

Inspection of Hemblington Primary School

Mill Road, Blofield Heath, Norwich, Norfolk NR13 4QJ

Inspection dates: 22 and 23 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The executive headteacher of this school is Louise Norgate. The school is part of the Broad Horizons Education Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Don Evans, and overseen by a board of directors, chaired by Chris Snudden.

What is it like to attend this school?

Pupils achieve well here. Teachers encourage and expect them to do their best. If pupils do not understand something at first, teachers give them tips to help them work things out.

Pupils behave extremely well around the school and in lessons. They have embraced the school's 'four Bs'. They are taught to be respectful, be ready, be resilient and be responsible from the moment they join the school. Pupils are motivated to follow the rules through behaviour, learning points and a special weekly reward time. They learn to reflect on what is good or not good about their behaviour. This helps them meet the school's high expectations for behaviour and contributes positively to their spiritual, moral and social development.

The school has a strong focus on collaboration. Pupils work and play together well. Staff resolve any fallouts promptly. Pupils are confident to talk to one of their five trusted adults if they are worried about anything.

There is good take-up of the many sports clubs offered after school. A wide range of visits and visitors support pupils' learning in different subjects. The 'Hemblington Hundred' is a list of opportunities pupils will have before they leave. These help to broaden pupils' life experiences.

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

The trust and the governing body know the school well due to their highly focused and regular visits. They have supported leaders to address effectively the issues identified at the last inspection.

The school has completely revised the curriculum since the last inspection. Most subjects are carefully planned and sequenced. However, in a small number of subjects, the curriculum does not set out clearly enough what pupils should know by the end of a unit of work. Key questions are sometimes too broad. As a result, pupils are not always able to recall and explain what they have learned.

The school has successfully trained staff in how best to teach the revised curriculum. Teachers have good subject knowledge. The school offers them additional support when this is needed. In most subjects, teachers check what pupils remember from the last lesson before moving on to something new.

Children learn to read from the start of the Reception Year. All children rapidly learn phonics. By the end of the Reception Year, most children can read simple books. Children learn to form letters carefully alongside learning to read. All are confident to have a go at writing their ideas. Some children can write diary entries and simple stories. There is effective support to enable pupils with special educational needs and/or disabilities (SEND) to learn to read. Consequently, all pupils are fluent readers by the end of Year 4. Pupils develop a love of reading. They enjoy sharing

stories with their parents and carers. Older pupils read widely. They can explain why they like an author and what types of books they prefer.

There are effective systems in place to identify and support children with SEND. Teachers adapt lessons to enable pupils to achieve well. Individual plans pinpoint pupils' needs and contain appropriate targets. The school is tenacious with external agencies. It secures additional, expert help for pupils when necessary. Pupils with SEND make strong progress from their various starting points.

The school has implemented a highly effective behaviour management system. This is consistently applied in every classroom. Pupils know and understand the high standards of behaviour expected of them. There is no disruption in lessons. Pupils have highly positive attitudes to learning. They want to achieve their best and take great pride in how they present their work. Pupils work together exceptionally well in lessons. They listen carefully to each other and respect one another's views.

Children in the Reception Year make a good start to their education. They are being prepared well for Year 1. The early years curriculum is carefully planned and takes account of children's interests. Children are taught how to explain their learning. All adults help children respond to questions in full sentences. As in the rest of the school, children's behaviour is exemplary. There are strong and consistent routines in place. Children collaborate well in small groups, care for each other and apply themselves well to learning activities.

The school provides many opportunities to promote pupils' personal development. Pupils learn about different faith communities and their beliefs. Pupils understand and respect those with different lifestyles. Pupils are encouraged to take on responsibilities like being a school councillor or eco-councillor. These roles enable them to contribute to school improvement. For example, the eco-council helped to make an eco-garden. Older pupils are well prepared for Year 7.

Teachers are proud to work at the school. Their workload is manageable. Leaders give them additional time and support as needed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not always set out clearly enough what pupils should know and understand by the end of a unit of work. Key questions are sometimes too broad. As a result, pupils are not able to explain or remember what they have learned. The school should ensure that the documentation in all subjects makes it clear what pupils should know by the end of each unit of work.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144574
Local authority	Norfolk
Inspection number	10318640
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	Board of trustees
Chair of trust	Chris Snudden
CEO of trust	Don Evans
Executive Headteacher	Louise Norgate
Website	www.hemblingtonprimaryschool.org.uk
Dates of previous inspection	12 and 13 October 2021, under section 5 of the Education Act 2005

Information about this school

- An executive headteacher and deputy headteacher have been appointed since the last inspection.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, inspectors met with senior leaders, teachers, the chair of the local governors committee, the chair of trustees and representatives from the Broad Horizons Education Trust.
- Inspectors met with the school's designated safeguarding leads. To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the special educational needs coordinator and scrutinised provision for pupils with SEND.
- Inspectors carried out deep dives in early reading, history, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to parents dropping off their children at school. Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. The inspectors considered responses to the parent survey, Ofsted Parent View, including free-text messages.

Inspection team

Julie Winyard, lead inspector

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Kay Leach

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