

# Hemingford Grey Primary School

## Inspection report

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<b>Unique Reference Number</b>	110679
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	310387
<b>Inspection dates</b>	28–29 April 2008
<b>Reporting inspector</b>	Marina Gough

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Audra Green
<b>Headteacher</b>	Mrs Kate Fox
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	St Ives Road Hemingford Grey Huntingdon PE28 9DU
<b>Telephone number</b>	01480 375040
<b>Fax number</b>	01480 375040

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is situated in a small village and serves the local area. The pupils come from a variety of social backgrounds, and taken overall, their home circumstances are largely favourable. The number of pupils known to be eligible for free school meals is small, as is the number of pupils who need extra support with their learning. The school holds a Healthy Schools' Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that knows itself very well, and that has come a long way since its last inspection. Since her appointment just over two years ago the current headteacher has had a real focus on raising standards, making teaching more effective, and improving behaviour. All of these targets have been successfully achieved. The school is very well placed for continued development, and the headteacher enjoys the full support of a committed and hard working staff and governing body.

Pupils make good progress as they move through the school. By the end of Key Stage 1, standards are generally above average in reading, writing and mathematics. Standards when pupils leave school at the end of Key Stage 2 are above the national average in English and mathematics and well above the national average in science. Science was an issue at the time of the last inspection and so has been at the forefront of the school's improvement programme over recent years. As a result, standards are higher in science than in English and mathematics. The school has made good progress in improving standards in reading across the school, and knows there is more work to be done in terms of improving standards in writing. Standards in information and communication technology (ICT) are high throughout the school and are enhanced by the good number of laptops that are available for pupils to use in their lessons on a daily basis. The standard of art-work on display in the school is very high reflecting a wide variety of techniques and media.

Pupils' behaviour is good, and older pupils especially set a very good example in terms of the polite and friendly way they interact with visitors. Pupils understand the 'Golden Rules' very well and appreciate the fact that they were involved in devising them. The school council is very effective and is an excellent forum through which pupils can express their views. Pupils know how to keep safe and healthy and good skills of numeracy and literacy ensure that they are well prepared for the next stage of their education. Pupils thoroughly enjoy learning, and take an active part in lessons. Teaching is good, and at times excellent, reflecting the willingness of staff to take on new ideas and to learn from one another. The curriculum is good for all age groups and is well enhanced by a very good range of clubs and visits to places of interest. The school provides good levels of care, support and guidance, and pupils who are vulnerable benefit from the input of a trained inclusion worker.

The school is well led and managed by a capable and extremely focused headteacher who is able to prioritise improvement well. Parents speak very highly of the developments that have taken place since her appointment. The leadership team and governing body very effectively monitor the school's life and work so that areas for development can be identified and addressed, and achievements celebrated. Subject leaders are confident and have ownership of their areas. The school gives good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

The provision for children in the Reception class is good. Children make good progress from an average starting point and achieve well. By the time they transfer to Year 1, most are at, and some above, the age expected level in each of the areas of learning. Induction procedures for Reception children are very good, and children quickly settle and are happy learners. Teaching is good and there are many opportunities for the children to develop basic literacy, numeracy,

personal and social skills. The Reception children have access to a good sized outside area. However, not enough use is made of this area as a learning resource, and there are not enough links between indoor and outdoor activities.

### **What the school should do to improve further**

- Further improve standards of writing across the school by providing more opportunity for extended writing.
- Make more effective use of the area outside the Reception class as an extension of the classroom.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress and by the end of Key Stage 1, standards are above average in reading, writing and mathematics. As they move through Key Stage 2, pupils make very good progress in science so that by the end of Year 6 standards are well above the national average in this subject. In English, pupils make good progress and standards are above the national average at the end of Year 6. However, although the quality of pupils' writing is of a high standard, some pupils find it difficult to write extended pieces and the school has identified this aspect of writing as an area for further improvement. Pupils' mathematical skills by the end of Key Stage 2 are well developed, and they know a wide range of strategies to help them to check the appropriateness of their answers. Of note in the school is the quality of artwork on display. Pupils develop skills well, and work is imaginative and original. The school places great emphasis on developing computer skills, and standards in ICT are above the age expected level for pupils throughout the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils have very positive attitudes to school and enjoy their learning. Their attendance is above average. Pupils of all ages take pride in being members of the community of the school and understand their individual and collective roles in making the school a happy place. The school council plays an excellent role in expressing the views of pupils, and members know that their ideas are taken seriously. Pupils have a good understanding of the importance of healthy eating and taking regular physical exercise. They are keen to take part in the aerobics sessions before school, circuit training and the wide range of sporting after-school and lunchtime activities. Pupils know how to keep safe.

Pupils' spiritual, moral, social and cultural development is good. Pupils show respect and care towards one another. Their behaviour in and around the school is good, showing a significant improvement since the time of the last inspection. However, a small number of pupils still present challenging behaviour from time to time. The pupils' good social skills and their achievement in English, mathematics and ICT ensure they are well prepared for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good throughout the school. As a result, pupils make good progress and thoroughly enjoy their lessons. In the Foundation Stage, the strength of teaching is the way in which the children's social skills are developed, so that they quickly become independent and confident learners. An excellent feature of teaching in Key Stages 1 and 2 is the way in which teachers use questions to really probe the pupils' understanding and to extend them in their thinking. Interactive whiteboards are used very effectively to bring learning to life and to enhance teaching. Pupils have very high levels of self-esteem and are unafraid of making mistakes. The school has made a good start in helping pupils to see how they can achieve higher standards in their work through the use of 'success criteria'. This strategy is working well in some classes, but is not yet consistently embedded across the school. Teachers know the pupils well and make accurate termly assessments of their progress and attainment.

### Curriculum and other activities

#### Grade: 2

The curriculum for children in the Foundation Stage is good and there is a good balance of activities that the children choose for themselves and those that are directed by an adult. Play is an important feature of the curriculum, but not enough is done to link indoor and outdoor play activities, and so some important learning opportunities are missed. The curriculum for Key Stages 1 and 2 pupils is good, although currently the balance is a little compromised because of the additional slots the school has allocated to reading as part of its drive to raise standards in this area. The statutory curriculum is effectively extended by a very good range of additional activities including lunchtime and after school clubs, and residential visits for older Key Stage 2 pupils.

### Care, guidance and support

#### Grade: 2

The school provides good levels of care, guidance and support. Consequently, pupils feel safe and know what they should do if they have any difficulties or concerns. The good liaison between teachers and teaching assistants ensures pupils build on their previous learning and make good progress towards reaching their challenging targets. Assessment procedures are thorough. Informative marking celebrates pupils' achievements and also identifies areas for improvement. Pupils who need extra help are given good support and as a result they make good progress. The inclusion worker supports a small group of pupils effectively enabling them to take a full part in the life of the school. All health and safety procedures are well established. Procedures for meeting the latest government safeguarding requirements are robust.

## Leadership and management

#### Grade: 2

Since her appointment two years ago, the headteacher has set a clearly prioritised agenda for improving aspects of the school's work and raising standards. She leads very much 'from the front' and as a result is well known to the pupils and parents, and highly respected by the staff.

The senior leadership team provides good leadership and management for the school, setting a high standard through their own very good classroom practice. The school's self evaluation of its performance is realistic. Strengths and weaknesses are clearly identified. Areas for development are included in a well laid out detailed school improvement plan.

Governors monitor the school's work effectively. They contribute effectively to whole school improvement through discussions and regular visits to classrooms. As a result, the school is increasingly setting challenging targets for improvement and is very well placed for further improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## 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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 disabilities make progress	2

### Personal development and well-being

How good is 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
How well 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 the 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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 tackled so that all learners achieve as well as they can	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

## **Text from letter to pupils explaining the findings of the inspection**

30 April 2008

Dear pupils

Inspection of Hemingford Grey Primary School, Huntingdon, PE28 3DU

I am writing to thank you for making my colleague and I so welcome when we visited your school a short time ago, and to let you know the main findings of the inspection.

We were pleased to see how much you all enjoy your lessons, and the many clubs that are provided for you during the day and after school. Your behaviour is good, and you told us that it has improved considerably over the last two years. You are all polite and helpful and this helps to make visitors feel very comfortable. We thoroughly enjoyed the 'powerpoint' presentation by the school council, and think that this group of pupils does an excellent job in letting adults know what pupils think about the school. You told us that you feel safe in school and that you know who to go to if you have a problem or concern.

During your time in Hemingford Grey, you make good progress and by the time you leave school at the age of eleven you are doing better in mathematics, English and science than most pupils of your age. You do especially well in science, but could do even better in writing if you wrote longer pieces. We were also impressed by the standard of art work around the school and the way you use laptops regularly to help you with your learning. In Key Stages 1 and 2 teachers work hard to make lessons interesting and, as a result, many of you take an active part in lessons and activities. In the Reception classes there are a good range of exciting tasks, but we think that more use could be made of the area outside the classroom for some activities.

We think that your headteacher and other staff are doing a good job in managing the school and they certainly have a clear idea about what to do next to make things even better.

Best Wishes

Marina Gough Lead inspector