

Hindringham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121086
Local Authority	Norfolk
Inspection number	358922
Inspection dates	16–17 November 2010
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	John Burrows
Headteacher	Sue Dubois
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by an additional inspector who observed three teachers over seven lessons. Meetings were held with pupils, staff and representatives of the governing body. The inspector observed the school's work, and looked at documentation relating to the achievement of pupils, the school development plan, school policies and procedures and the minutes of meetings of the governing body. The inspector analysed staff and pupil questionnaires and the 28 questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at the following.

- What evidence is there that pupils are making at least satisfactory progress through the school, including in mathematics?
- How effectively are targets being used, along with marking, to drive improvements in pupils' progress?
- What is the capacity of the school, through leadership at all levels, to move the school forward and raise pupils' levels of attainment?

Information about the school

This very small school serves the village and surrounding areas. Two thirds of pupils travel from outside the catchment area to attend. Most pupils are of White British heritage and all speak English as their first language. An average proportion have special educational needs and/or disabilities, of which most are moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. A higher proportion of pupils than is typical, join or leave the school at other than the usual times.

The school reduced from three classes to two from September 2009 due to falling rolls. Children in the Early Years Foundation Stage share accommodation with Key Stage 1 pupils. The headteacher is also the head of Blakeney Church of England Primary School. The two schools work in close partnership. They have separate governing bodies but from September 2010 they have worked collaboratively at sub-committee level, to ascertain its benefits for both schools. The school is also part of a cluster with several primary schools to broaden learning opportunities. It has recently developed links with a local independent preparatory school. The school has achieved Activemark.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education. Pupils make sound progress and reach average levels of attainment. The curriculum is a good aspect of the school's work. Principally through its partnership work, it extends learning opportunities effectively, both in the classroom, after-school activities, and through visits, and results in a greater proportion of specialist teaching. Pupils are cared for and supported well within a Christian ethos that runs through all of the school's work. They are developing a good insight into the cultures of other people through a well-planned programme of learning.

Staff, some of whom are new to their posts, are getting to grips with the organisational and planning demands of having two classes in the school. Consequently teaching is satisfactory, overall. This includes in mathematics. Following on from last year where results dipped, the firm focus on embedding mathematical skills through the school and one-to-one support for pupils to fill gaps in previous learning, have led to sound and improving progress through the school. Standards are not yet as high as they could be. Although pupils are keen to learn, their progress is not as quick as it could be through the school in all subjects because tasks do not regularly match accurately enough the levels at which the pupils are working. This is also the case in the Early Years Foundation Stage. There is a much better balance of child-led learning than previously but the range of activities is not always broad enough to ensure provision for all aspects of learning. The outside area is delightful although it is not used to its potential as an outdoor classroom. While several children express themselves well, the teaching and practice of letters and sounds is not given sufficient emphasis through the other activities of the day.

Marking, an improved aspect through the school since the last inspection, always states the achievements of pupils but does not often inform them of the next steps to take. Individual pupil targets are not in place. As a result, pupils are not able to take ownership of their learning, have a specific focus or drive their own progress.

The headteacher's good organisational skills enable her to balance her dual role satisfactorily. Her realistic self-evaluation, in almost all aspects, has resulted in appropriate actions to improve provision and to raise attainment. Interim leadership is well-established, aided by the clarity of roles and responsibilities. However, there is no regular allocated time for middle leaders to strengthen their monitoring roles, or in particular to analyse pupil achievement and the quality of provision in their areas. The governing body, despite not yet having enough independent knowledge of the school's performance, supports the school strongly and oversees safeguarding well. Their involvement confirms the school's sound capacity to improve.

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What does the school need to do to improve further?

- Accelerate children's progress and increase their levels of knowledge and skills through the Early Years Foundation Stage by ensuring that:
 - planning provides accurately for the needs of each child so that activities always offer good challenge
 - planning incorporates fully learning activities for outdoors
 - the children's learning of letters and sounds is extended across the range of activities
 - there is continuity of good practice through effective monitoring of the Early Years Foundation Stage by the leader.
- Raise attainment and quicken pupils' progress through Year 1 to Year 6, particularly in mathematics, by making sure that:
 - tasks always offer an accurate level of challenge for all abilities
 - marking informs pupils of the next steps in learning
 - individual targets for pupils are in place for literacy and numeracy, are known and understood by them and are visible to them in lessons
 - questioning of pupils is specific to the focus and extends learning.
- Strengthen leadership and management through the school by
 - extending the monitoring roles of subject leaders, including giving them time to analyse achievement in their area
 - ensuring that the governing body has a broad independent knowledge of the school's performance in order to challenge its work effectively.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment fluctuates in the small cohorts and is affected by the frequent movement of pupils joining and leaving the school. Progress is sound for all groups of pupils, including those who join the school late, the more able, the small number from minority ethnic groupings and pupils with special educational needs and/or disabilities. Attainment in mathematics, which dipped significantly, last year due to staffing issues, has improved and the school's documentation and inspection evidence points to pupils making satisfactory progress. Support, including one-to-one tuition for those who have gaps in their knowledge and understanding, is narrowing gaps in learning. Pupils' progress in information and communications technology is also satisfactory, because of improved provision across subjects, including up-to-date resources. There are greater opportunities for pupils to develop investigative skills in science, through regular experiments. They say they enjoy learning and this was demonstrated in a Year 6 mathematics lesson. Progress was good because teaching was carefully structured, had a clear direction and ensured that pupils focused on the method of solving a problem, rather than just on solving it.

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Similarly, pupils in Key Stage 2 extended their understanding of foods, and measuring, through making an Egyptian cake. Though the recipe did not work out as they thought it enabled them to question and discuss with others how they could adapt the ingredients to produce a better result, as well as enabling them to practice other skills.

Pupils' spiritual, moral, social and cultural development is good. They behave well in the mixed classes and around the school, supporting and helping each other. Through the curriculum and daily routines they build on their knowledge and understanding of the Christian faith and its impact on how we live; hence their enthusiasm to participate and lead fund-raising. The school's structured programme about the lifestyles and practices of others has resulted in pupils' overall good understanding of the lifestyles and practices of others. They show a good understanding of how to keep safe and increasingly show their commitment to keeping fit and healthy. The school involves them in its decisions through the effective school council and pupils are proud to take on a range of class and school roles and to participate in community activities. Together with average standards, pupils are soundly prepared for secondary education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is variable and leads to satisfactory progress over time. There are common strengths. In particular, the purpose of learning is always made clear and relationships between staff and pupils are positive and encourage learning. Progress is often restricted

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by a lack of detail in planning. In particular, in satisfactory lessons, activities are not planned carefully enough to match accurately pupils' individual needs. What teachers expect pupils of different abilities to learn is sometimes also unclear. There is usually a good balance of teaching and opportunities for pupils to learn for themselves. Pupils enjoy problem-solving and chances to discuss their thoughts with a partner. Although marking has improved, pupils' targets for literacy and numeracy are not integral to learning and pupils' assessment of their own and others' work is a developing aspect.

The curriculum is significant in promoting pupils' enjoyment and interest in learning. Increasingly, links are made across subjects so that pupils are able to practise skills they have learnt in other lessons. Although literacy and numeracy are taught discretely, regular learning through themes ensure a range of links, which increasingly promote English and mathematics skills. Themes are often imaginative, such as promoting Spanish in Key Stage 1 through 'Dinocross.' There are regular opportunities to develop pupils' creativity and independent learning, such as through the theme of the Egyptians which is promoting a wide range of artistic skills as well as literacy, numeracy and cooking. Modern foreign language teaching is established through the school, as part of the specialist provision. The partnership schools plan jointly for Key Stage 1, extending provision, such as visits and the range of popular after-school clubs. Provision for pupils with special educational needs and/or disabilities is good. That for gifted and talented pupils is also effective because of the individual tasks in place to match specific talents. The school makes good use of its work with other schools within the cluster, to promote creativity and to widen the range of sporting activities both during and out of the school day.

The needs, circumstances and interests of all of the pupils are known very well by the staff who show their value of the personal qualities, efforts and participation of the pupils. This is demonstrated in pupils' 'Celebration and Achievement' books. Good daily care is supported by effective systems and procedures to keep them safe. The school uses the skills of specialist agencies, wherever necessary, to ensure that the needs of individual pupils are met. Arrangements to prepare them for secondary school are comprehensive and carefully planned over time so that pupils are confident about the new challenges ahead. Improved procedures to raise attendance are put into place promptly, leading to satisfactory and improving attendance rates. Pupils' individual issues are handled sensitively and have led to significant improvements in their confidence to move forward in their learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher has an overall accurate understanding of the school's performance, due to regular monitoring of pupils' attainment and the quality of teaching. As a result, challenging targets are in place for pupils which projections demonstrate are likely to be met in 2011. However, the headteacher's evaluation of the impact of the Early Years Foundation Stage has been over-generous. Leadership through the school is developing soundly, with some middle leaders new to their post. They are being supported by joint leadership from the partnership school. Along with staff, governing body shares the drive and ambition for sustained improvement. The members are visible in the school, very supportive and use the headteacher's reports to question the school's work. Their own monitoring is a developing aspect. They oversee safeguarding effectively through regular and detailed reviewing of arrangements.

The school demonstrates sound equality of opportunity and freedom from discrimination. Although the school has comprehensive data about the pupils', its impact on their performance is satisfactory overall. The school's promotion of community cohesion, helped by partnership work with other schools, is broad, resulting in pupils' good understanding and empathy towards people of different backgrounds, faiths and circumstances. Parents appreciate the interest that the staff and governing body show in their views and their growing involvement in their children's learning through the parents' forum and workshops.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the school with levels of knowledge and skills that are typical for their age. They settle down quickly, secure in the family-feel of the joint Early Years Foundation

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Stage and Key Stage 1 accommodation. Behaviour can be challenging but is usually managed effectively. Children know the importance of behaving safely which is reinforced through daily routines. They enjoy learning through themes, backed up by good quality resources. There is not always a broad enough range of resources available at any one time, however, to enable them to develop their skills across all areas of learning. They are delighted with the outdoor area although planning for outside activities is not yet integral to planning and learning does not often naturally extend to the outdoor area.

Healthy lifestyles are promoted from the start, through daily exercise and healthy snacks as well as chances to cook. An improved balance of teacher-land child-initiated activities in learning is resulting in a satisfactory and growing number of opportunities for the children to learn for themselves and in groups. Although staff know the levels at which the children work, activities are not always a close enough match to accelerate their progress. Some questioning is specific and quickens progress but this is not always the case. Children enjoy practising their sounds and letters but opportunities are missed to reinforce these through the day. Overall, the children make satisfactory progress, because teaching is satisfactory. They achieve average attainment levels by the end of the stage. There is new leadership and management of the Early Years Foundation Stage with many developing aspects, such as ensuring planning incorporates intended outcomes for all of the children. Recording of their learning is satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A majority of parents and carers responded to the questionnaire. Of those, most were supportive of all aspects of the school's work. Every parent and carer judged that the school helps their children to have a healthy lifestyle. Several parents and carers added comments, particularly about the 'Very supportive and helpful ethos of the school' in which, 'My child has blossomed.' There were a few individual concerns. They have been shared with the headteacher, while retaining the anonymity of the writer. The headteacher is keen to address these concerns although the inspector found no evidence to substantiate them during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindringham Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64	10	36	0	0	0	0
The school keeps my child safe	18	64	9	32	1	4	0	0
My school informs me about my child's progress	15	54	10	36	3	11	0	0
My child is making enough progress at this school	14	50	11	39	3	11	0	0
The teaching is good at this school	12	43	15	54	1	4	0	0
The school helps me to support my child's learning	11	39	15	54	2	7	0	0
The school helps my child to have a healthy lifestyle	15	54	13	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	36	14	50	1	4	0	0
The school meets my child's particular needs	13	46	12	43	3	11	0	0
The school deals effectively with unacceptable behaviour	15	54	8	29	4	14	0	0
The school takes account of my suggestions and concerns	12	43	14	50	1	4	0	0
The school is led and managed effectively	10	36	14	50	4	14	0	0
Overall, I am happy with my child's experience at this school	13	46	12	43	3	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



18 November 2010

Dear Pupils

Inspection of Hindringham Church of England Voluntary Controlled Primary School, Fakenham, NR21 0PL

I enjoyed spending two days with you recently. Thank you for making me welcome, for showing me round and for being so polite. I enjoyed hearing your views about your school.

Your school gives you a satisfactory education from the Early Years Foundation Stage onwards. You enjoy learning, especially through themes and visits. Teaching is sound and leads to you making satisfactory progress and reaching average standards. Some aspects of the school's work is good. You are cared for and supported well by the headteacher and staff and the school helps you to develop a sound range of skills for the next stage of your education. The staff gives you lots of responsibilities and you rise to them. You benefit from the partnership with Blakeney School which gives you a greater range of learning opportunities.

The school can be better. I have asked the headteacher to help you to make quicker progress by making sure that tasks offer you the right level of challenge, from the Early Years Foundation Stage onwards, that marking tells you the next steps to take to move your learning forward and that you are given targets which you know, understand and that are on your desk so that you remember to work towards them. Those of you in the Early Years Foundation Stage also enjoy learning but the headteacher is going to make sure that the outside area is used fully in helping you to develop a really broad range of skills. She will also make sure that you can practise your letters and sounds in other activities and that when the teachers ask you questions about what you are learning, it helps you to learn more. Lastly, I have asked the headteacher to enable leaders to check regularly what is going on in their subjects so that they can make any improvements that will help you to make more progress.

You can help by working as hard as you can.

Yours sincerely

Lynne Blakelock

Lead inspector

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