



Hemingbrough Community Primary School

Inspection Report

Unique Reference Number 121450
LEA North Yorkshire
Inspection number 281017
Inspection dates 3 April 2006 to 4 April 2006
Reporting inspector Mr Amraz Ali CfBT Lead Inspector

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

Type of school	Primary	School address	School Road
School category	Community		Hemingbrough
Age range of pupils	5 to 11		Selby, North Yorkshire YO8 6QS
Gender of pupils	Mixed	Telephone number	01757 638266
Number on roll	224	Fax number	01757 638266
Appropriate authority	The governing body	Chair of governors	Mr P Cannovan
Date of previous inspection	3 July 2000	Headteacher	Mr R Taylor

Age group 5 to 11	Inspection dates 3 April 2006 - 4 April 2006	Inspection number 281017
-----------------------------	---	------------------------------------

© 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 is a smaller than average sized primary school. Almost all pupils are from a white British background and few use English as an additional language. A smaller proportion of pupils than average are entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is above average as is the number of pupils that have a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school considers itself to be good and inspectors agree with this judgement. It provides good value for money. Standards at the end of Year 6 have been consistently above average over several years. Overall, achievement is good with particularly rapid progress between Years 3 to 6. However, some more able pupils do not always achieve as well as expected, particularly in mathematics at the end of Year 2. The quality of teaching and learning is good overall. It is satisfactory in the Foundation Stage and in Years 1 and 2, but is consistently good in Years 3 to 6. Teaching meets pupils' needs but marking and target setting do not identify precisely enough what pupils need to do to improve their work. The curriculum is good and pupils thoroughly enjoy their learning which is reflected in pupils' good attendance. Good links with Barlby Sports College enhance the curriculum. The quality of provision in the Foundation Stage is satisfactory and children make steady progress but there are some relative shortcomings in the quality of teaching and in resources. Pupils' personal development is outstanding. All pupils behave extremely well and are fully included in the life of the school. They are very happy and extremely well cared for. Leadership and management are good and the school is aware of its many strengths. Improvement since the last inspection has been satisfactory. However, the school's monitoring and evaluation of achievement, teaching and learning makes too little impact on improving these aspects of the school's work. The school works well in partnership with parents and pre school providers.

What the school should do to improve further

- Increase the proportion of pupils who achieve higher standards by providing more challenge, particularly in mathematics.
- Improve the proportion of good or better teaching and provision in the Foundation Stage, Year 1 and 2 so that it mirrors the consistently good teaching in Years 3 to 6.
- Improve the provision in the Foundation Stage so that children can fully access a better range of resources in all areas of learning and have a better balance between children choosing and being directed.
- Improve the detail and consistency of marking so that all pupils know exactly what they need to do to improve their work and presentation.
- Improve the monitoring and evaluation of achievement and teaching and learning so that there is greater impact on improving these aspects of the school's work.

Achievement and standards

Grade: 2

Pupils enter the school with standards that are similar to most pupils and during their time at the school they make good progress overall. For many years they have reached high standards by Year 6. In Reception, children make satisfactory progress and most reach the expected levels in all areas of their learning by the end of the year. Standards and progress in Years 1 and 2 are average, as reflected in the 2005 Year 2 test results.

The proportion of pupils reaching the higher Level 3 is below average in mathematics. In Year 6, pupils achieve very well in the national tests in English, mathematics and science. 2005 results show that pupils made outstanding progress through Key Stage 2, particularly in mathematics and science. The school consistently meets its challenging targets for performance in national tests. This has been the case for the last three years. Pupils with learning difficulties and/or disabilities and those who use English as an additional language are well supported and they make good progress towards their targets.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding as is their spiritual, moral, social and cultural development. Pupils enjoy learning, their behaviour is exemplary and bullying is rare. Pupils regard staff with affection and respect, and say, 'The teachers are really friendly . we learn things but they make it fun'. Pupils know right from wrong and draw up simple rules. School councillors take their role seriously and the 'pupil voice' makes a significant difference to the school, not least in making playtimes more exciting with different equipment and 'bench buddies'. Pupils participate in local events and organise fundraising projects for national charities and school resources. High rates of attendance reflect pupils' enjoyment of and enthusiasm for school. Pupils eagerly embrace a healthy lifestyle and are aware of dangers to health from smoking or drug abuse. They eagerly devour their daily fruit allowance. Pupils respond beautifully to the ethos of respect that runs through the school. They show strong commitment to the clear moral code and help children from other cultures to fit in seamlessly to the 'Hemingbrough family'. Pupils understand what it means to be part of a modern, diverse society. Parents value the excellent attention the school gives to pupils' personal development. A typical comment from one parent is 'I feel that every child is special in this school'.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good overall with particular strengths in the teaching of the older pupils. All teaching is at least satisfactory. Where it is good, the main strengths include teachers' effective questioning, which elicits good responses from pupils, well paced lessons and interesting and relevant activities to engage pupils. The good relationships that exist between teachers and pupils significantly contribute to their excellent behaviour and attitudes. Skilful teaching assistants effectively support pupils with learning difficulties and/or disabilities. These strengths are consistently found only in the teaching in Years 3 to 6.

Throughout the school there is scope to improve the challenge provided for some of the more able pupils. In the Foundation Stage staff do not always sufficiently enable

children to easily access resources and sometimes children have too little choice in their activities. Teachers set clear objectives for what children should learn in English and mathematics. However, in these subjects the quality and presentation of work varies. The quality of marking is inconsistent and rarely gives pupils enough detail about what they need to do to improve their work. Teachers are beginning to use targets to help pupils understand how they can improve their work. However, pupils are not sufficiently aware of these targets.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding elements. High quality provision for pupils' personal, social and health education and citizenship, combined with above average standards in literacy and numeracy, ensure pupils develop skills crucial to their future economic and emotional well-being. Improved provision in information and communication technology enables pupils to hone their skills across a range of subjects. Visiting theatre groups, artists and other creative experiences provide first class enrichment, while residential visits and regular sporting activities extend pupils' social awareness. However, the provision in the Reception class has shortcomings. It does not offer the recommended full range of activities and there is not a sufficient balance between those activities adults direct and those that children choose. The headteacher oversees good provision by skilled teachers and assistants for pupils with learning difficulties and/or disabilities and this helps them make good progress.

Care, guidance and support

Grade: 2

This is a good aspect of the school's provision although the school judges it to be outstanding. Inspectors consider that there are some outstanding features of this aspect but that there is still a need to improve some aspects of health and safety and the academic guidance provided. Excellent relationships are nurtured by adults who take their lead from the charismatic headteacher. They know pupils well and this helps them to settle quickly into the 'school family'. The school goes to great lengths to ensure that the needs of the most vulnerable pupils are very well met so that everyone in school benefits from skilful support. However, teachers' marking does not guide pupils effectively enough about how to improve their work and pupils are not always clear about their individual learning targets. All adults, including lunchtime supervisors, have similarly high expectations of pupils' attitudes and behaviour. Mutual respect bubbles beneath a jocular exterior. Voices are rarely raised and pupils say they are happy in school. Staff are familiar with the robust child protection procedures and health and safety systems. However, the school does not address some safety aspects with enough urgency. Close links with other schools and support agencies bring benefits to pupils in terms of their academic and social learning.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher has the confidence of the whole school community and shares with it a strong vision for the school. As a consequence, this is a very inclusive school that offers its pupils a rich and enjoyable curriculum in a very caring atmosphere. Governors know the school well and fulfil their responsibilities effectively. They are very supportive of the work of the school and offer a degree of challenge. Parents value all that the school does for their children and this is reflected in very successful fundraising. The school works well with parents and other agencies. It regularly canvasses the opinions of pupils and parents and takes action where necessary.

The school has an accurate picture of its strengths and some of its areas for improvement. This has enabled it to make satisfactory improvement since the last inspection. Although all staff are involved in planning for improvement they are given insufficient opportunities to learn from the very good practice in teaching and learning that exists in the school. Leaders need to more closely monitor and evaluate the effectiveness of the school's work in order to improve it further. The school provides good value for money and has good capacity to improve.

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	3	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?	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

We were delighted to meet you during our recent visit to Hemingbrough. Thank you for being so friendly and telling us about all the good things you do. There are many good things to be proud of in your school.

Here are some we liked the most.

- Mr 'T' and everyone in school looks after you so well - you really do seem like one big family.
- You make good progress at school because you listen so carefully and try to do your best in lessons.
- You behave so well and the school feels happy and is a welcoming place for everyone.
- Your parents make sure you come to school regularly and on time, which is really important.
- You are very good at letting your teachers know if you want to change something about how the school works.
- You learn lots about how to stay fit and healthy, like eating rhubarb which you love, or 'fish with grapes' which you're not so keen on!

This is what we have asked your school to do now so it will be even better for you:

- help everyone to do even better in their work, especially at the higher levels by making some children's work more challenging
- help to make the teaching even better in all lessons across the school so you make as much progress as possible
- give children in Reception even more chance to choose from an even wider range of activities all day long
- make sure teachers show you clearly what you need to do next in a piece of work to make it even better and neater
- the headteacher to look very carefully at how well everyone is working and learning in school.

You've probably guessed that we really enjoyed our time in your school. Carry on working hard, enjoying every minute and, of course, eating the rhubarb!