

Hingham Primary School

Inspection report

Unique Reference Number	120818
Local Authority	Norfolk
Inspection number	363927
Inspection dates	5–6 July 2011
Reporting inspector	Stephen Walker

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mark Nixon
Headteacher	Valerie Lucas
Date of previous school inspection	13 May 2010
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed seven teachers. They also held meetings with the headteacher, the vice-chair of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at a range of evidence, including the school improvement and development plan, the tracking system to monitor the pupils' progress, safeguarding documentation, and a sample of pupils' work. They also analysed questionnaires completed by staff and 44 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspection team explored the progress being made by all groups of pupils in mathematics.
- It observed the effectiveness of teaching in engaging pupils so that they make at least satisfactory progress in lessons.
- It assessed the effectiveness of the provision in the Early Years Foundation Stage in supporting the development of the younger children.
- It investigated the effectiveness of the leadership and management structure in supporting improvements in the school.
- It examined the success of the school in addressing the recommendations of the previous inspection report.

Information about the school

The school is smaller in size to the average primary school. It is housed in refurbished Victorian buildings and takes pupils from the village and the surrounding area. The majority of pupils are from White British backgrounds although there is a very small number from minority ethnic backgrounds. The proportion of pupils with a range of special educational needs and/or disabilities is broadly average. However, there is a higher than average proportion of pupils who have statements of special educational needs including for moderate specific learning difficulties, autistic spectrum disorder and behavioural needs. The percentage of pupils known to be eligible for free school meals is broadly average.

The school was given a notice to improve at the last inspection in May 2010. In this inspection, pupils' progress was judged inadequate throughout the school, especially in mathematics. Since then the school has had a monitoring visit by one of Her Majesty's Inspectors.

Pupils are taught in year classes except in Years 4 and 5 where there is a mixed age class due to lower numbers. Provision for the Early Years Foundation Stage is organised through the Reception class. The privately run Hingham Playgroup is located on the school site but did not form part of this inspection. The school has been awarded National Healthy Schools status.

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

In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires a notice to improve. The school has made good progress in addressing the main weaknesses identified in the previous report. The overall effectiveness of the school is now satisfactory and the school has demonstrated significant improvements in ensuring that pupils make at least adequate progress throughout the school, especially in mathematics. There are clear signs of improving standards and better progress during the current academic year. This has been brought about because the headteacher and staff have worked successfully to ensure that the necessary changes have been made. During this time the school has been well supported by the local authority and governors.

Pupils make satisfactory progress given their average starting points and leave with average attainment. The school has been active in accelerating progress this year in mathematics in order to make up for some underachievement in the past. The additional support for pupils and the more practical based approach to teaching are supporting the better progress in mathematics. However, many pupils have not fully developed their skills in writing and mathematical calculation. Insufficient numbers of pupils gain the higher levels in English and mathematics as they are not fully challenged in all lessons. Assessment records for the present year indicate that more pupils are now making good progress in all year groups. The developing tracking system is beginning to identify the majority of underachieving pupils, who then receive appropriate support through a range of specialised individual and small group programmes. However, there are still some pupils who are not always identified as swiftly as they should be. The school sets challenging targets for pupils so that they can make good progress in relation to their prior attainment but too few have achieved their targets in the past.

The good quality of care, guidance and support is greatly supporting the positive personal development of the pupils. Pupils enjoy their time at school and develop into friendly and considerate individuals. The behaviour of the vast majority of pupils is good and this contributes to a positive atmosphere for learning. Pupils feel very safe in the school and have a good awareness of issues relating to safety. The large majority of pupils have a good understanding of how to adopt healthy lifestyles as acknowledged by the National Healthy School status. Pupils also make a good contribution to their school and the wider community.

The quality of teaching is satisfactory. Pupils made adequate and sometimes good progress in the lessons observed during the inspection. Teachers have been active in addressing some of the weaknesses identified in the previous inspection. However, not enough is currently done to share the best practice in teaching and learning across the school. In some lessons, teachers are not consistently using assessment information to

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inform planning and learning. Teaching does not always encourage pupils to take more responsibility for their own learning or challenge the more able pupils to gain the higher levels in their work. Curriculum provision is satisfactory and the school is developing a more creative and practical approach to increase pupils' motivation and progress.

Self-evaluation is accurate and the school is clear about the improvements needed. The school improvement plan sets challenging targets aimed at raising standards. The new governing body is extremely supportive and is very active in strategic planning and monitoring the progress of the school. Although all staff have worked hard on implementing changes during the year, they are not fully working as a united team with a shared vision for improvement. The middle leaders are developing their roles but they are not yet fully effective in their supporting and monitoring responsibilities. A small minority of parents and carers are not sufficiently involved in discussions on school improvement and how they can support their children's learning. However, the clear leadership of the headteacher and deputy headteacher, the developing systems of tracking pupil progress and the evident indications of improvements in pupil progress show the school's satisfactory capacity to improve.

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.

What does the school need to do to improve further?

- Improve the attainment and achievement of pupils throughout the school, especially in English and mathematics by:
 - sharpening up the tracking systems to identify all underachieving pupils in order to ensure that early intervention secures them additional support
 - developing pupils' skills and confidence in writing and mathematical calculation
 - ensuring that all pupils are working to achieve demanding progress and attainment targets based on their previous performance.
- Raise the quality of teaching and learning by making sure that all teachers:
 - use assessment information more consistently across all subjects to inform planning and learning
 - ensure that the work is challenging for the more able pupils so that they attain the higher levels English and mathematics
 - encourage pupils to take greater responsibility for their own learning
 - share the best practice in teaching and learning across the school in order to accelerate the progress of the pupils.
- Improve the consistency of leadership and management and its impact by:
 - ensuring that all staff work together as a united team on school improvement
 - developing the effectiveness of the middle leaders so that they are more fully involved in their supporting and monitoring roles
 - encouraging all parents and carers to be more involved in discussions on school improvement and how they can support their children's learning.

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Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and make satisfactory progress. A growing number of pupils are making good progress in literacy and numeracy due to more effective teaching and targeted intervention. For example, Year 6 pupils made good progress in a well-structured lesson in literacy when following up a role play exercise on public speaking, developing their skills in writing and punctuation. The school is presently providing additional support for Year 3 pupils in reading and writing in order to speed up their progress. Higher ability pupils achieve at a satisfactory rate but some of them do not always reach the higher levels because they are not fully challenged in lessons. Pupils with special educational needs and/or disabilities are adequately supported by teaching assistants so that they make satisfactory progress, in line with others. The individual tuition and extra support in classes is well linked to identified needs and helps the pupils take a full part in lessons and gain confidence in their work. Pupils from minority ethnic backgrounds also make satisfactory progress, in line with other pupils in the school.

Pupils enjoy the opportunities to take responsibility such as acting as members of the school council and helping the younger pupils. They raise money for a range of charities and make a good contribution to the local community by visiting the elderly and taking part in village events. Older pupils are presently making recommendations to the Higham playing field committee regarding new play equipment for the town. Pupils' spiritual, moral, social and cultural development is satisfactory. However, they are not fully aware of the cultural diversity of our society. Although overall attendance is in line with the national average, the poor attendance of a very few pupils is adversely affecting their progress and experience of school. Pupils' basic skills and ability to work with others are developing well. As a result, they are adequately prepared for the next stage of their education.

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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	3

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 now more focused on learning and engages pupils sufficiently to ensure that they make adequate progress. Teaching assistants work very effectively with teachers to support pupils who require additional support with their work. Marking of work is supportive and is increasingly showing pupils the next steps in their learning. In the best lessons, teachers plan a range of interesting activities which motivate and engage the pupils in their learning. As a result, they display enthusiasm and sustain high levels of concentration. A number of teachers are particularly good at encouraging pupils to take greater responsibility for their own learning. However, the pace of learning and concentration drops in some lessons where teachers talk too much and the work does not fully challenge the more able pupils. Teachers are not always using assessment information on progress to inform their planning of lessons across all subjects, to ensure that the activities meet the different learning needs of the pupils.

The emphasis on the development of core skills in literacy and numeracy is gradually raising standards across the school. The school is developing a more creative and practically-based curriculum which is bringing learning to life although it is too early to evaluate the full impact of the changes in the curriculum on pupils' motivation and progress. All pupils have lessons in information and communication technology at least once a week which develops their computer skills adequately. Physical education is supported effectively through the Sports Partnership and specialist coaches. The various

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educational trips, including visits to the City Museum in Norwich and the Victorian school in Great Cressingham, provide enrichment for the curriculum. There is a good range of clubs and extra-curricular activities, which greatly enhance pupils' enjoyment and experience of school.

There are effective systems of individual support for all pupils, including those whose circumstances make them vulnerable. Pupils are well known as individuals and emphasise that there are always members of staff to talk to if they have a problem. There are clear procedures for monitoring pupils' attendance and following up absences. The school is working actively with parents and carers of the small number of pupils whose attendance remains low. It is successful in supporting children with special educational needs and/or disabilities particularly those with autism and complex behavioural needs. Good working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective support programmes. The school has been successful in integrating a small number of pupils with challenging behaviour. These pupils are well supported by teaching assistants so that they do not disrupt the learning of the other pupils. Good arrangements are in place to support a smooth transition to the local secondary schools.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked very closely with the governing body and local authority in order to manage the improvements in the school. She is well supported by the deputy headteacher who has acted as a catalyst for many of the improvements in the school. The robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. Members of the governing body regularly check that all practices and procedures fully meet health and safety requirements. There is a commitment to inclusion and tackling discrimination. However, the school is not fully using assessment information to analyse in detail the performance of different groups in the school.

Parents are given regular information about school events and the progress of their children. The school generally has positive relationships with most parents and carers. However, there is a very small minority of parents and carers who are either not supportive of the school or who are not fully supporting their children in their learning. The school has adequate partnerships with a range of external services, the local secondary schools and the local consortium of schools which support the improving achievement and well-being of the pupils. The school acknowledges that there is scope to develop further partnerships in order to enhance the provision for the pupils. The school

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makes a satisfactory contribution to community cohesion. There are plans to develop a range of activities to further enhance cultural awareness but these are still at the early stages of development.

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	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make a sound start to their education because of the satisfactory leadership and provision in the Reception class. Staff provide a secure and welcoming environment where children learn happily. They make satisfactory progress so that many children enter Year 1 with skills and knowledge which are in line with the expected levels. An adequate range of structured activities is having a positive impact on their personal development as well as encouraging number and language skills. The children develop their social skills, behave well and help each other. They are developing confidence as well as learning to share and cooperate with each other.

Staff keep detailed records of children's skills and use this information to match the activities suitably to the full range of learning needs. Children now keep a record of their experiences through their 'Learning Journal' which they share proudly with parents and carers. The teacher and teaching assistants work well together so that there are clear expectations of the children. The staff are encouraging the children to be more independent so that there is a better balance between adult-directed and child-initiated activities. The newly sited indoor accommodation is adequately resourced and provides a satisfactory range of activities and experiences for the children. The Reception class now has an outdoor space although the agreed development of the area is not yet completed. Good procedures ensure a smooth transition from the pre-school groups in Hingham and Hardingham. There is regular liaison with parents and carers, who speak highly of the care and support the school provides for their children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
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 smaller percentage of parents and carers returned questionnaires than in most primary schools. The large majority of these are positive about almost all aspects of the work of the school and its impact on their children's learning. Responses to the questionnaire included a number of detailed comments emphasising the positive atmosphere in the school, the improvements during the present year and the caring approach of staff towards their children. A minority of respondents suggested the school does not deal effectively with unacceptable behaviour. Inspectors found clear evidence that the school deals effectively with the very few pupils who display challenging behaviour. A small minority of respondents suggested the school does not take into account suggestions and concerns from parents and carers. Inspectors found that there are regular meetings with staff and clear opportunities to raise concerns and suggest ways to improve the school further through the reply slip to the school newsletter. However, the inspection team has recommended that the school should encourage parents and carers to be more involved in discussions on school improvement and how they can support their children in their learning. A small minority of parents and carers also felt that the school is not led and managed effectively. The inspection team judged that the leadership and management have been effective in implementing improvements in the school so that it no longer requires a notice to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hingham 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 inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	43	21	48	2	5	2	5
The school keeps my child safe	21	48	16	36	7	16	0	0
My school informs me about my child's progress	10	23	26	59	8	18	0	0
My child is making enough progress at this school	15	34	27	57	1	2	3	7
The teaching is good at this school	16	36	18	41	6	14	2	5
The school helps me to support my child's learning	9	20	25	57	5	11	4	9
The school helps my child to have a healthy lifestyle	11	25	22	50	8	18	2	5
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)	14	32	25	57	5	11	0	0
The school meets my child's particular needs	13	30	22	50	4	9	4	9
The school deals effectively with unacceptable behaviour	9	20	16	36	12	27	7	16
The school takes account of my suggestions and concerns	9	20	20	45	11	25	4	9
The school is led and managed effectively	8	18	21	48	3	7	10	23
Overall, I am happy with my child's experience at this school	16	36	23	52	1	2	4	9

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



7 July 2011

Dear Pupils

Inspection of Hingham Primary School, Norwich, NR9 4JB

Thank you for making us so welcome and for sharing your views during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you during playtime and lunch. We were very impressed by the way you all took part in the sports day. The overall effectiveness of the school is now satisfactory and the school has demonstrated significant improvements since the last inspection. Your progress in lessons is much better and the school no longer needs a notice to improve. There are many positive things about your school.

You try hard in lessons and want to do well.

You are friendly, well behaved and get on with each other.

You have a good understanding of issues related to safety and healthy lifestyles.

You enjoy the opportunities for taking responsibility in the school.

The teachers and the support staff care greatly for you as individuals.

The headteacher and governors are making improvements in the school.

We have asked the headteacher, staff and governing body to do the following things to make the school even better.

Help and challenge all of you to make good progress in English and mathematics.

Support your teachers to share good ideas and learn from one another the best ways they can support your learning.

Make sure the work you are given is never too easy or too hard across all subjects.

Ensure that all teachers are regularly checking your progress and are fully involved in school improvements.

You can all help by continuing to work hard and enjoying the many good things in your school.

Yours sincerely

Stephen Walker

Lead inspector

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