

# Inspection of Hemlington Hall Academy

Briscoe Way, Hemlington Hall Road, Hemlington, Middlesbrough TS8 9SJ

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Inspection dates: 6 and 7 October 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

## **What is it like to attend this school?**

Leaders, at all levels, have ensured that pupils have access to a quality curriculum. Teachers have high expectations. Pupils are attentive in lessons and have positive attitudes to learning. They are polite and well mannered. The school environment is calm, welcoming and orderly. Pupils say that they feel safe and behaviour is good. Relationships between pupils and staff are warm and caring. Pupils know that they can trust staff to listen and help them.

Pupils know how to keep themselves mentally and physically healthy. They particularly enjoy talking about the oral health programme run by the dental service. Pupils recall attending an outdoor adventure centre and speak about how it improved their self-esteem and confidence. A limited range of after school clubs are currently on offer. Pupils would like a return to the wider range of clubs they had before the pandemic.

This is an inclusive school. Pupils with special educational needs and/or disabilities (SEND), who attend one of the designated bases, feel part of the school. Leaders strive to ensure these pupils receive a curriculum matched to their learning needs.

Staff are positive about working at the school. They are proud to be part of the Hemlington Hall team.

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

Leaders have ensured that the school has a strong and sequenced curriculum. It teaches pupils what they need to know and in the right order. For example, pupils learn how to gather data and make graphs in maths before they need to do it as part of a science investigation.

Leaders have shaped the curriculum to meet the needs of the school community. For example, in history, teachers link a significant person from their area to each unit. This inspires pupils and raises aspirations.

Curriculum leaders are experts in their subject. They have received extensive training to ensure their curriculum area is well planned and builds on what pupils know year on year. They are passionate about making sure that all pupils have the skills and key knowledge to succeed. This means that pupils remember more over time. For example, in science, facts were recapped at the start of the lesson so pupils could confidently use key vocabulary in the next task. The school has introduced a new tracking system designed to reduce staff workload.

Hemlington Hall Academy describes itself as a 'reading school'. Leaders have prioritised the teaching of phonics and early reading. Pupils in key stage 1 have two phonics sessions a day. This ensures that they are remembering the new sounds they are learning. Pupils identified as needing more support receive daily one-to-one

sessions so they can catch up quickly. Staff are consistent in their approach to supporting pupils read, and they always focus on phonics. Therefore, pupils are confident in practising blending sounds together.

Pupils with SEND who attended the base receive personalised provision, very much tailored to meet their needs. Clear and consistent routines support pupils to engage with their learning. The special educational needs and/or disabilities coordinators are knowledgeable, well trained and dedicated to ensuring equality and inclusion for all pupils. Pupils with SEND who do not attend the base have support plans. These outline the actions pupils need to take to achieve their personal targets. However, there is lack of consistency across the classes in how staff are ensuring pupils practise and get additional support to work on their targets.

The early years staff are impressive. They have a comprehensive understanding of how young children learn. They skilfully and proactively develop children's language throughout Nursery and Reception. Children enjoy an ambitious early years curriculum that is carefully sequenced to build on what they already know. Children access a vibrant, welcoming and engaging indoor and outdoor environment where expectations are high. Parents are actively involved in their children's learning through an online platform.

Teachers in the early stages of their careers say they feel supported to fulfil their roles. They receive a thorough induction process and are supported and nurtured by more experienced staff.

Governors are well informed about the school's strengths and areas for development. The trust heavily supported the school when it joined in 2017. Staff attend curriculum network meetings to share good practice. Leaders have also accessed support for teaching phonics from local English Hubs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The headteacher prioritises safeguarding. All senior leaders have enhanced safeguarding training. Leaders have ensured that all staff are well trained. They have detailed knowledge of the immediate risks within their community. Leaders purposefully engage with external agencies and signpost families to support services to ensure the safety of the pupils.

The curriculum supports pupils in how to stay safe online. The police visit the school to talk to pupils about staying safe in their locality.

## **What does the school need to do to improve?**

**(Information for the school and appropriate authority)**

- Leaders have introduced a new assessment and tracking system across the whole curriculum. Staff have not yet received training. Leaders should ensure that staff are trained to use the system. Leaders should check the information recorded and ensure it is being used to inform future planning.
- Pupils with SEND have support plans that identify appropriate targets they need to work on. There is variability in the quality and quantity of additional support for these pupils to achieve their targets. Leaders should check that the actions on the support plans are being implemented, ensuring pupils are making swift progress.
- Leaders recently introduced new mathematics and phonics schemes. All staff are receiving training. Leaders should ensure consistency of practice as staff transition from one scheme to the other.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145136
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10200747
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kay Braithwaite
<b>Headteacher</b>	Karen Edmenson
<b>Website</b>	<a href="http://www.hemlingtonhallacademy.co.uk">www.hemlingtonhallacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Since the last inspection, the school has become a sponsor-led academy. Lingfield Education Trust has sponsored the school since September 2017.
- The school has three SEND resource bases, catering for pupils from early years to Year 6. There is also specialist nursery provision for two children. Pupils attend from inside and outside the school's catchment area.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other leaders. Meetings were also held with representatives of the local governing body and the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers and looked at their work. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures and policies.
- The views of parents were sought at the school gate alongside the 26 responses to Ofsted's parent survey.
- The views of staff were considered from meeting with staff and from the 39 responses to Ofsted's staff questionnaire.

### **Inspection team**

Alison Stephenson, lead inspector	Her Majesty's Inspector
Janice Gorlach	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector

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