

Hemingbrough Community Primary School

Inspection report

Unique Reference Number	121450
Local Authority	North Yorkshire
Inspection number	327490
Inspection date	23 January 2009
Reporting inspector	Rosemary Rodger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr P Cannovan
Headteacher	Mrs Sarah Chappell
Date of previous school inspection	3 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Hemingbrough Selby North Yorkshire YO8 6QS

Age group	5–11
Inspection date	23 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The quality of teaching.
- Improvements to the Early Years Foundation Stage (EYFS) since the previous inspection.
- The impact of the work of subject leaders.

Evidence was gathered from discussions with the headteacher, subject leaders and a group of pupils. In addition, parts of lessons were observed and school documents, samples of pupils' work and parent questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

Description of the school

This is a smaller than average sized school serving an area of favourable social and economic circumstances. The proportion of pupils eligible for free school meals is below average. There is an above average proportion of pupils with learning difficulties and/or disabilities. Most pupils are White British with a very small number from minority ethnic backgrounds. The school has received several awards including, a Dyslexia Friendly Award, Healthy Schools Award, Basic Skills Quality Mark, Inclusion Quality Mark and Investors in People. The school is also part of a British Council European project. The headteacher has been in post for just over a year. The EYFS comprises a Reception class.

Childcare is provided before and after school. This is not managed by the school and the provision is not within the remit of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hemingbrough Community is a good school that fulfils well its mission statement to 'create an environment in which all children fulfil their potential and feel pride in their identity'. Parental comments such as, 'The school is helping children become good citizens of the community and giving children confidence to apply themselves', captures the ethos of the school well. Pupils make good progress based on their attainment on entry which is in line with expectations for their age. Standards by the end of Year 6 are above average in English, mathematics and science. Leadership and management are good. Recent changes to the organisation and management of the school are progressing well, particularly in relation to improvements to behaviour and giving subject leaders greater responsibility.

Standards reached in the 2008 Key Stage 1 teacher assessments were above average in all subjects, with equally good attainment for more able pupils. The provisional test results for 2008 indicate standards were also above average by the end of Key Stage 2. Currently, standards are above average in Year 6. In Year 2, they are lower than previous years. However, the school's assessment data show that for these pupils their attainment on entry to Reception was below expectations. They are, therefore, making satisfactory progress. More able pupils achieve well and pupils with learning difficulties and/or disabilities make good progress as a result of the additional support they receive.

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Attendance is above average and reflects the enjoyment of school so clearly expressed by older pupils. Pupils are well prepared for the next stage in their education through carrying out a range of responsibilities in school, for example, as buddies and play leaders and through their roles on the school council. Pupils learn about healthy lifestyles and understand the dangers of drugs and alcohol misuse. They say they keep fit through daily exercise sessions and after-school activities. Pupils feel safe and well cared for because staff are friendly and make their learning fun. For example, older pupils were fully engrossed in a competition to find the best dog as part of their work on persuasive writing. Behaviour is good as a result of recent effective steps to improve it. Pupils are proud of their success in getting extra playtime as a reward for good behaviour. At times, pupils in Key Stage 1 are less attentive because they do not have strategies to work practically and independently, particularly in mathematics.

The quality of teaching is good. Relationships are warm and help to create a caring and supportive atmosphere. Classroom displays provide powerful prompts to support learning, especially in literacy. Support staff are appropriately deployed to work with pupils with learning difficulties and/or disabilities, which has a good impact on their learning and their involvement in whole-class sessions. Good use is made of targets to involve pupils in understanding the next steps in their learning. In outstanding lessons, targets are shared with pupils on a one-to-one basis. Older pupils rise to the challenge of getting to the top of the 'key instant recall facts' beanstalk. Assessment is good. Pupils' work is well marked and gives clear points for development in a child-friendly way.

The curriculum is good and meets statutory requirements. There is close involvement with the local community through activities arranged by the parent-teacher association. Pupils learn about other cultures, are taught French and can attend an after-school French club. These opportunities effectively help pupils well to understand and value the diversity of another

country. There are good links with a school in Europe to further pupils' understanding of cultural differences. Pupils see their school as being at the heart of their local community and the school newspaper makes a valuable contribution to it. Pupils are well prepared for the next stage of their education. Their basic skills are well developed and pupils express very positive views on the impact of the information and communications technology (ICT) suite.

The quality of care, guidance and support is good. Recent alterations to the school building have improved access for disabled pupils. Staff ensure pupils are well cared for and that those with additional needs receive the support they require. Arrangements for safeguarding pupils meet requirements. Parents value the attention given by the headteacher to their concerns which are dealt with promptly. The recent introduction of a rigorous system to track individual pupils' progress is effective in identifying those at risk of underachieving. There are good procedures in place to support such pupils and target-setting is thoroughly based on an accurate analysis of pupils' achievement.

Leadership and management are good. The headteacher is well supported by a team of enthusiastic and talented staff. Recent actions to give subject leaders more responsibility are progressing well and leading to improvements in pupils' learning. Day-to-day management is business like and well focused on improving the school. Governors know the school well and work effectively in partnership with the headteacher. Self-evaluation is an accurate and useful appraisal of the school's strengths and weaknesses. Systems to check the quality of teaching are robust. A rigorous programme to monitor and support teaching is in place and this is impacting well on improving its quality. Community cohesion is good. Pupils have a strong sense of belonging and trust in the school. This promotes their good awareness of their responsibilities further afield, for example, through close links with local and wider communities and as a result of various fundraising activities. The school is very inclusive in that everyone is equally valued and given opportunity to succeed. Good links are forged with neighbouring schools to enrich pupils' learning during and after school. The school provides good value for money. Improvements since the last inspection are good. The school has a good capacity to improve, well illustrated in the improvements to the EYFS, higher standards in mathematics, improvements in teachers' marking and the introduction of effective procedures to check on the quality of teaching and learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision is good. Effective leadership ensures children achieve well and thoroughly enjoy their first taste of school. Children are generally meeting the expectations for their age in all areas of their learning when they start in Reception, although there is considerable variation year-by-year. They settle quickly as a result of the good care and support they receive and soon develop an understanding of how to behave, learn and play together. Children make good progress in all areas of learning from their starting points so that by the end of Reception they are well prepared for their transfer into Year 1. Assessment procedures are developing well and the information gained is now used effectively to support children's next steps in learning. A good balance of child-initiated and adult-led activities support the development of skills across all areas of learning. All children are fully included and differences are celebrated. For example, the Chinese kitchen (Kam Sang Pei) is a particular favourite, with children teaching each other how to use chopsticks and make imaginary dishes. A strong focus on developing their personal and social skills results in happy, confident children who play, explore and learn together. Together with the strong links with parents and welfare requirements being fully met, these

factors play a significant part in the good progress children make. Links with nursery providers are strong and children in Reception benefit from opportunities each week to learn and play together with older pupils during 'reward time'. Provision for outdoor learning is developing well and there are firm plans to further improve the area by ensuring that resources enhance learning across all areas.

What the school should do to improve further

- Ensure pupils in Key Stage 1 are provided with well-planned practical activities and more opportunities to learn independently, especially in mathematics lessons.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you all for making my recent visit to inspect your school so enjoyable. It was a pleasure to talk to some of you and learn about your school. Please thank your parents for their views. You go to a good school.

This is what is good about your school.

n You enjoy school and you make good progress so that by the time you leave you achieve well to reach above average standards.

- You are learning that there are many different cultures across the world.
- You all share many common interests and work together harmoniously.
- Older pupils have many responsibilities around school that they carry out very well.
- Your teachers expect you to work hard and they make learning fun.
- You enjoy many of the new things introduced by your headteacher.
- Children in the Reception class do well and enjoy learning outside and eating Chinese food!

There is one particular area that could be better. I have asked your school to give younger pupils more opportunities to work practically and independently in their mathematics lessons.

Good luck to you all.