

Hemingbrough Community Primary School

School Road, Hemingbrough, Selby, North Yorkshire YO8 6QS

Inspection dates

13–14 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Outcomes for pupils have fluctuated considerably since the last inspection. Key stage 2 attainment overall and in mathematics has been below the national average for the last three years.
- Current pupils are not making consistently good progress in key stage 2. The opportunities pupils have to apply their mathematical skills to problem solving and reasoning vary between classes.
- Despite recent attention to supporting pupils in deepening their learning, too few are working at higher standards, given their starting points.
- Pupils do not have sufficient opportunities to build their knowledge and skills across the wider curriculum. Pupils' progress in history and science is particularly sporadic.
- Although phonics teaching in key stage 1 has improved, lower-ability pupils in key stage 2, who did not get the same strong start, are not given precise enough direction to catch up quickly.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) or who are disadvantaged is not used effectively to ensure that those who are behind with their learning make good progress.
- Leaders have not used the information they gather from observations of learning and school assessment well enough to identify precisely what teachers need to improve.
- Governors do not receive precise enough information to check on the effectiveness of the actions school leaders are taking for improvement.

The school has the following strengths

- The headteacher leads the way in giving pupils memorable experiences and ensuring that they are well cared for. Leaders promote pupils' moral, social and cultural development well.
- Younger pupils make good progress in phonics, which helps them to read with fluency and accuracy. Pupils enjoy reading and talk eagerly about their favourite books and authors.
- Children in Reception get off to a good start to school life. This is because of strong partnerships with the pre-school and parents, and the care and direction children receive from their teachers.
- Pupils generally behave well and are respectful.
- Pupils' attendance is consistently better than the national average.

Full report

What does the school need to do to improve further?

- Improve teaching and learning to ensure that pupils make consistently good progress from early years to Year 6 by:
 - giving pupils of all abilities the opportunity to deepen their learning in mathematics by applying their mathematical skills to a variety of different problem solving and reasoning activities
 - ensuring that pupils with lower starting points in reading have focused teaching in phonics and frequent opportunities to read aloud to an adult in the school so that they catch up quickly and read with confidence, fluency and accuracy
 - giving pupils opportunities to explore and deepen their learning across the curriculum, through the development of outdoor learning in the early years and further development of the wider curriculum across the school.
- Strengthen leaders' actions to raise standards of teaching and learning by:
 - using monitoring and assessment information to refine plans for improvement, so that teachers have a clear understanding of what they need to do to improve outcomes for all pupils
 - providing governors with precise information about the strengths and weaknesses in teaching and learning, so that they are able to check the effectiveness of actions being taken for improvement
 - ensuring that subject leaders put in place clear plans for the progression of pupils' knowledge and skills across the curriculum and check that pupils are making good progress in their subject in each class, using additional funding effectively so that pupils who are disadvantaged or with SEND make good progress from their starting points.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- While leaders' commitment to giving pupils a safe and happy primary school experience has ensured that pupils' personal development is good, the quality of teaching and learning and what pupils achieve need improvement. Recent work with the local authority and more focused checks on pupils' learning have started to highlight exactly what needs to improve. However, over time, leaders have not been precise enough in their analysis and use of the information they gather from their monitoring activities and assessment data. As a result, actions taken have not been sufficiently robust to bring about the rapid improvement needed.
- The headteacher knows the pupils well and goes the extra mile to ensure that they are safe and well cared for. She leads with positivity and by example. Pupils say that she often helps them around the school throughout the day, teaching lessons and supporting at lunchtimes. She is working with middle leaders to use assessment information to identify gaps in pupils' learning, so that improvement plans can be more precise and focus accurately on what needs to improve. This work is at an early stage, and pupils' progress still varies between classes. In addition, checks on pupils' progress have not been focused on the teaching and subjects that most need to improve.
- The local authority has been pro-active, particularly recently, in supporting leaders to tackle weaknesses in teaching and learning. The school improvement adviser has worked with school leaders to put a plan of support in place. Middle leaders are receiving the support of subject advisers to provide professional development for staff, aimed at improving the quality of teaching in mathematics and English. There has been some improvement in the quality of pupils' work as a result, but this is not yet consistent or embedded across the school.
- Leaders have directed the majority of additional funding for disadvantaged pupils and those with SEND to support pupils' emotional and behavioural needs. The nurture provision, and 'bought-in' well-being strategy, support a small group of pupils well. However, pupils with barriers to academic learning do not have their needs as well met. A considerable proportion do not make good progress from their starting points.
- The leaders for physical education (PE) are passionate about engaging pupils in sport. The primary physical education and sport funding is used well. Pupils enjoy lessons and the opportunities they have to be involved in a wide range of sports, including golf, floor lacrosse, dance, football and netball. The school has invested in balance bikes, so that younger pupils can learn to ride a bicycle successfully.
- Leaders have identified the curriculum as a priority for improvement. In subjects such as art, PE and personal, social, health and economic education, pupils develop skills and knowledge successfully. However, in other subjects, such as history and science, there is considerable variation in the learning on offer in different classes.
- Parents' and carers' views about the school are mixed. The parents of younger children, particularly, are more positive that the school keeps their children safe and happy. Others show concern about the rate of progress that their children make and

the behaviour of some children. Leaders are aware of and have taken steps to manage this by putting a new behaviour system in place.

- The school provides a range of extra-curricular activities, including gym, netball, dance, balance-ability and healthy eating, promoting pupils' health and well-being and giving them access to new experiences.

Governance of the school

- Governors show strong commitment to the school and, along with the headteacher, ensure that pupils are happy and safe. Over the past two years, they have needed to dedicate a high proportion of their time to restructuring and finance arrangements, which they have managed successfully.
- Governors do not have sufficiently detailed and accurate information to enable them to have a clear understanding of where improvements are needed in teaching and learning. They have focused their questioning and checking on statutory testing points, but do not know how well pupils are doing in other year groups.
- Governors are unsure of the progress groups of pupils are making, such as pupils with SEND or those who are disadvantaged. They are therefore unable to evaluate the effectiveness of the additional funding received for these groups accurately.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding procedures are carried out comprehensively and efficiently.
- Regular safeguarding training ensures that staff know how to keep children safe. When referrals are made to the headteacher, who is the designated safeguarding leader, she takes swift action to engage the support of outside agencies as necessary. She continues to monitor resolved cases to check that children remain safe and well.
- Those pupils who spoke with inspectors said that they feel safe in the school. They can explain how the behaviour system works and are mostly confident that it works well. Pupils know how to stay safe online and are positive that the school encourages them to think about their mental health.

Quality of teaching, learning and assessment

Requires improvement

- There is considerable variability in the quality of teaching and the progress that pupils make across the school. Teaching and learning are stronger at the end of each key stage but are particularly inconsistent across key stage 2.
- Recent improvements in assessment procedures have given teachers a clearer picture of where pupils are behind or have gaps in their learning. However, actions to address findings are in their infancy, and precise checks have not been made on how well pupils and groups of pupils are now doing.
- There is now a clear understanding that pupils need to have more opportunities to reason and solve problems to be successful mathematicians. Recent direction is

encouraging most pupils to attempt to apply their number skills to mathematical challenges. Consequently, some pupils are starting to deepen their understanding in some classes. However, sometimes activities are too hard for the many pupils who have gaps in their learning and do not yet have the strategies to tackle work when they are stuck. Processes are explained to pupils, but they do not have the knowledge and understanding behind the strategies they use, so are not able to successfully apply them independently in tasks.

- Work across the curriculum in subjects such as history and geography is limited and varies considerably between different year groups. Pupils in some classes do not spend enough time developing the skills they need to make better progress, and the sparse activities recorded in their work books do not show a clear sequence of learning. Pupils who spoke to inspectors struggled to recall learning in different subjects, and some pupils in key stage 2 gave examples of work that they felt lacked challenge.
- In some classes, more attention is given to improving pupils' subject specific knowledge and skills. For example, in key stage 1, work on materials introduced subject-specific vocabulary, and pupils were encouraged to think about their learning and discover different properties of materials. They were then able to apply their knowledge to successfully designing and making a cardboard dragon.
- Pupils have frequent opportunities to write at length about what they are learning across the curriculum. However, the sequence of learning in writing is not always clear, and it is not always apparent that pupils are able to practise the skills that they then need to apply to their writing.
- The teaching of phonics for younger pupils helps them to make good progress so that they can read with fluency and accuracy. The work of younger pupils shows that they are able to use their knowledge of phonic sounds to help them to spell new words.
- Pupils who have not reached the standard for the statutory phonics screening check taken in Year 1 are not catching up with their peers quickly enough. Subsequent teaching does not focus accurately on minimising the gaps in their phonic knowledge, nor are they heard to read aloud frequently enough by an adult in the school to help them gain in skill and confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Physical and emotional well-being is well supported by leaders and staff. A high priority is placed on supporting pupils' emotional health. Nurture provision has recently been established to support those pupils who are not ready to learn.
- Pupils' spiritual, moral, social and cultural education is good. Pupils take part in a wide range of experiences and activities, including social events and fundraising work. They talk with particular enthusiasm about after-school sports and health-related clubs such as gym club, dance club and healthy eating club. Pupils appreciate the great opportunities they have to be involved in a wide range of sports and the opportunities they have to take part in many competitions.

- Pupils enjoy taking part in singing assemblies, where classes have the opportunity to perform for the rest of school. Pupils join in enthusiastically and are learning to sing with confidence.
- Adults help pupils to understand what life is like for people from different cultures and parts of the world. When the school held a 'refugee theme day', pupils in Year 2 looked at who is a refugee and why someone might become a refugee. They thought about the journey people take to find a safe place and the six things that they would want to take with them if they had to leave their own homes.
- Pupils demonstrate a good understanding of democracy. They are able to relate this to their own school council and the sports council in the school. They can put themselves forward for these roles and vote for who they think will do the best job.

Behaviour

- The behaviour of pupils is good.
- Pupils are happy to talk to visitors about their learning and experience of the school. They enjoy coming to the school and wear the Hemingbrough uniform proudly. They move around the school sensibly and are polite and thoughtful of others, standing back to let visitors and their peers pass through doorways safely.
- Behaviour for learning is good and pupils are keen to learn. On the rare occasions when another pupil's behaviour may disrupt learning, other pupils carry on with their work sensibly and maturely.
- Pupils' attendance has been consistently above the national average, and rates of persistent absence are lower than average. The headteacher works with families where attendance or punctuality is a problem to ensure that their children's attendance improves. Rewards and incentives help to motivate pupils to attend well.
- In some lessons, pupils talk enthusiastically about their work and explain their ideas to each other. They are often able to keep trying when their work is more difficult, and some pupils know that thinking through a problem will help. Occasionally, when pupils are not as interested in what they are asked to do in lessons, or adults' expectations are not high enough, they chat to their peers instead of getting on with their work.

Outcomes for pupils

Requires improvement

- Outcomes overall have fluctuated considerably across the school since the previous inspection. Pupils' progress in mathematics in key stage 2 has been weak. The proportions of pupils reaching higher standards in both key stage 1 and key stage 2 have remained below the national average. Disadvantaged pupils do not achieve as well as they should across the school and leaders have identified that the progress of pupils with SEND from their starting points needs improvement.
- The proportion of pupils reaching the expected standard in mathematics at the end of key stage 2 has been considerably below the national average over the last three years. In 2018, the proportion of pupils achieving the expected standard in reading, writing and mathematics combined fell to well below the national figure. Progress in

reading and mathematics has fallen over three years and progress in mathematics in 2018 was well below average.

- In key stage 1, the proportions of pupils reaching the expected standard in reading, writing and mathematics has shown necessary and steady improvement since 2016. In 2018, the proportion of pupils reaching the expected standard was almost in line with national figures in reading and above in writing and mathematics. The work of current pupils reflects a similar picture.
- The proportion of pupils achieving the expected standard in the phonics screening check in Year 1 has risen considerably and was above the national figures in 2018. However, those pupils who did achieve the standard in previous years are not making rapid enough progress in key stage 2 to close the gap in reading attainment between themselves and their peers.
- Current pupils make variable progress in key stage 2, particularly in mathematics, but also across the curriculum. Pupils' progress at the end of key stage 2 is more rapid, but gaps in learning are too wide for all pupils to catch up to the national expectations or to the higher standards. The proportion of pupils working at greater depth in mathematics remains low throughout the school.
- Direction to support the academic needs of disadvantaged pupils or those with SEND is not precise enough to ensure that they make good progress from their starting points. The gap between these pupils and others nationally is widening in some cases.

Early years provision

Good

- Children settle into the early years quickly. Positive relationships and good behaviours are quickly established, and children make good progress, particularly in basic skills. The proportion of children achieving a good level of development has been consistently similar to the national figures.
- The partnership with the pre-school setting is strong and helps staff in the Reception class have a good knowledge of what each child can do when they start at the school. The learning journals, started in the pre-school, are used by the Reception team to give them an understanding of the children's individual starting points. This helps teachers to plan learning that supports children's continuous journey through the early years.
- The majority of children start at the school with knowledge and skills that are typical for their age. The early years leader and her team carefully check children's learning and adapt their teaching to ensure that children make good progress. The early years leader makes sure that the whole team knows what children have learned and what they need to learn next.
- Parents are well informed about what their children are learning. They are encouraged to help by reading regularly at home, learning 'tricky words' and in collecting things for children to bring to school that relate to their current learning, for example, items relating to dinosaurs. Parents are positive about the strong start to the school that their children have, particularly valuing the opportunity to be involved in their learning in drop-in sessions each week.

- Routines are well established, particularly at the start of the day, so children settle quickly and join in with activities to develop their fine motor skills straight away. They listen carefully and respond positively to the instructions that adults give them. Adults set high expectations of behaviour, and consequently children behave well and are kind to each other.
- Phonics teaching is lively, and children join in with enthusiasm. Most children are able to use the phonics they have learned to write words independently. The books that children take home to read are well matched to their stage of learning. Adults interact positively with children to develop their language and writing skills. They model vocabulary clearly and encourage children to 'have a go'.
- Books have a high profile in the Reception classroom. There are various books relating to different areas of learning. For example, small world dinosaurs are displayed with a variety of books about dinosaurs. Books are displayed with captions that express children's feelings about a range of texts and stories. For example, one caption says that a particular child 'likes this book because it has a happy ending'.
- Children are excited about their learning, especially when they get the opportunity to explore outdoors. They play together cooperatively, and their natural inquisitiveness leads them to experiment with the things that they find interesting. For example, two boys were pouring water from a puddle into different containers and onto different surfaces to see what would happen.
- Sometimes opportunities are missed, particularly in the outdoors and across the wider curriculum, to support the children's desire to explore, experiment and find out for themselves. Sometimes, adult direction can restrict children's creativity and imaginative play. For example, children thoroughly enjoyed playing with kites made from plastic bags on a very windy day but did not have the opportunity to try making and testing out their own kites.

School details

Unique reference number	121450
Local authority	North Yorkshire
Inspection number	10086821

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

Type of school	Primary
School category	Community Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Mr Ben Bowers
Headteacher	Mrs Sarah Chappell
Telephone number	01757 638 266
Website	http://www.hemingbrough.n-yorks.sch.uk
Email address	headteacher@hemingbrough.n-yorks.sch.uk
Date of previous inspection	10–11 February 2015

Information about this school

- Hemingbrough Community Primary School is a smaller-than-average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with SEND is higher than the national average.
- The proportion of pupils with English as an additional language is below the national average.

Information about this inspection

- Inspectors made visits to all classrooms to observe learning in all year groups. One of these visits was made with the headteacher. The inspectors scrutinised a wide sample of pupils' work across the curriculum from all classes, reviewed the school's assessment information and listened to some pupils read.
- One group of pupils was taking part in a residential visit throughout the entirety of the inspection.
- Inspectors reviewed a range of documentation and policies, including behaviour and attendance information, minutes of governing body meetings, safeguarding information and the work of the English and mathematics subject leaders.
- Inspectors met with groups of pupils and spoke with pupils in lessons and at breaktimes.
- Meetings were held with the headteacher, the early years and PE leaders, members of the governing body, teaching and support staff, and the school improvement adviser from the local authority.
- Inspectors spoke with parents at the beginning of the school day and considered the 31 responses to Ofsted's online questionnaire Parent View.
- Inspectors also took account of the 31 responses to Ofsted's online pupil survey and the eight responses to the online staff survey.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Joan Hewitt	Ofsted Inspector
Kate Rowley	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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