

Hemswell Cliff Primary School

Inspection report

Unique Reference Number	120491
Local Authority	Lincolnshire
Inspection number	339709
Inspection dates	15–16 March 2010
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Tina Dean
Headteacher	Beverley Riddle
Date of previous school inspection	16 May 2007
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Introduction

This inspection was carried out by two additional inspectors, one of whom checked the school's arrangements for safeguarding pupils on the morning of the first day of the inspection. One of the inspectors saw five teachers during eight classroom visits, typically lasting between 20 to 30 minutes. The majority of the time was spent looking at learning. Meetings were held with the chair of the governing body, staff and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Forty-two parental responses were considered as well as those completed by Key Stage 2 pupils and staff. Many aspects of the school's work were reviewed. The following areas were looked at in detail:

the achievement of higher attaining pupils

- use of assessment to inform teaching and management decisions
- the rigour of monitoring and evaluation and the contribution made by leaders other than the headteacher.

Information about the school

This is a small school with four mixed-age classes and a nurture group class. Often, year groups are small and their numbers fluctuate. Pupil mobility is usually very high. In September 2009, the number on roll saw an increase of 30% due to new arrivals, spread over all year groups. Most pupils come from a White British background, with a few from mixed race heritage. The proportion of those with special educational needs and/or disabilities is well above average as is those with statements. The proportion of those entitled to free school meals is below average. Provision for the Early Years Foundation Stage comprises one Reception class, which also has a small number of Year 1 pupils.

The school holds an Activemark in sport, the Healthy Schools accreditation and the International Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hemswell Cliff Primary provides satisfactory education for its pupils. Pupils enjoy being at school and feel safe. Since the last inspection, many aspects of pupils' personal development are much stronger. Pupils have greater awareness of safety and of the need to stay healthy. Their understanding of other cultures has grown. Most parents are pleased with what the school provides. The school's current priorities for improvement are suitable for its further development. These are informed by the school's self-evaluation, which is sound enough to give it a generally accurate view of its performance and reflects its satisfactory capacity to improve. However, the rigour with which monitoring and evaluation evidence is collected, recorded and analysed is not always robust enough. As a result, the impact of the school's actions, particularly of its teaching, is insufficiently diagnosed. Although leaders at all levels have had some relevant training, their skills are insufficiently fine-tuned.

By the time pupils leave the school in Year 6, their attainment is broadly average and most of them make satisfactory progress from their starting points, which are at or around the expected levels on entry to Reception. The quality of teaching is uneven across the school; it is mainly satisfactory, with none that is inadequate. It is stronger in Key Stage 1 and at the upper end of Key Stage 2. The unevenness in teaching contributes to the inconsistent progress pupils make as they move through the school. Often, this leads to pockets of underachievement that have to be addressed towards the end of Key Stage 2.

In the small number of good lessons, teachers' expectations are high and pupils rise to the challenges they are presented with. These lessons offer well planned, meaningful activities that contribute to good learning. Detailed feedback is given to pupils to keep them informed about their progress. These features are less well represented in the satisfactory lessons. When teaching is mainly satisfactory, pupils, particularly those who are capable of attaining higher levels, are insufficiently challenged. Targets are seen to be helpful by pupils, but they are not always clearly linked to the National Curriculum levels they are aiming for. Pupils' peer and self-assessment skills are being developed but not consistently so.

What does the school need to do to improve further?

- Improve pupils' progress to raise attainment in reading, writing and mathematics, particularly in Key Stage 2 by:
 - planning activities that challenge pupils to achieve better, particularly those who are capable of attaining higher levels

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- strengthening skills that help pupils to assess their own and each others' work
- refining the use of targets to ensure pupils understand how they relate to the National Curriculum levels.
- Raise the quality of teaching and learning to at least good by:
 - raising teachers' expectations of what pupils can achieve
 - ensuring that all activities directly contribute to learning objectives and provide sufficient challenge for pupils of all abilities
 - promoting consistency across the school in the use of oral and written feedback to inform pupils about their progress.
- Bring rigour to monitoring and evaluation by:
 - monitoring the impact of teaching in lessons and in pupils' written work
 - strengthening the monitoring skills of all teachers and leaders
 - devising manageable systems for recording findings of monitoring activities, which include explicit judgements on pupils' progress and learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In lessons, most pupils' achievement is sound. They are interested in their work, work hard and most, including those with special educational needs and/or disabilities, make satisfactory progress overall. Even so, the higher attaining pupils make slower progress due to the lack of challenge they receive in some lessons. Over the last three years, the school's results in the Key Stage 2 national tests have been broadly average. The current work of Year 6 pupils, a small cohort of 7, indicates that the attainment in English and mathematics remains broadly average. However, pupils' progress and attainment as they move through the school are uneven, particularly in Key Stage 2. This means that some backlog of underachievement emerges in the Years 5 and 6 class. In lessons, pupils are eager to talk, but they are not always able to explain clearly what, and how well, they are learning.

Behaviour is good in lessons and around the school, and pupils relate well to each other. Even so, a significant number of pupils and their parents expressed some concern through questionnaires with the behaviour in school. One of the inspectors discussed this with pupils, who acknowledged that it had worried some of them in the past, but they assured him that behaviour has improved and poses no serious disruption for them or others. They also confirmed that adults deal effectively with challenging behaviour, if and when it occurs. Pupils say that they feel safe at school. Most of them know what they have to do to stay healthy. Most make healthy choices and keep themselves physically active at playtimes. Many of them take on responsibility for a range of tasks to assist adults in the school. Play leaders and prefects contribute to the organisation of break-times. They help others in the community by raising funds for good causes.

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The current level of pupils' achievement in the basic skills of literacy, numeracy, information and communication technology, their personal qualities and the average rate of attendance, prepare them satisfactorily for the next stage of their education. Pupils have a good idea of what is acceptable behaviour and what is not. They are able to reflect on their own, and others' actions. Their understanding of cultures other than their own is good as a result of the numerous opportunities they receive at school to learn about them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons, teachers use the interactive white boards well to illustrate key points that they want to teach. The teaching assistants and other adults provide targeted support to aid pupils' learning. Teachers' planning is generally clear about their intentions, but the planned activities do not always advance pupils' learning, particularly the higher attaining pupils. Planning and support for those needing additional support is secure. Effective questioning works well in assessing pupils' progress and adjusting teaching in some lessons, but not in all. Pupils receive feedback on their performance, but in good

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons, it is fuller and clearer.

The curriculum provides an adequate range of activities that match the needs of most pupils. Basic skills of literacy and numeracy are adequately catered for and their provision is good enough to secure satisfactory achievement for most pupils. Opportunities for pupils to apply their literacy, numeracy and information and communication technology skills across the curriculum are increasing, but there are limited meaningful opportunities for them to develop their writing skills in subjects other than English. The enrichment curriculum, consisting of numerous extra-curricular clubs, educational visits and visitors, is a strength and adds to pupils' enjoyment in their learning.

Good pastoral care provided by teachers and other adults ensures that pupils feel well supported. The induction and transition arrangements are effective and reassure parents and pupils alike. The tracking of pupils' progress ensures that those who need additional support get it. The school rightly supplements its support and guidance for the pupils who need it most through its links with external agencies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's commitment and hard work to improve pupils' personal development are effective. As a result, many of the Every Child Matters outcomes are now strengths of the school. The school's self-evaluation is broadly accurate, but the evidence that informs it is not always rigorously collected and analysed. For example, although a wide range of evidence is collected to evaluate teaching and learning, the impact of teaching on learning is not always explicitly highlighted. The collection and analysis of assessment data are regular features of the school and are used to track pupils' progress and set challenging, but realistic, targets. However, the progress recorded in the data is not always fully confirmed by the pupils' written work. Other leaders are keen, and make a constructive contribution to the development of the areas for which they are responsible. The training they have received is adequate, but insufficient to ensure they check the impact of actions taken by the school, particularly those relating to teaching. The school is committed to tackling discrimination and ensures the full participation of its small number of minority ethnic pupils in the life of the school. However, opportunities for the higher attaining pupils to shine are not always provided. Safeguarding procedures are rigorous. They meet the legal requirements and their

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implementation is regularly reviewed to ensure consistency of practice. Governors are supportive of the school and maintain regular contacts to gain an overview of its strengths and weaknesses. Their evaluation of the school's weaknesses is insufficiently systematic.

Partnerships with a wide range of providers, including local schools and services are used well to help improve pupils' learning and to meet their specific needs. The school makes a good contribution to community cohesion through a range of initiatives which are aimed at helping families within its own and the extended community. Links made abroad and with local providers are used to broaden pupils' cultural horizons, and these helped the school gain the International School Award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children make satisfactory progress, but some, who on entry to Reception start with levels below those expected for their age, make good progress. As a result of the emphasis on securing children's personal and social skills, progress in this area of learning is stronger. This means that most of them settle quickly and are ready to be independent and, with occasional reminders, behave well. A clear focus on the teaching of early literacy and numeracy is ensuring that most pupils get closer to the levels expected by the time they leave Reception. A sufficient range of activities, including play is regularly planned but the level of challenge provided for the higher attaining children is not enough to meet their needs. Children enjoy mixing colours, talking about their experiences and cutting and sticking to make models. They use the outdoor provision to practise some of the skills they learn indoors, such as recognising shapes. Leadership

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and management are satisfactory and have established sound monitoring systems to maintain an overview. Observations of children are regularly made, clearly recorded to track their progress and contribute to the developing profiles for each individual pupil. Adults take good care of children and ensure their safety. Links with parents are valued and used to exchange mutually useful information as are links with the adjacent pre-school provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Nearly half of the parents returned their questionnaires, which is a higher rate than usually found in many schools. A large majority of parents who replied are positive about the school. Responses were most positive when they felt that their children enjoyed being at school and were kept safe. A small minority were concerned about how the school dealt with unacceptable behaviour. A few were concerned with the school's ability to take account of their suggestions and concerns, the extent to which their children are making enough progress at school and the extent to which they are kept informed about it. One of the inspectors looked at pupils' behaviour in classrooms and around the school and found it to be good. That behaviour used to be a considerable concern and that it has now improved was confirmed by pupils during the inspection. Inspection findings confirm the view of a few parents' who feel that the progress pupils make at school could be better. The school was able to explain how it keeps parents informed about their children's progress and how it surveys their opinions. Parents are seeking further information and reassurance that their views are listened to.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hemswell Cliff Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	31	27	64	2	5	0	0
The school keeps my child safe	16	38	24	57	1	2	1	2
The school informs me about my child's progress	11	26	21	50	8	19	1	2
My child is making enough progress at this school	11	26	20	48	7	17	1	2
The teaching is good at this school	15	36	21	50	5	12	1	2
The school helps me to support my child's learning	11	26	23	55	6	14	2	5
The school helps my child to have a healthy lifestyle	8	19	31	74	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	14	26	62	5	12	1	2
The school meets my child's particular needs	6	14	28	67	7	17	1	2
The school deals effectively with unacceptable behaviour	7	17	21	50	10	24	4	10
The school takes account of my suggestions and concerns	6	14	24	57	8	19	4	10
The school is led and managed effectively	6	14	28	67	7	17	1	2
Overall, I am happy with my child's experience at this school	11	26	22	52	8	19	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2010

Dear Pupils

Inspection of Hemswell Cliff Primary School, Gainsborough, DN21 5XS

Thank you very much for all the help you gave me when I came to inspect your school. I enjoyed talking to you and looking at your work. I think you attend a school which gives you a satisfactory education. Here are some of the positive things that I found out about your school:

Most of you make steady progress and reach standards which are about average by the end of Year 6.

You say you feel safe and enjoy being at school.

You behave well in lessons and around the school. Some of you were concerned about the behaviour of a small number of pupils. You assured me that behaviour has improved and you are no longer as concerned.

You know how to stay healthy.

You like doing jobs for your teachers and are willing to help others in the community by raising funds for good causes.

Your teachers and other adults take good care of you.

To improve your school further, I have asked the people in charge to work on three important things:

Make sure that the school does what it can to improve your skills in English and mathematics to raise standards.

Make sure that teachers teach the best lessons that they can.

Make sure that your teachers and senior leaders check more thoroughly how well you learn, in lessons and in your written work.

I send you and your friends my best wishes for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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