

Hemingford Grey Primary School

St Ives Road, Hemingford Grey, Huntingdon, PE28 9DU

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The skilful leadership of the headteacher, with very effective support from other senior leaders, is successfully promoting effective teaching and good achievement for pupils.
- Pupils make good progress because teaching is typically good and some is outstanding. The school develops the skills of its teachers and leaders well.
- The strong team of support teachers and teaching assistants makes a considerable contribution to learning.
- The school's curriculum is well-planned and offers imaginative and thoughtful learning experiences that challenge and engage the pupils. It makes a very positive contribution to pupils' spiritual, moral, social and cultural development.
- Provision in the Early Years Foundation Stage has improved. The setting is well-organised and welcoming. Children in Reception make a good start to their school life.
- Pupils feel exceptionally safe and their behaviour is excellent. Their enjoyment of school life is reflected in their exemplary level of attendance.
- Disadvantaged and disabled pupils, and those who have special educational needs, achieve as well as, and sometimes better than, other pupils.
- The school's work to involve and inform parents is a strength. Parents have positive views of the school and feel their children are happy, safe and well-cared for.
- Governors are knowledgeable about the work of the school. They visit regularly and closely monitor all aspects of its work. They provide effective support and are rigorous in holding leaders to account.

It is not yet an outstanding school because

- Although marking of pupils' work is increasingly informative about what they have done well, it does not consistently show them how to improve. Teachers do not always ensure pupils act on the advice they receive.
- There is not enough outstanding teaching across the school. This variation in teaching quality means that progress for some groups of pupils in some subjects is not always as rapid or sustained as it could be.

Information about this inspection

- Inspectors observed 13 lessons, of which two were joint observations with the headteacher and one with the deputy headteacher. In addition, inspectors made short visits to nine lessons. Inspectors observed an assembly.
- The inspectors talked with two groups of pupils, as well as individual pupils during lessons and at playtimes, to find out their views about the school. The team completed a scrutiny of pupils' English and mathematics books to establish the quality of pupils' work. They heard groups of pupils read.
- Inspectors looked at a range of documents, including the school's plans for improvement, records of lesson observations, information on pupils' progress, and work in pupils' books. They also scrutinised records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 44 responses to the online Parent View questionnaire, parents' comments and the results of a recent school survey of parents. They checked information on the school's website, and took into consideration 26 questionnaires completed by staff.
- Meetings were held with the headteacher, leaders, staff and three governors including the Chair of the Governing Body. A further discussion was held by telephone with a representative from the local authority.

Inspection team

Susan Thomas-Pounce, Lead inspector	Additional Inspector
Ann McCarthy	Additional Inspector
David West	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Nearly all pupils are of White British heritage.
- Pupils are taught in one purpose built reception base with two class teachers, three mixed Year 1 and Year 2 classes, and one class in each age group in Years 3 to 6.
- The proportion of disabled pupils and those with special educational needs supported at School Action is below average at around a fourteenth. The proportion supported at School Action Plus or with a statement of special educational need is also below average at a twentieth. The number of these pupils who are supported by an additional education, health or care plan is very small.
- The proportion of pupils known to be eligible for the pupil premium is below average at less than a tenth. This is additional government funding for pupils known to be eligible for free school meals and those in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is a local leader of Education (LLE) and the deputy headteacher is a specialist leader of Education (SLE). Both provide support to other local schools.
- Recently completed major building work took place in the school last year. A new purpose built Early Years classroom and several new teaching rooms have been added to accommodate the increase on roll.
- In September 2014, the governors appointed a new deputy headteacher. In addition several new teachers including two newly qualified teachers started at the school.
- In the last four years, the intake of pupils has increased.
- There is a breakfast and after-school club and a pre-school on the school site. These are not managed by the governing body.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning so that variations in teaching quality are eliminated, more teaching is outstanding and gaps between the attainment of different groups of pupils in different subjects close rapidly, by:
 - ensuring teachers mark work clearly so that pupils know what and how to improve and consistently check that pupils act on the guidance they receive.

Inspection judgements

The leadership and management are good

- Under the headteacher's exceptionally strong leadership, the teamwork of the staff and the governing body is very effective. This ensures a strong and consistent approach to improving the quality of learning for pupils.
- The monitoring of and support for improving the quality of teaching by senior leaders is very good. Staff, including teaching assistants, benefit from training that is very well tailored to their needs. The headteacher has managed developments and staff changes well. Staff with responsibilities for subject areas have been given the right sort of support and training to help them develop their skills, and they make a good contribution to the improvements in their areas of responsibility. Newly qualified teachers are well supported.
- The school's view of its successes and areas for improvement is accurate and leaders know what remains to be done to further improve the school. Planning for future improvement is detailed and contains the right priorities. The school's leadership is in a good position to continue to make further improvements.
- Pupils' progress, behaviour and attendance are rigorously checked. Leaders draw systematically on data showing pupils' achievement, observations of teaching and reviews of pupils' work in books when making judgements about the quality of teaching and learning. These provide valuable information about any features of the school that need improvement and helps leaders ensure that progress continues to accelerate.
- Pupils benefit from a wide range of well-planned and interesting opportunities that develop their reading, writing and mathematics skills across a wide range of subjects. The topics and subjects in the school's curriculum are carefully designed and have a positive impact on pupils' spiritual, moral, social and cultural development. Well-planned enrichment activities, available through clubs and residential and non-residential visits, help pupils develop as learners and widen their understanding of the world. Pupils also take part in elections for the school council and eco teams. This prepares them well for life in modern Britain.
- Leaders are currently reviewing their assessment arrangements in the light of the recent changes to the national curriculum.
- The school has a clear strategy to support disadvantaged pupils. It makes effective use of pupil premium funding. This not only provides eligible pupils with additional support in their classroom learning, but also enables them to take part in out-of-school activities and attend visits to enrich their learning. Leaders and governors ensure there is no discrimination and everyone has an equal chance to enjoy their learning and achieve well.
- The school has made effective use of primary school physical education and sport premium funding. Specialist coaches deliver high-quality physical education and this is helping pupils to learn new skills and increase their understanding of living a healthy lifestyle. Attendance at sporting clubs run by a specialist coach is increasing, enabling many pupils to participate weekly in a range of sports.
- The headteacher is a local leader in education and the deputy headteacher is a specialist leader in education. They provide very effective support to local schools, both by directly training teachers and by helping them check the accuracy of each others' assessments.
- Engagement with parents and carers is a strength because the school readily shares information with them on how they can support pupils' learning. Several parents commented on the passion of the headteacher to provide the very best for each and every child. 'I wish I had learnt the Hemingford way' said one.

- The school's commitment to equalities is strong. The learning environment is safe and calm, which enables good behaviour and good learning to flourish.
- The support from the local authority is effective. Officers confirm the accuracy of the school's own assessment of pupils' attainment and progress. In addition, the local authority has funded much needed improvements to the accommodation for the Early Years and additional classrooms, with positive effects on pupils' experiences.

■ **The governance of the school:**

- The governing body is well-led and organised and holds the school to account through a range of monitoring activities. Governors have received training in how to understand data and the latest safeguarding requirements.
- Governors frequently visit the school to deepen their knowledge and understanding of its current performance. This enables them to challenge the school further to ensure continued improvement.
- Governors are informed about the quality of teaching, and ensure decisions about pay fully reflect teachers' impact on pupils' progress.
- Safeguarding requirements are carefully and regularly checked and meet all requirements
- Governors manage the school's tight financial resources well. They are knowledgeable about how additional funding is being spent and they check carefully that it is making a positive difference to pupils' progress. They know the achievement of disadvantaged pupils is good and that funding to support pupils' involvement in sports has been used to provide new and wider experiences for pupils and to extend staff expertise.
- The governing body ensures all statutory responsibilities are met, including those relating to safeguarding, and checks that the school is helping pupils understand and accept that the beliefs and culture of others may be different to their own. It has clear lines of responsibility and this ensures all relevant policies and procedures are monitored and kept up to date.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their very good spiritual, moral, social and cultural development has a marked impact on how they behave and ensures they are eager and attentive learners who develop excellent attitudes to their learning. Pupils understand the need for rules and follow them conscientiously. Pupils form very positive relationships with adults and each other. Pupils' well-established sense of tolerance and respect are evident through the school.
- Behaviour in lessons is often impeccable and this, together with their good concentration, helps them make good progress. Parents, staff, governors and pupils themselves are very positive about behaviour in the school.
- Behaviour around the school and in the playground is very good. During the inspection, pupils' movement around the school was exemplary. An example of this was the way the children in the reception classes moved noiselessly to the dining hall. They showed enormous respect for the older children who were still learning.
- Pupils are very keen to learn, work hard in class and persist with a task even if it is difficult. They are interested in their learning and think carefully about their work. They have excellent collaborative skills and, from Reception onwards, are able to discuss their work together sensibly, share materials and reach decisions amicably.
- Effective activities to increase pupils' understanding of different cultures and religions foster their strong sense of respect for others. Pupils recognise the ideals and values of Britain today and are well-prepared for their future life in a multicultural society.
- Pupils are happy to come to school and attendance is above average.

Safety

The school's work to keep pupils safe and secure is outstanding. Policies are up-to-date, relevant and these secure and robust systems are backed up by rigorous recording and monitoring.

- Pupils talk positively about why they feel safe in school, and the majority of parents confirmed their view.
- Pupils and their parents and carers report that bullying is very rare. Pupils have a good understanding of bullying, including cyber-bullying for example, and distinguish sensibly between this and other misbehaviour. A scrutiny of the school's records relating to pupils' behaviour found that minor incidents, such as name-calling, that had occasionally arisen in the past, had been dealt with very effectively.

The quality of teaching

is good

- Inspectors' observations of teaching and their examination of pupils' work and the school's data confirm that the overall quality of teaching is good. An increasing proportion of teaching is outstanding. This good teaching enables pupils to make good progress in developing their knowledge and skills in a wide range of subjects. Activities are well targeted at the stage at which pupils are working and these help them to improve whatever their needs or talents, including the most able.
- Leaders provide strong support for teachers, including those new to the school or the profession. Staff training, including coaching, has been used effectively to generate greater consistency in teaching standards. All teachers have high expectations of pupils' achievements and behaviour.
- Teachers' subject knowledge is good overall and this helps teachers to explain things clearly and use questioning well to ensure pupils understand. Pupils, including the more able, are consistently given work that challenges them to think hard. Teachers make sure that all pupils know the focus of learning so that they can check how successful they have been. Teachers use practical materials and interactive whiteboards very effectively to illustrate and clarify key points of learning.
- Staff are very good at helping pupils to use their literacy and numeracy skills in a range of activities. Vibrant displays of pupils' work and subject information in classrooms and throughout the school make sure that pupils are able to get on with their learning; for example, when they are stuck on a task or wish to extend their writing further. One very good example of this occurred when pupils in Years 1 and 2 were engaged in well-planned practical and creative activities in the 'Learning Zone'.
- Reading is taught effectively, and tasks in guided reading sessions are well-structured. Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics (letters and the sounds they make). Pupils were observed using them very effectively in their reading and writing during the inspection.
- Relationships between teachers and the pupils are strong. Classroom staff plan and work effectively as a team. Teaching assistants support learning effectively, both when working with individual pupils in whole-class lessons and in group work. The support they give to disadvantaged pupils and those who are disabled or who have special educational needs is consistently of a high quality.
- The support for pupils who receive additional funding is especially good. Small-group work is used well to accelerate these pupils' progress. In some lessons, the progress of these pupils is outstanding.
- All teachers are very good at checking how well pupils are doing on a day-to-day basis. Good support is provided to help correct errors with effective advice on how to improve. However, there is not always the same level of outstanding teaching in all subjects. The marking of written work is not as effective as it should be because it is inconsistent across classes. All teachers acknowledge and praise what has been done well, and point out what elements of work are weaker. Where teaching is outstanding, pupils are given clear advice for their next piece of work, asked to consider questions about how current work could

be better, and given extra practice to develop their understanding. However, this is not always the case in some classes, and pupils do not always respond to the good advice they have been given.

The achievement of pupils

is good

- Children enter the Reception class with attainment that is broadly typical for their age, but this varies from year to year and between individuals. Children make good progress in Reception and Key Stage 1 so that by the end of Year 2, standards are above the national average. Standards at the end of Key Stage 2 have fluctuated over time but have generally been above average.
- Progress in reading throughout the school is good and there are many opportunities for pupils to read a range of good-quality books. Pupils are making good progress in phonics (how the letters in words represent different sounds) and pupils did well in the most recent national check of their phonic knowledge. By Year 6, pupils are competent, regular and keen readers, who display clear individual preferences for what they like to read. They make good use of their writing skills in a range of subjects.
- The progress and attainment of the most-able pupils is good and more pupils are achieving the higher levels by the end of Year 6. This is the result of steps taken by leaders to promote more effective teaching'. The most-able pupils are now consistently set work that improves their learning swiftly in lessons, and they are further supported through the use of additionally targeted teaching that directly addresses their needs. Additionally, these pupils often have the opportunity to lead activities for younger pupils.
- There are few disadvantaged pupils in the school and too few left Year 6 last year to comment on their attainment without the risk that individuals might be identified. The school's data, showing the progress of the small numbers of eligible pupils in the current and previous years, shows very little difference between their progress and that of their peers.
- Disabled pupils and those who have special educational needs make the same good, and sometimes better, progress as other pupils in the school because of the well-focused support provided by teachers and teaching assistants and their effective work with small-groups.
- The work on display shows that pupils do well in a range of subjects, attaining high standards. Art and music are strengths. Opportunities to participate in a range of sports activities through the sports grant are used effectively help pupils to gain new skills.
- An increasing number of pupils in all year groups are making good progress to reach and exceed the levels expected for their age. This was seen in pupils' books, lesson observations and the school's own data. However, there are small variations in pupils' achievement between groups of pupils and between subjects in some year groups. This is because there is not enough outstanding teaching across the school as a whole to ensure all pupils make good or better progress.

The early years provision

is good

- Provision in the Early Years Foundation Stage is led and managed well. There is a clear system for identifying children's needs early in the school year, which involves listening to the views of parents and carers. Work with local pre-school providers ensures these assessments are accurate.
- Children enter the school with skills that are broadly typical for their age. By the end of Reception, they have made good progress and the proportion achieving a good level of development is above the national average. Children are well prepared for Year 1.
- There is a strong emphasis on developing children's reading, writing and mathematical skills through exciting play opportunities, both indoors and outdoors. This is an improvement since the last inspection.

- At the time of the inspection, children had only been in school for a short time. Excellent attention to their personal and social development ensured children had settled well. Both teachers and classroom assistants are aware of the areas of learning the children find most challenging. They consider how to address this by sharing observations and planning together and this helps move children on quickly.
- The recent addition of a new building has vastly improved the learning environment, ensuring that there are opportunities for all children to flourish and develop across a range of areas of learning.
- Behaviour and relationships are good and children are safe and secure. Effective provision for children's spiritual, moral, social and cultural development is evident throughout the Early Years.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110679
Local authority	Cambridgeshire
Inspection number	449319

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	251
Appropriate authority	The governing body
Chair	Helen Peat
Headteacher	Kathryn Fox
Date of previous school inspection	9 June 2011
Telephone number	01480 375040
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