

Horning Community Primary School

Inspection report

Unique reference number	120822
Local authority	Norfolk
Inspection number	380112
Inspection dates	1–2 March 2012
Lead inspector	Robert Greatrex

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Jamie Nickerson
Headteacher	Jan Pierson
Date of previous school inspection	8 October 2008
School address	Lower Street Horning Norwich NR12 8PX
Telephone number	01692 630470
Fax number	01692 631167
Email address	office@horning.norfolk.sch.uk

Registered childcare provision	EY317645 Horning Hedgehogs Pre-School
Number of children on roll in the registered childcare provision	14
Date of last inspection of registered childcare provision	24 April 2006

Age group	4–11
Inspection date(s)	1–2 March 2012
Inspection number	380112



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Introduction

Inspection team

Robert Greatrex

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by three teachers and one higher level teaching assistant. The inspector listened to pupils read and looked at their work and displays around the school. Meetings took place with the headteacher, other teachers, teaching assistants, staff, pupils, a member of the governing body and parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed the school's work and scrutinised samples of pupils' work, teachers' planning, the school's systems for tracking pupils' progress and documentation relating to management, curriculum and safeguarding. In addition, the inspector took account of responses to questionnaires from 27 parents and carers, nine staff and 24 pupils.

Information about the school

Horning Community Primary is a much smaller than the average-sized primary school. In September 2009, the school completed the transition from first school to primary school. The new headteacher joined the school in an acting capacity four months later and permanently in July 2010. Numbers of pupils in each year group are very low. All Key Stage 2 pupils (Years 3 to 6) are taught in one class, all Key Stage 1 pupils (Years 1 to 2) in another, with Reception children. Nearly all pupils are from White British backgrounds. No pupil speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average but rising. The proportion of pupils with disabilities and those who have special educational needs, including those with a statement of special educational needs, is well above average. These needs include those related to behaviour, emotional and social difficulties.

The school meets the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress. The school has achieved National Healthy School status.

Extended services managed by the governing body include breakfast and after-school clubs, and a pre-school which admits children from the age of two years and offers 'wrap-around' lunchtime care.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Horning is a good school. It is a happy and harmonious community in which all pupils are valued and everyone shows a high level of care for one another. The school is not outstanding because very few pupils attain the higher levels and parents are not given all the information they need to help their children make the best progress they can.
- Achievement is good. Children in the Early Years Foundation Stage make a good start. Progress is good in Years 1 and 2. After a period of disruption in Years 3 to 6, pupils here now make good progress too. Most pupils reach the level expected by the time they leave school. Disabled pupils and those with special educational needs also make good progress.
- Teaching is good. Teachers and teaching assistants work very effectively together so that pupils learn at a good rate. Basic skills are taught well. Targets in writing help older pupils focus and improve quicker than in mathematics, where none exist. The level of challenge is sometimes insufficient for pupils who learn more quickly or easily.
- Pupils' behaviour is consistently good. Pupils contribute much to their own learning because they listen attentively, try hard and persevere. All parents and carers who responded to the questionnaire feel their children are safe and well cared for. All feel behaviour is good. One parent stated, 'I feel very lucky that my child goes to such a wonderful school.'
- The governors and headteacher have an accurate understanding of how well the school is doing. Rigorous monitoring of teaching and high-quality training ensure that teaching continues to improve. Outcomes are monitored well. All pupils are enthralled by the interesting and varied curriculum. It has a very positive impact on pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Ensure a larger proportion of pupils attain the higher levels by:
 - using assessment data to inform planning so that all lessons are matched to their needs and offer appropriate levels of challenge
 - clearly identifying and communicating the next steps pupils need to take

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- to improve their work, especially in mathematics
 - using assessment data to set challenging targets, particularly for more-able pupils.
- Extend further the information and advice given to parents and carers, so that they can better support their children’s learning outside of school.

Main report

Achievement of pupils

From starting points that are very varied but generally low compared to those expected for their age, pupils make good progress through the school. Since the school first admitted Year 6 pupils two years ago, most have reached the expected level, though none have exceeded it. The rate of progress for Years 3 to 6 has improved in the recent past after a period of turbulence in teaching, and is now good. The overwhelming majority of parents and carers feel their children are making good progress. The key issue for improvement from the last inspection, the outdoor provision for Early Years Foundation Stage, has been fully met and these children make good progress.

Classroom dynamics contribute to pupils’ good progress. Older pupils willingly help those younger than themselves, so that the latter do well. In so doing, the eldest themselves clarify and deepen their own understanding. Social development is enhanced. This good behaviour has a positive impact on learning.

Disabled pupils and those with special educational needs make good progress because their exact needs are quickly and accurately assessed. Whether through the use of a piece of equipment or an adult-led intervention, these pupils receive the precise support they need. The school rightly has a very good reputation for ensuring these pupils thrive. However, more-able pupils’ needs are not as precisely met and subsequently some of them only make satisfactory progress.

Staff recognised that boys were not doing as well as girls and introduced a revised curriculum, with increased emphasis on practical activities, often in the outdoors. As a result, the achievement gap is narrowing. Vulnerable pupils see school as a haven, respond positively, and make steady progress.

Good monitoring has enabled staff to identify previous weaknesses in reading. Regular good quality focussed lessons linking sounds and letters (phonics) systematically develop basic skills. As a consequence pupils make good progress in their reading to reach average standards by the end of Year 2. This good progress continues in Years 3 to 6. When older pupils struggle with word recognition, they too benefit from clear teaching and reinforcement of sounds and blends so that reading standards are now above age-related expectations by the time pupils leave the school. Standards in writing and mathematic are broadly average.

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Quality of teaching

Teaching is consistently good. Activities are presented in an exciting and appealing manner and pupils rise to the challenge and are keen to succeed. The interesting curriculum is taught effectively to include many first-hand experiences which contribute well to pupils' spiritual, moral, social and cultural development. Very good use is made of additional expertise, for example to teach music and swimming. Teaching assistants are an effective and integral part of each class team. Whether guiding a group activity, or giving specific support to an individual pupil, they are well prepared with the expertise and experience to provide very good support. Technology is used effectively to give pupils a wide range of interesting opportunities. For example, Year 2 pupils showed diligence and perseverance when researching, and Year 6 concentrated fully to enhance the presentation of their persuasive argument.

The vast majority of parents and carers feel their children are taught well. However, a few parents expressed concern about learning in the mixed-age classes, particularly for the older pupils. Lessons seen were well organised, with activities suitable for each age group. Within these groups, allowances were then made for individual pupils, so that all learn with those at a similar level. The vast majority of pupils learn at the correct level, but some activities lack the correct level of challenge for higher attainers. This is because lesson planning does not always identify what they need to do differently to accelerate their learning.

Independence is fostered and developed from the Early Years Foundation Stage so that everyone learns to think for themselves. Older pupils' understanding of their writing levels is good, because they know their targets and how they are progressing towards meeting them. In mathematics, however, they do not have such a clear understanding because they have no similar guidance.

Behaviour and safety of pupils

Every parent and carer responding to the questionnaire agreed with the inspection judgment that pupils' behaviour is consistently good. All pupils, including the youngest, demonstrate very positive attitudes to learning and listen attentively to staff. They co-operate with one another particularly well, whatever their background, skills or attributes. They show great respect when listening to each other. For example, they wait patiently when a pupil is given 'thinking time' before answering a question. This contributes very well to pupils' social development and understanding of 'community.' Pupils' clear understanding of good behaviour is partly a result of the school's consistent approach. Throughout the school, pupils respond immediately to any adult raising a hand and saying, 'Five'. It is very rare that the countdown gets to 'three' before pupils are quiet and attentive. Records show that incidents of bullying are few and far between. When they do occur, all pupils, parents and carers are confident staff will quickly resolve the situation. Pupils are proud of their good reputation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils enjoy school and consequently attend well. Pupils say they feel safe in school and all the parents and carers who returned questionnaires agree with them. Pupils know about potential dangers, for example with regard to the internet. The good quality breakfast club encourages social skills and contributes to pupils' good personal development.

Leadership and management

Strong teamwork has created an effective and cohesive staff. As a result, a high level of consistency prevails and supports the good rate of learning. For example, everyone knows the routines and procedures that underpin each day's activities. They know how disabled pupils and those with special educational needs, will be supported so that, whoever these pupils are with, the same techniques and approaches are used, enabling the pupils to thrive. Coupled with the good quality professional development, this demonstrates the school's good management of teaching.

Although Horning Primary is a good school, as it was at the last inspection, much has changed in the meantime. After a period of instability, sensible improvements have been introduced. The school improvement plan accurately identifies the majority of areas for development. For example, when the new head arrived her initial monitoring revealed that assessment was not used effectively. Good professional development improved staff understanding. Regular pupil progress meetings ensure that prompt action is taken if any pupil is falling behind. This is an improvement since the last inspection. The recent improved track record, good teaching, positive support from parents and carers, as well as pupils' good attitudes to learning, demonstrate the school's good capacity to improve further.

The governing body is effective and strikes a good balance between supporting the school and holding it to account. Thorough policies and procedures, for example to ensure pupils' safeguarding and health and safety, are in place and regularly reviewed. Governors plan ahead, weigh options carefully, so that the school's long term future is secure. For example, extended services successfully support pupils' pastoral development and are much appreciated by working parents and carers. The school promotes equality well and has clear systems to tackle any discrimination. Pupils from a wide range of backgrounds play and work harmoniously together. All groups achieve well but those who learn more quickly or easily are insufficiently challenged in some lessons.

The very effective curriculum enthuses and engages pupils and makes a very positive contribution to their enjoyment of school and to their spiritual, moral, social and cultural development. It is innovative and engages pupils' interest, so they show a strong appetite for learning. Outdoor lessons add a clear spiritual dimension, for example, when pupils make thoughtful observations about how the Earth regenerates and renews itself. Regular visits and visitors enrich activities and extend cultural awareness effectively.

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Overall, parents and carers feel very positive about the school. However, some parents and carers would like better communication from the school. They welcome the reading assessment cards sent home with younger pupils. They feel these cards give them a clearer understanding of how their children's reading is developing, and enable them to play a part in extending their children's reading skills. They are rightly pleased this is to be extended to the older class and hope that other ways will be found, in writing and mathematics, to enable them to support their children similarly.

The Early Years Foundation Stage delivered in the registered childcare provision

The setting meets in free-standing accommodation in a well-resourced garden area within the school site. Children play well together. They are taught to wait patiently for their turn, such as when listening to others during ‘circle time’. Adults develop their understanding of ‘fairness’ well. They gel well as a group and readily accept new members.

Children thrive because they have a wide variety of good activities from which to choose, both inside and out. As soon as they enter each morning, they are quickly engrossed in purposeful and enjoyable learning. Staff make sure they know each child’s interests and plan opportunities to develop them further. Through careful assessment, staff ensure tasks offer suitable challenge to all children, whatever their levels, and that children pursue a good variety of activities covering all areas of learning.

Transition is excellent. Links with school are very close so that children are very well prepared for the next stage in their learning. From when they first join pre-school, children use the school facilities and see themselves very much a part of the school. Many stay to lunch in the school and quickly become used to the older children. Pre-school and school staff regularly exchange roles so that children build a good understanding of the people and place they will learn next. As a result of this and their good learning, children are ready for school and pre-school is contributing well to their good rate of progress.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2012

Dear Pupils

Inspection of Horning Community Primary School, Norwich, NR12 8PX

Thank you very much for welcoming me to your school. I would like to thank those of you who completed the questionnaire, and those who met with me to tell me about the many interesting things that you do at school. Your school is providing you with a good education. These are some of the things that stand out.

- You behave well at school, pay attention and work hard in your lessons.
- You feel safe in school. Your staff look after you really well, and you look after each other, too.
- Your lessons are really interesting and you particularly like learning outdoors.
- You are making good progress at school because you have consistent teaching.
- If you struggle with learning, staff give you lots of support and encouragement so you catch up quickly.
- All those who lead and manage your school know what to do to make it an even better place to learn, and are putting these plans into place.

To make your school even better, I have suggested that:

- your teachers give you work that is hard enough to make you think, especially those of you who find learning easier
- your teachers give you targets to aim at, especially in mathematics.
- the staff make sure your parents and carers have all the information they need to help you do the best you can when you are learning at home.

You can help by continuing to work hard and do your best at school. It was a pleasure to visit your school and I wish you every success in the future.

Yours sincerely

Robert Greatrex
Lead inspector

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