

# Great Hockham Primary School

Watton Road, Great Hockham, Thetford, IP24 1PB

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The majority of teaching is good or better.
- Overall, pupils make good progress in reading, writing, and mathematics.
- Provision for younger children is good, and children are well prepared for their future learning.
- Pupils make particularly good progress in reading, and the teaching of early reading skills is very strong.
- Pupils are able to write imaginatively and with accuracy.
- Teachers mark regularly and information that shows how well pupils are doing is recorded accurately.
- Pupils have a very wide range of learning opportunities that are well matched to their needs.
- Behaviour is good, and pupils have very good relationships with adults.
- There is good provision for pupils' spiritual, moral, social and cultural development.
- Pupils feel very safe in school, and work and play well together in groups.
- The headteacher has made many improvements since she arrived, and as a result teaching has improved and pupils' progress has accelerated.
- Governors have a good understanding of the strengths and weaknesses of the school, and manage the school funds well.

### It is not yet an outstanding school because

- Not enough teaching is outstanding, and a small amount still requires improvement.
- The progress made by pupils in mathematics is not as good as that made in reading and writing. Calculation skills are not well developed.
- Not all more able pupils make good or better progress.
- The use of additional teachers to support whole class teaching is not always effective.

## Information about this inspection

- The inspector observed teaching and learning in 11 lessons. Two joint lesson observations were undertaken with the headteacher. In addition, the inspector made other visits to classes, looked at pupils' books, listened to pupils read and examined pupils' work on display.
- Meetings were held with pupils, the Chair and Vice Chair of the Governing Body and other governors, and a senior representative from the local authority.
- The inspector took account of the 19 responses to the online questionnaire for parents provided by Ofsted (Parent View). He talked directly to parents during the inspection. In addition, the eight responses received to a staff questionnaire were considered.
- The school uses alternative provision for individual pupils when appropriate at The Wayland Academy Specialist Resource Base.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Andrew Read, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. All classes are for mixed-age groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium (the additional government funding for certain groups, including pupils known to be eligible for free school meals and children in local authority care).
- There are too few pupils in the Year 6 cohort to make a valid comparison with the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection the school was, for a short time, led by two different interim headteachers. The school now has a substantive headteacher, chair and deputy chair of governors.

### What does the school need to do to improve further?

- Further raise overall standards, by:
  - increasing the proportion of outstanding teaching in all classes, particularly in Years 2 and 3
  - ensuring that work for more able pupils is consistently challenging, particularly when pupils with a wide range of age and ability are receiving whole class teaching
  - making sure that the rate of progress made by pupils in mathematics matches that made in other subjects, that mental calculation skills are taught more effectively, and that progress is consistently good or better across all year groups
  - ensuring that all adults are able to contribute to pupils' learning, particularly when supporting whole class teaching.

## Inspection judgements

### The achievement of pupils is good

- Standards of achievement have risen since the last inspection. Pupils now make good progress and achieve well in reading, writing and mathematics.
- A large majority of pupils enter Reception with skills and knowledge that are below typical levels for their age. They make good progress because the quality of teaching and care have improved. The majority now enter Year 1 with a good level of development. As a result children are well prepared for their future learning.
- Progress made in reading is particularly strong, as a result of changes made to the way pupils are taught. The use of paired reading and the systematic teaching of phonics (letters and the sounds they make) ensures that pupils acquire secure basic reading skills.
- Pupils make good progress in writing, because they are given ample opportunity to use their skills in a variety of different subjects. For example, older pupils use descriptive writing in history, developing their imaginative thinking, while also improving their capacity to use accurate spelling and grammar.
- In mathematics, progress is less consistent across all pupils and year groups. A few more-able pupils make slower progress because work is not always hard enough and calculation skills are not fluent.
- Disabled pupils and those who have special educational needs generally make good progress. The school has a detailed knowledge of the needs of these pupils, and provides support and intervention at an appropriate level. There are too few pupils who attend the alternative provision for its impact to be evaluated without potentially identifying them. Similarly, there are too few pupils for whom the school receives the pupil premium to comment on their attainment. However, the progress of these pupils in reading, writing and mathematics is at least equal to that of their classmates. This is because of the effective way in which the funding has been used to provide the support necessary to meet their needs.
- The school is using the new primary school sports funding well to broaden the range and quality of sporting opportunity on offer in the school, and develop the skills of class teachers. Plans are in place to measure the impact of this spending, which is already promoting the development of healthy lifestyles effectively.

### The quality of teaching is good

- Teaching in most subjects is typically good, with examples of some outstanding teaching. Teaching is strongest in the classes which contain the very youngest and oldest aged pupils.
- Teaching in Reception and Year 1 is good, with some that is outstanding, because it is based on the specific needs of each individual. Good use is made of recently improved outdoor areas, and pupils clearly enjoy their learning through interesting and meaningful tasks. They are encouraged to learn independently, and to work as a team under the direction of an adult.
- Good adult-pupil relationships coupled to increased expectations in most classes has led to

pupils' improved progress. This is strongest in older aged classes.

- The teaching of reading is a strength. Pupils choose and read books to each other, and extensive use is made of home-school reading logs to involve parents.
- Writing skills are developed through imaginative teaching in a range of subjects. For example, during the inspection older aged pupils were seen acting-out events in history, which they had written about in previous lessons.
- Lessons are well planned and informed by robust marking and accurate assessments. As a result the school has a good understanding of how well pupils are doing and have developed a curriculum that is well matched to pupil needs.
- All teachers make sure that disabled pupils, those who have special educational needs and others who need extra help, make good progress and work towards their learning targets. Pupils receive good care and support from teachers in this way, and aspirations for good levels of achievement remain high.
- When given clear direction, the teaching of individuals or groups by teaching assistants is generally good. When being asked to support others delivering whole class teaching, the impact of these additional adults is less effective. This is because their contribution is less clearly planned to support learning.
- The best teaching is well-structured to meet the individual needs of pupils, for example when delivered in small groups. Whole class teaching was not always as successful because it does not always meet the needs of the widely differing abilities. This mostly affects the more able pupils.
- The teaching of mathematics does not result in the same pace of progress seen in reading and writing. Although mathematical problems are presented well through real world tasks, such as through cooking, pupils lack confidence in using their mental skills to resolve number problems because these skills are not taught quite as well.
- The strongest teaching includes plenty of opportunity for pupils to debate whole school issues and take part in the highly interactive assemblies.

### **The behaviour and safety of pupils are good**

- Pupils' positive attitudes to learning reflect the strong emphasis placed by the school on raising standards in reading, writing and mathematics.
- Adults have good relationships with pupils. As result, pupils respect their teachers, behave well and say that they enjoy school. Pupils are quick to articulate what is good about their school, and have a strong sense of pride in keeping learning areas clean and tidy. For example, the majority of pupils change into slippers when in class, promoting a comfortable but purposeful atmosphere for learning.
- Pupils work well together in groups. There is a strong sense of community, and the school takes full advantage of the many resources that exist within the rural locality, such as a nearby wood, and the donation of animals that are cared for by the pupils on the school site.
- Pupils feel safe in school and have a well-developed understanding of how to look after

themselves and each other. For example, they have a strong sense of how to stay safe from harm when near roads, and they know how to cope with the unwanted attention of adults with whom they are unfamiliar, and how to stay safe on the internet.

- Pupils' behaviour beyond lessons and when not directly supervised by adults is good. Those who find it harder to regulate their own behaviour are well supported and show improvement over time.
- Parental surveys and interviews during the inspection show that almost all parents feel that behaviour is managed well, and that any concerns are addressed rapidly. Staff also feel that behaviour is generally good, and are consistent in their management of behaviour.
- Pupils say that bullying is very rare, and that where it does occur teachers are quick to address it. Strong friendship bonds exist between pupils of different ages in the school, as a consequence of a strong sense of belonging to a wider community beyond the school gates.
- Attendance has recently improved from being below the national average. This is because the school has improved the way in which it works with all families to ensure good levels of attendance.

### **The leadership and management are good**

- The headteacher has made significant improvements to rates of pupils' progress and pupils' achievement. The changes introduced have been based on a very good understanding of the strengths and weaknesses of the school. Almost all parents and staff feel that the school is well led and managed.
- The school uses robust processes to offer support to underperforming teachers, and to take decisive actions when improvements are not made fast enough and this has led to improved teaching.
- Subject leadership is strong. The school has a good understanding of the information that is collected that shows how well pupils are doing. The improvements so far, and this understanding, underscore the road to further improvement.
- Assessment processes are robust because leaders and managers have linked with other schools and other experts to check that the school's marking and assessments are accurate.
- The provision for disabled pupils and those who have special educational needs, has improved under the leadership of the headteacher. Issues are identified quickly and accurately. Parents say that there are good lines of communication between themselves and classroom teachers, and provision is well coordinated between the home and school.
- The leadership of the Early Years Foundation Stage is strong. For example, leaders have improved provision since the previous inspection, re-resourced the outdoor learning areas, and have a detailed understanding of the needs of each individual child, planning provision accordingly.
- The school delivers a broad programme of learning that meets the needs of pupils. A wide range of additional activities are provided including sports, dance, gardening and cooking. Pupils say that they very much appreciate the choices on offer. Through the promotion of pupils' spiritual, moral, social and cultural development, pupils learn about the diversity of different localities and

cultures. For example, good links exist with a school in Bradford, providing good opportunities for pupils to widen their links with others pupils with different belief systems. Music and art are also used extensively as vehicles to promote wider spiritual development.

- The local authority is providing good levels of support, for example by advising governors in their appointment of the current headteacher, facilitating specialist leadership mentoring, undertaking additional analysis of pupil performance, and providing advice to help the school obtain a sustainable financial footing.
- Leaders have a strong focus on ensuring equal opportunities and avoiding discrimination within the school.
- Processes to safeguard pupils have recently been strengthened following a period of review. The impact of alternative provision is rigorously monitored.
- **The governance of the school:**
  - The chair and deputy chair are new in post, supportive and well informed. All governors ensure that they meet their duties, including those relating to the safeguarding of pupils. They know how the school's performance compares with that of other schools, have a good knowledge of how well pupils are doing, and offer a good level of challenge to the headteacher. For example, they know how well different groups of pupils perform, such as those who qualify for additional funding provided by the pupil premium. They understand that teachers' pay and promotion must be justified by the impact of teaching on pupils' progress, and have supported the headteacher in making sure that all teaching is good or better. Governors manage finances well, and have a clear understanding, for instance, of how the sports funding is spent and what is the intended impact, and how well the use of alternative provision is working.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	120819
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	425268

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Thomas-Jones
<b>Headteacher</b>	Hannah Wheeler
<b>Date of previous school inspection</b>	8 December 2011
<b>Telephone number</b>	01953 498302
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