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14 January 2011

Mrs Lucas  
Hingham Primary School  
Hardingham Street  
Norwich  
NR9 4JB

Dear Mrs Lucas

### **Notice to improve: monitoring inspection of Hingham Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 13 January 2011 and for the information which you provided during the inspection. Please pass on my thanks to the members of the governing body, staff, pupils and representatives of the local authority to whom I spoke during the day.

As a result of the inspection on 13 and 14 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

There has been significant improvement in pupils' achievement in mathematics. Most pupils start school with the knowledge and skills expected for their age. By the end of Year 2, pupils' attainment is broadly in line with the national average. The results of the teacher assessment at the end of Key Stage 2 in 2010 in respect of both English and mathematics indicated that the proportion of pupils attaining the nationally expected level for Year 6 was above the national average, with a significant number attaining the higher Level 5. Even though an analysis of data held by the school suggests that end of Key Stage 2 results in 2011 are more likely to border on the national average, pupils are making good progress given their starting points. Pupils throughout the school are making better progress than at the time of the last inspection. Achievement is better than was then reported, when outcomes were judged to be inadequate.

Pupils are making better progress, particularly in mathematics, because the quality of teaching has improved. During the visit, the teaching observed was predominately good and this is better than at the time of the previous inspection. Teachers and

teaching assistants have responded well to support and training. Teachers' planning is now better matched to the learning needs of all pupils. Good opportunities are provided during lessons for pupils to work co-operatively and effective questioning enables pupils to think and manipulate ideas before articulating a response. This enhances their mathematical understanding and accelerates progress. A significant feature is the extent to which teachers evaluate and record pupils' progress on a regular basis. The quality of marking is much improved. Pupils now receive detailed feedback that is both evaluative and informative, including how they might improve their work. This is appreciated by pupils, who enjoy responding to the questions posed by their teachers in their books. As a result, pupils are becoming increasingly aware of how they are progressing. Pupils are set targets in literacy and numeracy and these are kept under review. However, apart from a few pupils in Year 6, they do not recall their targets easily and there remains work to be done to ensure that all pupils know what they should be focussing on when undertaking their work. The quality of presentation is markedly better than in May 2010. Pupils are aware that expectations have risen and that untidy work will not be accepted. Pupils organise and present their work well in the upper Key Stage 2 classes. The use of worksheets in Key Stage 1 sometimes restricts opportunities for pupils to work independently. As a consequence, they are not acquiring quickly enough the skills needed to be responsible for completing and presenting their work.

The school has taken a number of steps to encourage the parents of children in the Early Years Foundation Stage to contribute to individual records of achievement to generate pride in success and an understanding of the next steps in learning. Since the previous inspection, records of achievement ('Learning Journeys') chart children's progress in relation to the Early Years Profile and are updated by parents as well as teachers. A fortnightly newsletter keeps parents informed about the curriculum and how they can support their child's learning.

The school leadership team is focussed on school development and has moved swiftly and to good effect to tackle the areas requiring improvement. The quality of provision is much improved and this is contributing to better progress. An action plan designed to secure and sustain improvement, has been drawn up and actions are now rigorously monitored by senior leaders and the governing body.

Through its advisers and consultants, the local authority has provided support of good quality for the school. This has been well received by staff, particularly the work undertaken by the local authority mathematics consultant which has had a direct impact on improved teaching and learning.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christopher Keeler  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2010**

- Accelerate pupils' progress throughout the school, especially in mathematics by:
  - ensuring action is taken to remedy weaknesses identified when monitoring teaching and learning
  - disseminating the good practice of some teachers in providing high quality marking and advice for their pupils, and ensuring that pupils respond
  - setting each pupil short, measurable targets with time limits for achieving them.
  
- Involve pupils more fully in their learning by:
  - encouraging children in the Early Years Foundation Stage and their parents to contribute to individual records of achievement to generate pride in success and an understanding of the next steps in learning
  - making sure all pupils' work is well-organised and accessible so that they can take responsibility for its completion and presentation
  - making sure that pupils know how to evaluate their success and set their own personal targets.