



Hempland Primary School

Inspection Report

Unique Reference Number 131821
Local Authority York
Inspection number 293858
Inspection date 5 December 2006
Reporting inspector Christopher Keeler HMI

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

Type of school	Primary	School address	Whitby Avenue
School category	Community		Stockton Lane, Heworth
Age range of pupils	4-11		York, North Yorkshire YO31 1ET
Gender of pupils	Mixed	Telephone number	01904 421065
Number on roll (school)	318	Fax number	01904 430186
Appropriate authority	The governing body	Chair	Dr Barry Thomas
		Headteacher	Mr Stuart Outram
Date of previous school inspection	29 January 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a larger than average school and serves a mixed residential area in the suburbs of York. Nearly all of the pupils are of White British heritage. A lower than average proportion of pupils is in receipt of free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average.

The school has gained the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hempland Primary is an outstanding school. This is due to the exceptional leadership of the headteacher. Senior and middle managers are highly effective in motivating a very committed and dedicated teaching team. Under the inspirational leadership of the headteacher the school has made significant improvement since the previous inspection. He has successfully developed a team that is focussed on providing the best possible education for all pupils. This is a school with high expectations of pupils and staff. There is a clear focus on excellence in all that they do. This takes place within an ethos that promotes teamwork and a sense of belonging that impacts positively on adults and pupils.

The quality of teaching and learning is outstanding. Everyone wants to do their best. Teachers plan lessons that motivate and challenge pupils and above all, make learning fun. Classrooms are exciting learning environments where teachers demonstrate very good subject knowledge and an ability to meet the needs of all learners. Extremely good assessment procedures enable teachers to keep a track on pupil's progress. This is successfully communicated to individual pupils so that they know what to do in order to improve and as a consequence, take a measure of responsibility for their own learning. Pupils work hard and speak with pride about their achievements in the core subjects, music, creative arts and sports. They have acquired very good working habits and standards of behaviour both during lessons and in the playground are excellent. As a result, all pupils, including those with learning difficulties and/or disabilities, make outstanding progress as they move through the school from the Foundation Stage to Year 6. Standards at the end of Year 6 are very high in all areas and this reflects a pattern that has been established over the past few years. This is acknowledged by the overwhelming majority of parents, of which the following comment is typical, 'The headteacher has mastered balancing warmth, friendliness and fun with a sense of pride in the school...I value in particular the very high teaching standards and the rich curriculum. Thanks to the head and his staff, this is a fabulous school.'

The curriculum meets all statutory requirements and prepares pupils exceptionally well for making a valuable contribution to society. It is enriched by an impressive range of extra curricular activities that enables pupils to pursue their interests and talents.

Care, support and guidance given to pupils are outstanding and play an important part in pupils' progress and well-being. A key feature of the school is the exemplary relationships between staff and pupils that enable them to feel safe and secure in all that they do. The personal development of pupils is successfully nurtured and they feel part of a caring community. They have a very good understanding of what it means to live healthily and make a very positive contribution to the life of the school and the wider community. Pupils' spiritual, moral, social and cultural development is outstanding overall. In particular they are acquiring a range of knowledge about other cultures. However, there is a need to further develop their understanding of what it means to live in a multi-racial society.

It is no surprise that pupils enjoy school and this is borne out by their very positive attitudes to learning and attendance levels that exceed the national average.

What the school should do to improve further

- Raise pupil's awareness of what it means to live in a multi-racial society.

Achievement and standards

Grade: 1

Achievement is outstanding. Pupils enter the Foundation Stage with levels of attainment that are broadly average: however, some are adept with regard to speaking and listening and display good social skills. They make very good progress so that by the time they enter Key Stage 1 the vast majority of pupils have attained the Early Learning Goals in all areas. This rate of progress is maintained as they move through the school. Results at the end of Key Stage 1, which are significantly above the national average, have improved consistently over the past three years due to focussed teaching of basic literacy and numeracy skills, coupled with accurate assessment of pupils' progress. National test results in 2006 showed attainment at the end of Year 6 to be, as it has been for some time, well above the national average in English, mathematics and science. A particular feature is the high proportion of pupils attaining the more advanced Level 5, which reflects the high expectations that teachers have of their pupils as well as excellent teaching. Pupils with learning difficulties and/or disabilities make equally good progress because of carefully planned structured programmes of work and high quality focussed support, often by very able teaching assistants.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils are open, confident, friendly, polite and sensitive to the need of others. The behaviour of pupils during lessons and when at play is excellent. They also demonstrate an acute awareness of what constitutes right and wrong. As a consequence they are developing very good social skills and working habits and these impact on the excellent progress that they make. This is not happening by chance, but is due to the high expectations set and insisted on by the school leadership. All staff, teachers, teaching assistants and administrative personnel act as good role models in the way they conduct themselves.

Pupils are very conscious of what it means to follow a healthy life style. It is given a high profile both during lessons and through displays around the school. Pupils are encouraged to make healthy choices with regard to diet and to participate in the wide range of sporting activities that are on offer. It is not surprising that the school has a good reputation for sport. Pupils receive sex and relationships education and are also alerted to the dangers of drug taking and alcohol abuse. Pupils' knowledge of other cultures is good, but planned opportunities to develop their understanding of what it

means to live in a multi-racial society are not yet in place. All pupils feel safe and secure and bullying is not an issue. However, should it arise, pupils are confident that it would be dealt with quickly and firmly. The school council makes a valuable contribution to school life. Members are learning a great deal about the democratic process and this prepares them well for making a positive contribution to society. All senior pupils are encouraged to take responsibility. They are given tasks to perform around the school for example, preparing the hall for assembly and supervising entrances during break times. They take their roles very seriously and do a good job.

Quality of provision

Teaching and learning

Grade: 1

Teaching of a high calibre in all classes, including the Foundation Stage, results in outstanding achievement. Teachers plan lessons extremely carefully, taking into account the learning needs of all pupils including those with learning difficulties and/or disabilities and those identified as able, gifted and talented. By using a wide range of resources, including interactive whiteboards, teachers make lessons interesting and this captures and sustains pupils' interest. Common features of lessons throughout the school include: high expectations; very clear explanations borne out of substantial subject knowledge; discerning questioning that enhances understanding; flexible teaching and learning styles that best promote learning and high quality relationships that foster a positive working environment. Pupils are set challenging yet achievable targets and their progress is carefully monitored. Regular teacher assessment is used effectively to amend planning in recognition of pupils' progress. An impressive feature is the way pupils are engaged in self assessment and share with the teachers their concerns and successes. As a result pupils know what they must do to improve: they are motivated and keen to succeed and subsequently very involved in their own learning. This strategy is a significant factor in helping pupils to progress.

Curriculum and other activities

Grade: 1

The school has a curriculum of exceptional quality. It not only meets statutory requirements but it is planned and delivered in a creative and imaginative way. Furthermore, it is enriched by an extensive programme of extra curricular experiences that allow for the acquisition of a wide range of skills that support pupil's personal development and well-being. In this way the school successfully caters for all pupils learning needs and interests. This applies equally to those pupils with learning difficulties and/or disabilities and those identified as able, gifted and talented. As a result pupils find learning purposeful, relevant and enjoyable. A strong emphasis is placed on English, mathematics and science and this leads to high standards. However, focussing on the core subjects is not done at the expense of other subjects, including, music, art and physical education where standards are equally impressive. Careful planning ensures that pupils acquire knowledge and skills across the curriculum often

through pursuing a theme that involves a number of different subjects. Visits and visitors to school help pupils understand their work better. Residential trips in Year 5 to the Dales and Year 6 to the Lake District provide very good opportunities for pupils to develop social skills and independence as well as consolidating learning in the field. The vast range of extra-curricular activities during and after school gives pupils the opportunity to pursue their interests and achieve personal goals beyond the classroom. These achievements are celebrated by the school and successfully raise pupils' self-esteem.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding and this view is shared by parents. Every child truly matters in this school and it shows. The welfare of the pupils is given the highest priority and this permeates the school but is particularly evident in the exceptional relationships between adults and pupils. This means that pupils feel safe and secure and this impacts positively on their well-being and approach to learning, which is excellent. First rate systems are in place to monitor pupils' progress. Excellent assessment by teachers ensures that pupils are set work that meets their learning needs. Pupils are given targets that reflect what they need to do in order to improve especially in English and mathematics: this is supported by marking that is precise and informative. As a result pupils invariably rise to the occasion and make outstanding progress. Pupils with learning difficulties and/or disabilities receive very good support as do pupils deemed to be able, gifted and talented. Child protection procedures are in place and good links have been established with external agencies in order to support vulnerable children. Arrangements for health and safety are first class which include thorough risk assessment procedures when pupils are taken on educational visits.

Leadership and management

Grade: 1

The reason this is an outstanding school is due to the excellent leadership qualities of the headteacher. He has high expectations with regard to teaching and learning and is continually seeking to improve the quality of educational provision. This is why standards are so high. This has been achieved by creating a successful team who work very effectively together and share the same vision. Most importantly, phase leaders and subject managers have been empowered to use their professional expertise to good effect. All staff, in whatever capacity, feel a sense of belonging and are aware that they have an important contribution to make in promoting the school community. This is communicated to pupils, which is why they give of their best and do so well.

An incisive and rigorous analysis of the schools performance has led to a clearly thought out programme of improvement. Initiatives designed to raise standards have been monitored and evaluated in relation to their impact on pupils' performance. This has proved to be enormously successful. Teaching and learning is monitored not just by

the headteacher but by management at all levels thereby reinforcing a sense of corporate responsibility.

Governors are very supportive, challenging sometimes, but above all demonstrate a good understanding of what makes this school the centre of excellence that it is. The school provides good value for money and the capacity to improve further is excellent.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school recently. I enjoyed watching you work and play and especially appreciated talking to you. You told me many interesting things about your school and helped me form my own opinion. You told me that it was a great school and I agree with you. In fact I think it is an outstanding school of which you should be very proud.

These are some of the things that I thought were excellent:

- the headteacher provides excellent leadership and has created a very talented team around him
- teaching is outstanding throughout the school
- you make excellent progress and attain very high standards especially in English, mathematics and science
- your behaviour is extremely good, during lessons and in the playground
- the relationships between staff and pupils are great, everyone gets on well and you show very caring attitudes
- the range of clubs is very impressive and this enables you to learn new skills and enjoy participating with others.

The great thing about this school is that it is always looking for ways to improve. So with this in mind, I have suggested that you are given opportunities to learn more about the lifestyle of people that reside in our country. You may even get to go on more trips!

I wish you every success for the future.