

Inspection of a good school: Hemington Primary School

Main Street, Hemington, Derby, Derbyshire DE74 2RB

Inspection date: 4 May 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

The pupils at Hemington enjoy going to school. They like spending time together. Pupils know that the staff are there for them if they need them. One Year 6 pupil, typical of many, commented, 'There are so many nice people here who make you feel safe. There is always someone to go to.'

Pupils appreciate the range of clubs they can attend. They talk fondly about their residential trips. Older pupils enjoy taking on positions of responsibility. Pupils are knowledgeable about the school's '3Rs'. They understand what it means to be respectful, responsible and ready, but these values are not always shown in lessons.

Leaders have re-developed the curriculum at Hemington in recent years. They have ensured that it is ambitious. However, while pupils make good progress in English and mathematics, this is not the case in all subjects. This is because some content is not covered in the detail that is needed. The rate of pupils' progress is also affected by some poor behaviour.

Pupils can find it hard to concentrate in class. This is because lessons are disturbed by calling out and silliness. Staff do not deal with this type of low-level disruption well enough when it occurs.

What does the school do well and what does it need to do better?

Leaders understand the importance of reading. They have made sure that staff have been well trained in how to teach the school's new phonics programme. Staff make sure that pupils know the different ways letter sounds can be written down. Teachers quickly provide additional support for anyone who falls behind in phonics. The books that pupils take home are matched to the letter sounds that they know. This helps pupils to develop

their fluency and confidence when reading at home. The reading curriculum beyond phonics enables older pupils to read and comprehend increasingly complex texts. Pupils have positive attitudes to reading. They enjoy the books they read together as a class. They also look forward to completing quizzes about the books they read in their own time.

Leaders have adopted a new curriculum for mathematics. They have ensured that it is taught well. Teachers help pupils recall and reuse the important knowledge they have learned before in this subject.

Teachers have good subject knowledge. They ensure that pupils learn the vocabulary they need to be able to express themselves accurately. In science, for instance, pupils learned the terms 'heliocentric' and 'geocentric' to describe different views of the solar system.

Leaders have recently adopted a new curriculum for the foundation subjects. They have chosen a curriculum that is ambitious and aims to give pupils the knowledge and skills they need for their future lives. However, leaders have not adapted the schemes of work well enough to meet the needs of the pupils at Hemington. Some of the content is covered too quickly and not in enough depth. As a result, pupils do not gain the detailed knowledge they need of important concepts.

Pupils with complex special educational needs and/or disabilities (SEND) receive the support they need. However, this is not the case for all pupils with SEND. The aims and targets for some pupils with SEND are vague. Leaders have not broken their targets down into precise, small, reachable steps. This means that some pupils with SEND do not achieve as well as they might.

The new behaviour policy has not had the impact that leaders want. Staff do not share a common understanding of how pupils should behave in class. As a result, some pupils do not have the positive, respectful attitudes to learning that they need. They lose concentration easily and distract others. Some pupils ignore adults and talk over them. Staff do not manage this type of disruptive behaviour consistently or effectively.

Pupils' personal development is a strength. Pupils learn about equality, safety and healthy lifestyles in their personal, social, health and economic education lessons. Pupils hold inclusive and welcoming attitudes towards difference and diversity. They are knowledgeable about fundamental British values and why they are important. There are many opportunities at Hemington for pupils to take on a range of leadership responsibilities. These include being school councillors, eco-councillors and librarians. Pupils enjoy helping others by raising money for charities.

Leaders are considerate of staff workload. They provide additional time for teachers to carry out their subject-leadership responsibilities. Staff know that they can go to leaders for support if they need it. Governors make regular visits to the school. They have a good understanding of the school's strengths and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

Governors ensure that all staff know how to deal with issues about pupils' welfare. They carry out checks to make sure the safeguarding policy is being followed. Staff are vigilant. They record their concerns straight away and pass them on. Leaders with responsibility for safeguarding work well with other agencies. They make sure that families get the support they need.

Pupils learn how to keep themselves safe. Staff teach pupils how to handle potentially risky situations, including when they are online. Pupils know to share any worries they might have with trusted adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, leaders have not given enough thought to how pupils will build their understanding of important concepts. Some content is not covered in the detail that is needed, which means that pupils' knowledge is limited. Leaders must ensure that all sequences of learning are broken down into small steps so that pupils cover key content thoroughly and deepen their understanding over time.
- Some of the plans for pupils with SEND are not fit for purpose. Where this is the case, leaders have not identified the small steps that pupils must achieve to make progress. As a result, some pupils with SEND do not receive the support that they require. Leaders must ensure that all pupils' needs are assessed accurately. They must set targets that precisely match pupils' individual needs and ensure that plans are reviewed regularly.
- Lessons are often affected by low-level disruption. Not all staff have high enough expectations of pupils' conduct. Staff do not deal with poor behaviour in the classroom consistently well. This makes it harder for pupils to concentrate and make progress. Leaders must work with staff to help all pupils develop positive and respectful attitudes to learning. Leaders must ensure that all staff address instances of disruptive behaviour swiftly and effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	119934
Local authority	Leicestershire
Inspection number	10286992
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair of governing body	Melvyn Booley
Headteacher	Eimear Davis
Website	www.hemington.leics.sch.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The current headteacher has been in post since June 2021.
- There have been some significant changes in staffing since the last inspection.
- The school does not make use of any alternative provision.
- There is a before-school club managed by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics and history. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also visited lessons in geography and science.

- Inspectors met with the headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leader responsible for pupils with SEND, behaviour and personal development.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with a governor. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's surveys, including the online questionnaire, Ofsted Parent View.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Steve Tague

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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