



Hemington Primary School

Inspection Report

Unique Reference Number 119934
LEA Leicestershire
Inspection number 280689
Inspection dates 15 May 2006 to 15 May 2006
Reporting inspector Mike Capper AI

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

Type of school	Primary	School address	Main Street
School category	Community		Hemington
Age range of pupils	4 to 10		Derby DE74 2RB
Gender of pupils	Mixed	Telephone number	01332 810447
Number on roll	51	Fax number	01332 810447
Appropriate authority	The governing body	Chair of governors	Mr Joseph Barlow
Date of previous inspection	13 March 2000	Headteacher	Mrs Anne Kingston

Age group 4 to 10	Inspection dates 15 May 2006 - 15 May 2006	Inspection number 280689
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small rural primary school takes pupils from the local village and surrounding areas. A small number of pupils are from the Travelling community or live on a showmen's site that is located on the edge of the village. Pupils are taught in two mixed-age classes: an infant and a junior class. The proportion of pupils eligible for free school meals is below average and there are an average number of pupils identified as having learning difficulties or disabilities. Children's attainment on entry to the Reception year varies from year to year but is above levels expected for their age in the current year. Pupils transfer to other schools at the end of Year 5.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides well for all pupils. Good teaching helps pupils to achieve well. Provision for pupils in the Reception Year is good and they make good progress. By the start of Year 1, standards are generally above those found nationally, though there is some variation from year to year due to pupils' differing starting points. Pupils continue to make good progress in Years 1 to 5. By the end of Year 5, standards are well above average, although in mathematics and science, investigative and problem-solving skills are not as well developed as other aspects of the curriculum. Throughout the school, members of staff have good relationships with pupils. Teachers successfully cater for the wide range of ages and abilities in each class. Teaching assistants give good support in lessons. Pupils are well cared for and their behaviour is good. They are polite and courteous and are keen to take responsibility. Although attendance is satisfactory overall, too many pupils miss school because their families are taking term-time holidays and this has a negative effect on learning. There is a good curriculum, although there are too few opportunities for pupils to use their writing skills in other subjects.

Leadership and management are good. There are good systems for finding out how well the school is doing. This means that teachers have an accurate understanding of the school's overall effectiveness that matches the views of the inspectors. There is a continued drive for school improvement, with areas for development being tackled rigorously. The school has successfully addressed the weaknesses from the last inspection and is well placed to improve further. The school provides good value for money.

What the school should do to improve further

- Improve attendance and punctuality by helping parents and pupils understand the importance of not taking holidays during term-time and coming to school on time.
- Improve pupils' investigative and problem-solving skills by giving them more opportunities to use their good mathematical and scientific knowledge in challenging practical activities
- Give pupils more opportunities to write at length across the curriculum.

Achievement and standards

Grade: 2

Standards are well above average and pupils' achievement is good. Pupils make good progress in the Reception Year, especially in developing counting skills and in learning about letter sounds. By the start of Year 1, their attainment is generally above that found nationally, though there is some variation from year to year due to differences in pupils' starting points.

In Years 1 to 5, pupils continue to make good progress. In 2005, national test results at the end of Year 2 were exceptionally high in reading and writing, and well above

average in mathematics. By the end of Year 5, standards are well above average and pupils meet the challenging targets that have been set, based on their attainment at the end of Year 2. Many pupils in the current Year 5 are already working at the levels expected for pupils by the end of Year 6. However, in mathematics and science, pupils' investigative and problem-solving skills are less well developed than other aspects of these subjects.

Pupils with learning difficulties or disabilities are supported well in lessons and make good progress. Pupils from Traveller or showmen communities make the same progress as others when they are attending school regularly.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils have good attitudes towards learning and enjoy taking part in the wide range of activities provided by the school. One pupil said, 'it's a really good school and you would be happy here'. Pupils behave well at all times and play together sensibly. They know how to keep safe and healthy, but they do not always choose healthy snacks to bring to school for break-time.

Attendance is satisfactory overall. Although rates of attendance are below average, this is largely because some pupils from the Traveller or showmen community spend part of the year in other parts of the country. This is beyond the school's control. However, attendance is also adversely affected by the comparatively high number of families take term-time holidays. In addition, some pupils are not always punctual at the start of the day.

Pupils' spiritual, moral, social and cultural development is good. Even the youngest children show each other kindness and tolerance. Older pupils enjoy taking responsibility through activities such as the school council, and have helped to improve playtime facilities by suggesting a 'buddy bench' and more play equipment. Pupils make a good contribution to the community, for example, by entertaining older members of the community. These events, as well as pupils' very good basic skills in English and mathematics, prepare them well for the next stage of their education and later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers and teaching assistants meet pupils' differing needs well and so pupils learn quickly. All members of staff have good relationships with pupils. The nursery nurse provides good support for the small group of pupils who are in the Reception Year. She makes learning interesting by providing practical activities such as hunting for hidden objects that include certain letter sounds. In Years 1 to 5, teachers explain new ideas clearly and ask questions to engage the pupils' interest and to assess their learning. They encourage pupils by praising their

good work and they use marking well to help them understand how to improve their work. However, they provide them with too many worksheets in some subjects, limiting opportunities for pupils to write purposefully. In science and mathematics, practical activities and the recording of work do not always extend pupils' learning far enough, for example by encouraging them to explain their scientific findings or to solve mathematical problems.

All teachers use interactive whiteboards successfully to share learning and to provide clear instruction. For example, in a lesson in the junior class, the teacher showed pupils how word endings change with different suffixes. Teaching assistants provide invaluable support by working well with groups of pupils within the classrooms.

Curriculum and other activities

Grade: 2

There is a good curriculum, with a good range of extra activities to extend learning. Pupils' knowledge and understanding is developed well through the use of visits and involvement of visitors. For example, one visitor has demonstrated the skills of an aboriginal hunter and another has taught pupils how to play Tabla drums. These experiences contribute significantly to pupils' personal development and their knowledge of other cultures. There are a good number of well-attended clubs, especially for music and sports.

In the Reception Year, there is a good balance between teacher-led and child-initiated activities. In Years 1 to 5, there is a good focus on developing basic skills, although there are some missed opportunities for pupils to extend their writing skills in other subjects or to apply their scientific and mathematical knowledge to challenging practical activities. This slows the pace at which skills improve. Good use is made of a music specialist to add creativity to the curriculum. The use of information and communication technology is well integrated into different subjects and this has a good effect on learning. Although the school does not have a hall, the good use of other local facilities helps to ensure that there is good provision for pupils' physical development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Members of staff know the pupils well. There is a very strong commitment to ensuring pupils' health and safety and to safeguarding their well-being. The school works closely with outside agencies, for example by liaising with local authority support teachers to provide work for pupils from Traveller communities when they are away from school. Attendance is monitored carefully, although the school could do even more to discourage parents from taking term-time holidays.

Academic guidance and support are good. There are good procedures to help support pupils when they first start school, including home visits. Throughout the school, pupils' progress is monitored carefully and short-term targets for individuals helps teachers to provide work that matches differing needs. Individual education plans for

pupils with learning difficulties or disabilities are used well to ensure that needs are being met.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has been successful in developing a school where all pupils have the opportunity to thrive. Members of staff work together well as a team. They have a good understanding of the school's main strengths and weaknesses because their shared monitoring and evaluation of provision are good. There is a clear vision for the school and a commitment to improving pupils' already high standards. A good example of this drive for improvement is the way that the school rigorously tackled a comparative weakness in writing, leading to a significant rise in standards.

The school has a wealth of test data and uses this effectively to identify what they need to improve next, though more use could be made of this information to track how pupils are doing from year to year. The school has good links with its parents and consults regularly with them and with pupils so that their views can be taken into account when monitoring overall effectiveness.

Governance is satisfactory. Governors are very supportive and they take a good part in financial planning. However, many governors are new and, at the moment, they are over-reliant on the headteacher for information. This makes it difficult for them to hold the school to account. Nevertheless, weaknesses from the last inspection have been successfully addressed and the school is well placed to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school:

- Teaching is good and this means that you learn new things very quickly.
- You behave well and work hard in lessons.
- Your teachers are very kind and caring and they plan lots of exciting things for you outside lessons.
- Your headteacher, teachers and governors are working hard to make the school even better.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now:

- Give you more opportunity to use your mathematical and scientific knowledge in challenging practical work
- Give you more opportunity to use your writing in different subjects.

What we would like you to do to help your teachers

- We noticed that some of you have a lot of time off school and are sometimes late in the morning. It would help your teachers if you could make sure that you come to school regularly and arrive on time.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future.