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13 June 2014

Mrs Linda Cullum  
Interim Headteacher  
Hainford Primary Partnership School  
Newton Road  
Hainford  
Norwich  
NR10 3BQ

Dear Mrs Cullum

### **Requires improvement: monitoring inspection visit to Hainford Primary Partnership School**

Following my visit to your school on 12 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- monitor pupils' progress in the Early Years Foundation Stage more closely, and ensure that all individuals receive the additional help, or challenge that will enable them to take the next steps in their learning
- ensure that all teachers use pupil progress data to plan activities that will help the most able pupils to realise their full potential
- ensure all pupils respond purposefully to teachers' comments on their work so that they improve
- arrange the external review of the effectiveness of the school's use of pupil premium funding, as recommended at the time of the previous inspection.

## **Evidence**

During the visit, I held meetings with you, other senior leaders, the Chair of the Governing Body, and a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plan was evaluated. I made brief visits to a number of lessons, looked at pupils' work, and examined documents relating to the outcomes of monitoring activities.

## **Context**

Since the previous inspection, the previous headteacher has left the school and you have recently been appointed as interim headteacher.

## **Main findings**

Since the previous inspection, teachers have been able to learn from the effective methods used by their colleagues in both this, and other local schools, and leaders have arranged appropriate training to develop aspects of their teaching. Your checks on the quality of teaching indicate that teachers are using a range of strategies to promote pupil progress, and that although the more-able do not always complete work that is sufficiently demanding, there is less variability in the quality of teaching than noted at the time of the previous inspection. Teachers are starting to review data about pupils' progress and plan additional support for those who need it. Pupils understand what they need to do to improve and make progress towards the next level, because marking makes this very clear. Many pupils are responding to the guidance they receive and making faster progress as a result. Some do not and continue to make the same mistakes.

Additional training has led to more effective phonics teaching. Teachers have recently started to keep detailed records about the progress of each pupil, and to use these to plan activities that help most to move forward.

Investment in new equipment has increased the range of activities available to pupils in the Early Years Foundation Stage. As a result, children are better able to pursue their own interests and develop key skills by working on tasks that are suitable given their age and level of ability. Because the level of additional adult support is limited, children's levels of attainment and progress are not checked closely enough and they do not always receive sufficient support to make rapid gains in their learning and development. Leaders have plans in place to address this.

Governors are changing the ways in which they hold the school's leaders to account following the recent review of governance, to ensure that all members of the governing body are actively involved in monitoring areas of the school's improvement plans through visits to the school, but this work is not yet complete. Training has ensured governors have a better understanding of pupil progress and

attainment data, and the questions they need to ask leaders. The external review of the impact of the school's use of pupil premium funding has yet to take place.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Local authority officers have provided training for all leaders and teachers, linked to priorities within the school's improvement plans. This has helped lead to improvements within the Early Years Foundation Stage and in the teaching of phonics. Training has enabled the governing body to make accurate judgements about how much progress pupils are making, and how well they are achieving.

I am copying this letter to the Chair of the Governing Body, and the Director of Children's Services for Norfolk.

Yours sincerely

Jason Howard  
**Her Majesty's Inspector**