes to learning are very good. They show high levels of interest and enthusiasm during lessons, and speak with confidence when answering questions or talking to their peers. When asked, the older pupils stated that they love coming to school and were keen to talk about the activities that they enjoyed most. Pupils who had experienced other schools were complimentary about the atmosphere in the school. They commented *'Everyone's friendly. The teachers are nice and helpful. You get good help when you need it.'* They spoke particularly enthusiastically about a residential visit to an environmental centre where they experienced orienteering and learned the skills of 'thatching'. The good standards of behaviour in this school reflect the high expectations of the staff. The good behaviour observed during lessons was also seen in the playground where the pupils play happily and sensibly with one another.
10. Relationships among pupils and staff throughout the school are very good, generating an atmosphere of warmth and friendliness. The pupils work and play happily together and are appreciative of one another's achievements. Encouragement is used to good effect by the teachers, spurring on the pupils to achieve even higher standards.

The procedures for monitoring the academic progress of the pupils are very good and the information is used effectively to plan the next stages of learning.

11. At the time of the last inspection the use of assessment to plan the next stages in the pupils' learning was a key issue. The school has addressed this effectively. The children's attainment on entry to the school is assessed effectively using the local authority's baseline test. The early years teacher uses this information to prepare work that closely matches the needs of these young children. In addition to the statutory testing that is undertaken at the end of both key stages, the school also makes use of a

wide range of assessments to determine what the pupils have learned. Teachers have been very effective in using this information to determine what the pupils know and can do and what is needed to extend their understanding further. For example, as a result of assessments that had been carried out, one teacher has produced a scheme of work to extend the numeracy activities beyond that found in the National Numeracy Strategy for Year 6 pupils. As a result, several pupils are working at levels that are considerably higher than might be expected.

12. In writing, assessments have been analysed carefully and greater emphasis has been placed on extended writing activities. As a result, pupils are now writing effectively at length, and for a wide range of audiences. Year 6 pupils write stories, using punctuation and paragraphs and the majority write in a joined fluent hand.
13. Work in science is assessed regularly through tests undertaken at the end of topics. Again, there is careful analysis to determine what pupils understand. The pupils' work is scrutinised by co-ordinators, and teachers regularly discuss standards of work achieved by the pupils. Reading tests are carried out regularly and the results are used to determine the amount of progress the pupils are making. If necessary, there is appropriate intervention with good support for those pupils requiring additional help.

The headteacher and governing body provide effective leadership

14. The headteacher provides very good leadership and enjoys his work. He knows his school, staff and children well. He has a good understanding of the strengths of the school and a clear vision of how to move the school forward. He works closely with his staff and governing body and strives hard to ensure the pupils' achievements improve year on year. The subject co-ordinators are empowered to develop their curriculum areas and, as a result, the National Curriculum is implemented successfully. The literacy and numeracy strategies have been implemented effectively due to the hard work of the staff. In addition, staff have produced work that goes beyond that incorporated within the national guidelines to enable the higher attaining pupils to make substantial progress. The classroom assistants are well deployed and provide effective support which enhances pupils' learning.
15. Parents are encouraged to help in school and together with support staff play an important role in helping the pupils to progress. In a very effective Reception class lesson, an effectively briefed support assistant outlined the purpose of the activities to a parent helper and together they provided a valuable contribution to the learning process.
16. The governing body is very supportive and meets regularly. In addition there are committees, including finance and curriculum, that meet regularly to support the running of the school. The governors meet regularly with the staff, and individual governors have monitored the implementation of the literacy and numeracy strategies, reporting back to the full governing body. The governors are well informed and keen to help the school to improve even further. They are happy to take on board new initiatives and actively encourage the school to bid for additional funds. They have a good overview of the school's finances and have monitored the high underspend that has accrued. Discussions with the finance department at the local education authority have confirmed that future staffing costs and planned expenditure will reduce the underspend significantly over the next twelve months. A number of governors meet regularly with the headteacher and they have implicit trust in his skills as a manager.

WHAT COULD BE IMPROVED

Information provided for parents concerning homework.

17. The questionnaires returned by parents indicated that a significant minority had concerns regarding the pupils' homework. Similar issues were also raised at the meeting for parents. The parents indicated that they were not certain what homework was set and when and whether it was compulsory. A small number of parents felt there was too little homework whilst a small number felt there was too much.
18. There is a policy in place that informs parents about the recommendations on homework made by the government and how it applies to the school. Some pupils had a good understanding of what they had to do for homework but others were less clear. The policy is not implemented consistently throughout the school. There is a need for this to happen and for parents to have clear information as to what should be done and when. Such a policy would also be a useful vehicle for informing parents about the nature of work currently be done by their children.

The development of the governors' role in self-evaluation to enable them all to have a full role in the management of the school

19. The governors are actively involved in the management of the school. Three of the governors are part of the school management team and play a part in managing the school. Whilst other governors are very supportive, they have less significant roles. The governors are concerned that there are areas of expertise that are not being tapped and as a result the governing body is not as effective as it might be.
20. There is a need for all governors to participate in the evaluation of what the school does well and where it is less effective. The governors have already considered the local education authority's strategy for self-review and believe it would enable them to become an even more effective body.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) improve the information provided for parents concerning the provision of homework;
- (2) develop the role of governors in evaluating what the school does well and where it could improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	38	38	19	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86 (84)	86 (91)	86 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86 (83)	86 (91)	86 (92)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	8	8	8
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	94 (60)	94 (67)	94 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	8	7	8
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	82 (60)	88 (60)	94 (73)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	116
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	19
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	108

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	222,491
Total expenditure	217,969
Expenditure per pupil	1,879
Balance brought forward from previous year	39,640
Balance carried forward to next year	44,162

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	4	0	0
My child is making good progress in school.	54	43	4	0	0
Behaviour in the school is good.	41	54	5	0	0
My child gets the right amount of work to do at home.	39	45	9	5	2
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	41	41	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	23	2	0	4
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	41	43	13	2	2
The school is well led and managed.	55	36	7	0	2
The school is helping my child become mature and responsible.	52	41	2	0	5
The school provides an interesting range of activities outside lessons.	11	34	30	13	13

Other issues raised by parents

Some expressed their concern about the lack of information on homework and the limited range of extra-curricular activities.