

Inspection of Hemswell Cliff Primary School

Capper Avenue, Hemswell Cliff, Gainsborough, Lincolnshire DN21 5XS

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils know that Hemswell Cliff Primary School is a safe place where they can learn and flourish. As one pupil commented, 'The school may be a small population, but gives us much more than you could ever imagine!'

Leaders have high expectations of pupils' behaviour. This is clearly communicated to pupils and their families. Pupils' behaviour is good. Teachers manage the behaviour of pupils with complex needs expertly.

Pupils know what bullying is. They said that the acronym learned in lessons, 'STOP' (several times on purpose), helped them to recognise bullying behaviour. Pupils said that school was a 'safe and kind place'.

School leaders take their role in addressing social disadvantage seriously. They ensure that pupils receive opportunities to enrich their learning. Pupils play musical instruments, attend the theatre, work with local artists and play lots of different sports. Pupils relish these experiences.

Pupils with special educational needs and/or disabilities (SEND) receive expert support. Pupils with SEND are quickly identified. They benefit from a carefully structured curriculum. Teachers challenge and nurture pupils so that they succeed. Pupils are happy to attend this highly inclusive school.

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

Most pupils' learning was delayed due to the COVID-19 pandemic. Leaders have adapted the curriculum to fill gaps in pupils' knowledge. They have made sure that pupils quickly acquire the literacy and numeracy knowledge that they need. Pupils receive effective help to access the curriculum.

Leaders ensure that pupils, including pupils with SEND, study all the national curriculum subjects. The curriculum in most foundation subjects is carefully planned and sequenced. In a few foundation subjects, however, curriculum planning is in the development stage. In these subjects, there are not enough opportunities for pupils to revisit previous learning. Pupils move on to new learning too quickly. Their knowledge is not yet secure in these subjects. They do not have the chance to become experts.

Teachers have good subject knowledge. They use assessment well to check pupils' understanding. Teachers use their knowledge of pupils' understanding to skilfully adapt the curriculum. This is particularly the case for pupils with SEND.

Provision within the early years is good. Leadership is strong. Staff identify children's starting points quickly and accurately. Many children enter the early years with significant learning needs. Careful curriculum planning addresses these needs effectively. Regular assessment checks ensure that children learn well. Children are

well cared for. They are safe and learn happily. They are ready for their next learning stage.

The teaching of reading is a strength of the school. Pupils benefit from a carefully crafted reading curriculum. The curriculum is taught consistently well. As soon as pupils enter the school, they begin to learn to read. They have many opportunities to practise their reading. They enjoy reading lots of books. Pupils that require additional support receive this from experts. Consequently, pupils become fluent and accurate readers.

Pupils' attendance is a priority for leaders. Pupils with SEND attend well. But, in spite of leaders' work, some pupils do not attend school regularly enough. They are missing out on their education.

Pupils are taught how to keep safe and healthy. The extensive school grounds provide many opportunities for outdoor play and adventure. Pupils love the 'freedom of the outdoor space'. Pupils' views help to make improvements to their school. They select the charitable causes they wish to support. They are proud of the school's rich Royal Air Force heritage, including being part of the recent ceremony of remembrance. Pupils are regularly reminded to live the school's positive values and to 'fly high!'

School leaders, often under challenging circumstances, are determined that pupils will succeed. The school has federated with a local primary school. Leaders are doing everything that they can to make sure there is sufficient capacity for pupils to receive a good quality of education and are kept safe.

Staff said that they are proud to work at this school. They appreciate leaders' efforts to develop their expertise through training. They know that their work-life balance is considered. This is a strong and caring learning community.

Safeguarding

The arrangements for safeguarding are effective.

Staff play a significant role in ensuring that pupils are supported to keep safe. There is a thorough understanding of the local families and the challenges that they can face. Staff are trusted by the community that they serve.

Staff are well trained to recognise the signs of safeguarding issues. They regularly 'check in' with pupils to make sure that they are feeling happy and ready to learn. Significant concerns are appropriately dealt with and escalated if needed. Pupils are shown great care.

Staff recruitment checks meet statutory guidelines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in a few foundation subjects is not carefully enough planned and sequenced. This limits the progress that pupils can make. Leaders must make sure that the curriculum in all foundation subjects is carefully planned so that pupils acquire the necessary knowledge and skills.
- Some pupils do not attend school regularly enough. These pupils miss important learning. Leaders must continue their efforts to ensure that pupils are in school and are learning.

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	120491
Local authority	Lincolnshire
Inspection number	10227842
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair of governing body	Sally Cowell
Headteacher	Angela Waplinton
Website	www.hemswellcliff.lincs.sch.uk
Date of previous inspection	16 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school became part of the Cliff Federation in November 2022.
- There are no pupils receiving their education within alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher and senior leaders to discuss their evaluation of the quality of education. She met with the chair of governors and members of the governing body. She spoke with a representative of the local authority by telephone.
- Inspectors carried out deep dives in reading, mathematics, music and art. For each deep dive, the inspector met with subject leaders, looked at the curriculum

plans, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work. Inspectors heard pupils read.

- Inspectors observed pupils during lunch and playtime. They spoke to groups of pupils, including members of the pupil council.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.
- The views of members of staff, pupils and parents were considered.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Phil Abbott

Ofsted Inspector

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