



Hemblington Primary

Inspection Report

Unique Reference Number 120814
LEA NORFOLK LEA
Inspection number 280897
Inspection dates 15 September 2005 to 16 September 2005
Reporting inspector Mr. Ian Naylor LI

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

Type of school	Primary	School address	Mill Road
School category	Community		NR13 4QJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01603 713243
Number on roll	126	Fax number	01603 716994
Appropriate authority	The governing body	Chair of governors	Mrs.Fiona Trimble
Date of previous inspection	31 January 2000	Headteacher	Mrs. Cathy Ansett

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Introduction

The inspection was carried out by an Additional Inspector over two days.

Description of the school

This is a smaller than average school situated in a rural village on the outskirts of Norwich. There are 127 boys and girls on roll. All are from a white British heritage. Sixteen children are identified as having learning difficulties or disabilities requiring school action. This is lower than the national average. The number of children entitled to free school meals is low. A significant number of children attend from outside the school's catchment area. When children are admitted to the reception class, not all are able to do things that might be expected of a typical four-year-old. Quite a high number of children do not join the school at the usual time of first admission; a significant number of children leave the school other than at the usual time of transfer or leaving. This is a high rate of pupil mobility in a small school. Children have a wide variety of home backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that it provides a satisfactory level of education. There is a good sense of school community and there are warm and friendly relationships. Children feel happy and safe. They achieve satisfactory standards despite the drawbacks of instability of staffing and high pupil mobility rates. Progress is satisfactory by the end of Year 6 in English, mathematics and science. Teaching is satisfactory overall although there are examples of good practice across the school. The headteacher has worked very successfully, with the good support of governors, to improve facilities and resources and to sustain children's standards overall, despite a large number of staff changes in recent years. Leadership and management are satisfactory. Provision in the Foundation Stage is of a high quality and children make good progress. Parents are generally happy with the progress of their children. The school provides satisfactory value for money. The school has a satisfactory capacity to improve. The governors have confidence in the headteacher and senior staff to move the school forward. Grade: 3

What the school should do to improve further

Improve children's writing skills at Key Stage 2 by carrying out the plans in the school's improvement and development plan. Improve the quality of learning and raise the level of expectation of those children with particularly high skills and talents in Year 6, so that they achieve the levels of work of which they are capable. Extend the work begun on accurately measuring pupil performance and then use this information to plan specific learning activities. Create more time for the headteacher to carry out her leadership responsibilities.

Achievement and standards

Grade: 3

Standards have fluctuated considerably since the previous inspection. This is partly due to varying abilities between successive year groups of children, together with the changes in the school population. It is also the result of several changes of teacher in Year 5 and 6 over the last two years, which has led to an inconsistent approach to teaching. Despite a wide range of ability when they join the school, children make good progress in their achievements in the Foundation Stage and this continues into Years 1 and 2. However, this early promise is not built as well as it might be so that progress in English, mathematics and science by the end of Year 6 is only satisfactory. Children do not meet all the targets set for them. This is particularly evident in writing skills, especially in Years 5 and 6 and for those children who have particularly high skills levels and specific talents who do not make the progress that they should across the core subjects of English, mathematics and science. Children with special educational needs make good and sometimes exceptional progress. Grade: 3

Personal development and well-being

Grade: 2

Children make good progress in their personal development. Most children behave and respond well in lessons and have good attitudes to their learning. They enjoy school and work hard in lessons. They form good relationships with one another and with staff. Attendance is good and the rate of authorised absence has reduced. Children are responsible and have a good sense of right and wrong. They understand the need for school and class rules and help to identify them and then follow them well. Children show good spiritual awareness during acts of worship in assembly and in religious education lessons. They have good opportunities to learn about multicultural issues in personal, social and health education (PSHE) lessons. For example, they make a comparative study between their own lives and those of children in Ghana. In PSHE lessons they also learn about healthy eating, keeping safe and about the need for regular exercise. Children show a commitment to their school and the local community. For example, older children look after younger ones at lunchtimes and break times. Child playground leaders and playground buddies are chosen from amongst the children themselves, and this helps them all in their social interactions with one another. It also helps to prevent bullying. The school council have undertaken a small survey into playground behaviour and given their views on how to improve leisure opportunities for all children. Staff have taken action as a result. Children take part in sponsored events to support the local and wider community. Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. It has many strong features with many examples of good practice in the school. There is especially good teaching in the Foundation Stage. Teaching of children with special educational needs is good. There is good teaching in Years 1 and 2. Teaching in Years 3 to 6 has been variable over the past year or so because of several changes of teacher. This is evident from pupils' workbooks. There are indications that a more stable teaching situation is now in place for these year groups this term. Staff have good relationships with children. The best teaching seen during the inspection had a strong focus on what children would learn and had activities to engage the child's interest at an appropriate level of skill. A literacy lesson in Year 6 was good because of the stimulating use by the teacher of an interactive whiteboard to illustrate points and demonstrate the elements of good writing to the whole class. In a lesson in the Foundation Stage children were fully involved in role-play and practical and sensory activities to support their learning about the story of Little Red Riding Hood. Teaching has not always been as successful over the past year when it did not address the specific learning needs of children with higher-level skills and talents. This had the result that some children did not achieve more than average grades in national tests when they were in fact capable of much higher standards. Teachers have quite recently improved their policy and procedures for more accurate

tracking and measuring of pupil performance. They are also using this information to guide their teaching and to plan for the individual needs of all children. This is having a good impact upon children's learning. Grade: 3

Curriculum and other activities

Grade: 2

The curriculum is good, meets national requirements and provides a well-planned range of stimulating and exciting activities for children, both in lessons and outside school time. The national literacy and numeracy strategies work well and there are other initiatives such as Stepping Stones and booster classes, and support groups for children with special educational needs. There are a number of after school clubs for sport, drama, cookery and for activities such as studying modern foreign languages. Children take part in many visits out of school to museums, theatres and places of historical and cultural interest. There is a small school orchestra and specialist peripatetic music tuition in several instruments. There are also opportunities for drama provided by a visiting drama teacher. Children have opportunities to study the environment of the Norfolk Broads in particular. Older children have opportunities to take part in residential visits to Norfolk outdoor education and to information technology centres. Grade: 2

Care, guidance and support

Grade: 2

There is good provision for the health and safety of children. The procedures for child protection are firmly established and all staff know to whom they should go if they have a concern. There is good liaison with other professionals in social and health services. Pastoral care is given high priority and there is a good school ethos with good personal relationships. The school is very aware of the Every Child Matters issues. It is good at taking action to ensure that children are aware of healthy eating, regular exercise and keeping safe, for example, the travel plan and the 'walk to school week', which encouraged more pupils to walk to school. There is good provision for children with special educational needs and parents are involved in decisions about individual education plans and annual reviews. There has been a significant programme of improvements to the school building and facilities. This has made for safer and better-equipped areas in which children learn and play. These include, for example, a new library and a secure all weather outdoors play area for children in the Foundation Stage. Grade: 2

Leadership and management

Grade: 3

The school evaluates leadership and management as satisfactory and this is confirmed as accurate by the inspection. The school has emerged from a difficult period over the past two years when there have been several changes to teaching staff. The instability that this has created has had a dampening impact upon children's learning, especially

for older children, but this has been lessened by the resourcefulness of the headteacher who has taught in several year groups as necessary during last year. The headteacher provides good day-to-day management and has sustained staff morale throughout this period. She is extremely committed to improving the school environment, safety of children and access to better resources for learning. The deputy headteacher provides a good role model for staff because of the high quality of her teaching. The deputy head has taken on specific leadership responsibilities such as those for the appraisal of teaching assistants. This has helped to ease the headteacher's very heavy workload. There is a strong sense of teamwork amongst staff and they attend a variety of in-service and professional development courses to increase and extend their teaching skills. The headteacher has too many teaching commitments during the week. This does not allow enough time for her to give support to teachers or to gauge the quality of teaching and learning. The governors are aware of this and are seeking to allow her more time for her leadership duties. Governors provide good support to the headteacher and staff by having particular responsibilities for areas of the curriculum or aspects such as special educational needs. They are aware of the school's strengths and weaknesses and take positive action to secure improvements. Financial controls and procedures are satisfactory. The chair of governors is especially committed and gives a lot of her time to supporting the school. The school involves parents successfully in school and generally has a successful partnership with them. A few parents feel more information could be given to them about their children's progress and about approaches to teaching and learning. The school's self-evaluation is satisfactory. Although it involves senior managers and subject leaders, the evaluation process does not focus enough on how their actions influence children's performances. Grade: 3

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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	2	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	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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

The School Council Hemblington Primary School Mill Road Blofield Heath Norwich Norfolk NR13 4QJ 16.9.2005 Dear Children, Thank you for making me feel very welcome when I visited your school. You were very helpful in the way you allowed me to look at your work and in answering my questions. I would like to tell you what I found out about your school. The best things: This is a happy school and you all work hard to improve in your learning. You are very friendly to one another and to visitors. You behave well and enjoy school. Staff do their best to help you to understand and improve your work. They provide interesting activities in lessons and a wide range of after school clubs for you to enjoy and which help you to learn. You like the after school clubs and sports. You like the headteacher and staff and they are very caring. You feel that the school has improved with things such as the new playground for younger children and new play equipment for older children. I especially liked the way you have playleaders and playground buddies and use these to help one another to keep safe and happy, as well as helping you to make friends on the playground. We think the school council has helped teachers to understand how you feel about things in school. Things that could be better: Teachers should help you to improve your writing skills because these are not always as good as they could be, particularly for the older children amongst you. Teachers need to make sure that those of you who have particular skills and talents are given work that will help you to use those skills. Teachers should continue to extend the ways they check the progress you make in lessons. The headteacher needs more time free from teaching to do other work in school. With best wishes for the future, Yours sincerely, Ian Naylor Lead inspector