

Hainford Primary Partnership School

Inspection report

Unique Reference Number	121041
Local Authority	Norfolk
Inspection number	360803
Inspection dates	11–12 November 2010
Reporting inspector	Martyn Groucutt

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	57
Appropriate authority	The governing body
Chair	T Rhodes
Headteacher	J Elliott-Hunter
Date of previous school inspection	10 March 2008
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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed, the three teachers each being seen twice. Meetings were held with the Chair and other representatives of the Governing Body, the headteacher, subject leaders, pupils and a parent. Inspectors looked in detail at the school's work, performance data, and policies and procedures, including all the documentation pertaining to safeguarding. A total of 21 parental questionnaires were taken into account, together with nine from staff and 32 from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How effective is the tracking and monitoring of pupils' progress within the small cohorts?
- How has the school managed the introduction of primary status and ensured sufficient rigour and challenge for all Key Stage 2 pupils?
- How is the partnership with the neighbouring primary school used to maximise the resources and talents of both schools?
- How well is community cohesion promoted within a school that serves a small rural community?

Information about the school

Hainford is a very small school. It is in close partnership with another small primary in the nearby village of Frettenham, sharing the same headteacher. It was previously a first school and completed its development into a full primary school in 2009. Almost all pupils are from White British backgrounds and none of the small number from minority ethnic communities are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is well below the national average. The number with special educational needs and/or disabilities is relatively low, but varies between year groups. The school has been awarded national Healthy Schools and International School status, the Activemark and the Norfolk County Chartermark for physical education, with the physical education subject coordinator being given a special award for her 'outstanding contribution'.

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?

1

The school's capacity for sustained improvement

1

Main findings

Hainford is an outstanding school. The headteacher provides a clear vision and focus for taking the school forward together with its partner school. The commitment of staff to excellence, supported by the planned sharing of resources, staffing and expertise, promotes the effectiveness and viability of both schools.

Very small cohorts, Year 6 only having two pupils for example, make statistical analysis of key stage results difficult and standards certainly vary between year groups. However, in every year group pupils, make good progress and achieve well from their starting points. This is because they are committed to working hard and doing their best, and this is shown clearly by the findings of the new tracking and monitoring system being used by the school. However, there is an acknowledgment that the maximum benefits of this new software are not yet being fully utilised to make absolutely sure that all pupils reach their potential. Nevertheless, virtually all pupils make good progress, better than the normal rate through at Key Stage 1, and now that the school has become a full primary, this progress is maintained through to the end of Year 6.

Teaching is consistently at least good and some is outstanding. Teachers and teaching assistants work together effectively. They know the pupils very well and have high expectations, setting challenging targets. Pupils understand these with increasing sophistication as they go through school, knowing how to meet them and then move forward. This is supported by effective assessment which is applied consistently and which lets pupils know what they have to do to make their work even better and raise their performance. All pupils are taught in mixed-age classes, but this does not detract from their good progress because the curriculum is personalised and meets individual needs. This is also true of those pupils who need additional help in order to make the same progress as their classmates. The quality of learning for all pupils makes this a very inclusive school.

Pupils' exceptional behaviour and positive attitudes, both to learning and to each other, also promote above average standards. There is no truancy or unauthorised absence since pupils enjoy school so much. This is because the curriculum and the wide range of activities are so engaging and create a commitment to learning. The range of out-of-school activities and the levels of participation are outstanding. The family atmosphere and very effective pastoral support systems, including those for safeguarding, give an excellent grounding in how to be safe and lead positive lifestyles.

Leadership and management are outstanding, inspired by the highly effective headteacher. Teachers take on responsibilities such as subject leadership with enthusiasm because they are so committed to the school. Senior leaders' clear focus and direction translates into high quality outcomes. The school is well supported by its governing body, which fulfils all its legal responsibilities. However, a review of policies and procedures that

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is underway, to acknowledge the primary status of the school and the partnership arrangements, has not yet been completed. Links with parents and involvement with the community at all levels are good. The fact that all pupils are able to do so well, coupled with the excellent use of financial and other resources, means that the school offers outstanding value for money. The progress noted in the last inspection has been maintained and the effective leadership at all levels give the school outstanding capacity for improvement.

What does the school need to do to improve further?

- Maximise the effectiveness of the recently acquired software used for tracking and monitoring individual pupil's achievement to ensure that all are fulfilling their potential.
- Complete the review of school policies and procedures to ensure that they are fully compatible with primary school status and with the policies of the partner primary in order to gain maximum benefit from the partnership.

Outcomes for individuals and groups of pupils**1**

Children's attainment on entry is broadly in line with that expected of four year olds, although it varies from year to year because of the very small cohorts. Attainment as pupils move through the school also varies from year to year, which is to be expected when there are such small cohorts. However, there is a general trend of improvement and there is very clear evidence that every pupil makes good progress from their original starting points. Progress is frequently better than that expected nationally. The sophisticated tracking system is able to show individual and whole school progress against the national picture. It also produces evidence in a variety of forms that shows how well individuals are progressing in all subjects, in individual subjects and towards meeting individual targets. The school, therefore, knows how well every pupil is doing, although the software is still new and the school acknowledges that even more sophisticated data can be obtained that will further refine its capacity to ensure all pupils are fully challenged to achieve their best. However, it is clear that pupils achieve well throughout the school, including in the recently introduced Key Stage 2 class. They work hard and respond in an extremely positive way. The same is true of pupils who have special educational needs and/or disabilities and the small number of pupils of minority ethnic heritage.

Pupils say that they feel extremely safe and the fact that older pupils are so ready to support the younger ones helps create a positive family atmosphere. Relationships between adults and pupils are also exceptionally positive. Healthy lifestyles are strongly promoted and many pupils are fully involved with the wide range of recreational activities. Pupils' spiritual, moral, social and cultural development is good. In a local rural community that is almost entirely White British, the school works hard to help pupils understand the range of cultures, religions and ethnic diversity both in the United Kingdom and around the world. Their success is reflected in being awarded International School status and pupils enjoy contributing, whether it is at the local level in playing a leading role in the creation of the partnership sculpture trail or at an international level, such as links that have been developed with young people in Malawi and Romania.

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These are the grades for pupils' outcomes

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

All the observed teaching was at least good and some outstanding. Teachers have been able to develop their expertise not only through targeted professional development, but also through observing and shadowing one another so that best practice has been disseminated throughout the school. Lessons are well planned and reinforced by effective use of information and communication technology, and stimulating classroom environments help to promote the very effective cross-curricular work. Teaching assistants complement teachers well and their support for pupils with special educational needs and/or disabilities is one reason why these pupils are able to make good progress. They are also well supported through links with external support services, just one example of a range of partnerships that enhance the school's curriculum. The outstanding partnership arrangements with the partner school are also highly effective in ensuring full and effective curriculum coverage. In addition, all staff bring their expertise to support a range of more informal learning that adds breadth and enjoyment to the core subjects. This provides rich opportunities for high-quality learning and wider personal development. Teachers individualise the curriculum and ensure that every pupil is challenged at the right level. Pupils get good oral and written feedback from their teachers and know what they have to do to improve their work. Older pupils are now assessing their own work and that of their classmates to develop an even better understanding of how well they are doing. Teachers are all well informed about their pupils' progress and the next steps in their learning. They utilise this information to very good effect. Care, guidance and support are

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outstanding because pupils are so well known as individuals. Links with external agencies and work with families, especially those facing challenging circumstances, are exemplary.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Under the inspirational leadership of the experienced headteacher, other teachers rise to the challenge of developing specific subject areas or fulfilling their whole school responsibilities. All show an outstanding commitment to the school and its pupils and are very effective in carrying out their specific duties, a crucial element in the school's success. There is a powerful sense of individual responsibility and a common purpose that is focused on achieving the best. As a result, morale is high among staff, pupils, the governing body, parents and carers. Because of actions taken in school and with the partner school, highly effective steps drive up the quality of teaching. This makes outcomes for pupils high, sometimes exceptionally so.

Governance is good and individual members of the governing body are very effective in taking responsibilities for monitoring the curriculum and particular elements of school life, including safeguarding. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils. Statutory duties are carried out effectively, including that for promoting community cohesion and the school is a powerful focus for community life. The views of parents and carers are very well known and taken into account and they are well informed about their children's progress and development. A very effective range of partnerships has been built up over time and these make a powerful contribution to pupils' good achievement and outstanding well-being. The powerful bonds with the partner school provide excellent value for money and support opportunities for pupils that would not otherwise exist. The school has an effective equalities policy that acknowledges the religious, ethnic and gender aspects of a community of equals. The creation of equality of opportunity is at the heart of the school's vision, giving rise to a positive and harmonious atmosphere and a truly inclusive learning community in which there is no evidence of discrimination and all pupils are welcomed as members of the school community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Children enter Reception with prior attainment in line with national expectations for their age and make good progress. This is because of the good provision and high quality care. They settle quickly and are very happy, so they are ready to learn from the outset. The teacher and teaching assistant work together very effectively to promote children's learning. Activities are well planned, based on effective and thorough observations and assessment and matched to the full range of children's needs. Very good use is made of the indoor and outdoor areas to promote practical activities, with plenty of opportunity for imaginative play. Staff show particular skill in promoting children's personal, social and communication skills, and identify barriers to learning quickly. This is why individual progress is good and children generally meet the Early Learning Goals by the time they enter Year 1, sometimes exceeding them. The staff build up very good relationships with parents and carers, and there are effective links with other agencies and providers, such as the local playgroup, which is attended by most children before they start in Reception.

These are the grades for the Early Years Foundation Stage

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	2

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Views of parents and carers

Parents and carers who responded to the questionnaire were overwhelmingly positive. In particular, they commented on how well their children enjoy school and how it keeps them safe. One wrote that the school 'is exceptional...my children have benefitted enormously from attending'. The efforts of the headteacher and staff are certainly appreciated by all respondents. The lower number strongly agreeing that their children are well prepared for the future is a reflection of the fact that pupils do not change class every year and that transfer to secondary school is still a new phenomenon. Inspection findings endorse parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hainford Primary Partnership 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 inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	76	5	24	0	0	0	0
The school keeps my child safe	16	76	5	24	0	0	0	0
My school informs me about my child's progress	15	71	6	29	0	0	0	0
My child is making enough progress at this school	13	62	8	38	0	0	0	0
The teaching is good at this school	12	57	9	43	0	0	0	0
The school helps me to support my child's learning	14	67	7	33	0	0	0	0
The school helps my child to have a healthy lifestyle	14	67	7	33	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)	9	43	11	52	0	0	0	0
The school meets my child's particular needs	12	57	9	43	0	0	0	0
The school deals effectively with unacceptable behaviour	10	48	11	52	0	0	0	0
The school takes account of my suggestions and concerns	12	57	9	43	0	0	0	0
The school is led and managed effectively	14	67	7	33	0	0	0	0
Overall, I am happy with my child's experience at this school	17	81	4	19	0	0	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.



15 November 2010

Dear Pupils

Inspection of Hainford Primary Partnership School, Norwich, NR10 3BQ

I would like to thank you for the warm welcome you gave during my recent visit to your school. It is very clear that you enjoy school a great deal and are able to learn a lot, so that you make good progress.

You go to an outstanding school and your headteacher works very hard to ensure that you are able to benefit from a very good education. Your teachers and other adults in school all show great commitment to helping you do your very best. As a result, while you are at Hainford you are all able to make good progress. Some of you told me that you like being a primary school so that you stay until you are 11 years old. In Key Stage 2, your progress remains as good as that of the younger pupils - you do well right through from Reception. You have good teachers and some of the lessons I saw were outstanding. I am not surprised that you enjoy learning so much and the same can be said for all the activities in which you participate. They help you to develop skills in a whole range of ways and prepare for healthy and active lives in the future.

In order to make the school even better, I have asked the headteacher and other teachers to:

- use the new software program to track your progress even more closely to make sure you are all doing your very best
- finish off checking and improving school policies now that you are a primary school in partnership with Frettenham and you stay at Hainford school until you are 11 years old.

If you continue to be so positive about school, you will help it to carry on getting even better. I hope it continues to be a lovely place for you to learn and grow.

Yours sincerely

Martyn Groucutt

Lead inspector

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