

Hevingham Primary School

New Road, Westgate, Norwich, NR10 5NH

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- This is a rapidly improving school. Improvements in the teaching of mathematics and writing have had a considerable impact in accelerating pupils' progress in these subjects.
- Children in the Early Years Foundation Stage make good progress in acquiring early learning skills so they have a good start to their education.
- Pupils' attitudes to learning are good; they concentrate in lessons and take pride in their work.
- Pupils feel safe in school and understand how to keep themselves safe. Parents are also convinced their children are safe at school.
- Teachers' marking gives pupils clear guidance on how to improve their work and this helps them make progress.
- Good-quality training and leaders' rigorous checks on teaching have improved classroom practice and pupils' achievement.
- Pupils in all year groups are making rapid progress in reading, writing and mathematics; older pupils are catching up on learning missed through weaker teaching in the past.
- The headteacher is unswerving in her determination to make sure the school improves and is assisted by an effective staff team.
- Governors both support the school and hold it to account for pupils' achievement.

It is not yet an outstanding school because

- Teaching is not yet outstanding. More-able pupils are not always challenged in mathematics.
- Pupils are not given enough opportunities to develop their writing.

Information about this inspection

- The inspector observed teaching in all classes, visiting 12 lessons and part-lessons. All teachers were observed, some jointly with the headteacher and assistant headteacher. Playtime and lunchtime were also observed.
- Discussions were held with pupils, the headteacher and other staff, representatives of the governing body and the local authority.
- The inspector heard some pupils read and checked work in pupils' books.
- School documents were considered, including: the school's development plan, records of governing body meetings and safeguarding policies and procedures.
- The 10 responses to the online, Parent View, survey were analysed.

Inspection team

Karen Heath, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school and is federated with Marsham Primary School, sharing the same headteacher, senior leadership team and governing body.
- Pupils are taught in mixed-age classes.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than average. The proportion of such pupils supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional funding to support pupils who are known to be eligible for free school meals and those in care.
- The school had too few pupils in Year 6 in 2013 to make a reliable judgement on whether it meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that most teaching is outstanding so that pupils make faster progress and attain higher levels by:
 - increasing opportunities for pupils to develop their writing
 - ensuring that learning in mathematics fully challenges more-able pupils.

Inspection judgements

The achievement of pupils is good

- Nearly all pupils are achieving well. Children enter the Reception class with skills and knowledge below those typical for their age. They progress well during the time they are in Reception, particularly in reading, because the teaching of phonics (the sounds letters make) is good.
- Good teaching continues in Year 1, and pupils achieve well in the national phonics screening check. At the end of Key Stage 1, pupils' attainment is usually, at least, in line with the national average. The achievement of more-able pupils has improved, particularly in reading and mathematics, due to improvements in teaching.
- In Key Stage 2, most pupils are, currently, making good progress. In 2013, the standards they reached in reading, writing and mathematics were a little ahead of the national average. Preliminary Year 6 test results for 2014 show improvement on those of 2013. Pupils' better achievement is because the quality of teaching and the range and type of learning activities provided across the school have improved considerably since the previous inspection.
- Achievement in reading is particularly strong. Younger pupils use newly acquired phonic skills to tackle unfamiliar words. Older pupils are more confident when reading complex texts, and can give clear explanations of what they have read. Consequently, good progress in reading can be seen across the school.
- The progress of disabled pupils and those who have special educational needs is consistently good across the year groups. This is because teachers and teaching assistants understand these pupils' learning needs and provide both support and activities which challenge them.
- By Year 6, pupils' achievement in writing is not as advanced as in reading and mathematics. This is because the written work provided has sometimes prevented pupils from practising and fully developing their writing skills.
- The numbers of more-able pupils who attain higher levels in mathematics has increased at the end of Key Stage 1. However, this improvement is less evident in Key Stage 2, because the lack of demanding work in the past to challenge the thinking of the more able and require them to apply their mathematical skills has held back their progress.
- There were too few pupils eligible for additional funding in 2013 to report their attainment without identifying individuals. Pupils currently supported by additional funding are making faster progress throughout the school because they have received helpful additional teaching. While the gap between the attainment of pupils eligible for the pupil premium and other pupils in the school is closing, it is still evident because the progress of other pupils is accelerating so rapidly.
- Pupils' achievement in physical education has benefited from the primary sport funding. Pupils talk keenly of the sports coaching they enjoy and girls are particularly eager to compete against other schools in a range of sporting competitions.

The quality of teaching is good

- Leaders' efforts to improve the quality of teaching have been relentless. Consequently, teaching has improved considerably since the previous inspection. Good relationships between pupils and staff mean that learning is always purposeful. Pupils persevere and concentrate, including when work is hard, and has resulted in pupils' progress rapidly accelerating.
- Learning is well organised. Teachers apply their good subject knowledge to the planning of learning. They use questions to challenge pupils' to think deeply about their work. Pupils express their answers with clarity.
- Marking of work is highly effective. Clear guidance is given so pupils know what and how to improve their work. Pupils explained to the inspector how they responded to teachers' marking by making corrections or editing their work – and this was clearly evident in their books. Consequently, pupils present their work well, improve it and make better progress.
- The school's focus on the importance of learning to read means pupils share enjoyment from interesting books. Books are attractively displayed around the school, with posters of staff and celebrities setting an example of enjoyment from reading. Reading is taught effectively. Pupils are guided well by adults. Some are confident to read independently or to each other with a high degree of accuracy.
- The areas of learning in Reception include stimulating play and directed learning focused on improving children's skills in reading, writing and mathematics. Consequently, they make good progress from their starting points when they enter the Reception class.
- The teaching of disabled pupils and those who have special educational needs is good. Training for teaching assistants has ensured the support they provide is effective. Highly skilled teaching assistants provide extra support for these pupils and help them to make good progress.
- More-able pupils have not been fully challenged in mathematics. However, currently, pupils are tackling more demanding and complex problems. For example, more-able Year 6 pupils were able to cost, plan and design a camp site for a residential trip. They found the task relevant to their experience and interests and were fully engaged.
- Until recently, expectations of what pupils could achieve in writing were too low. Recent training for all staff has resulted in changes to the teaching of writing. These changes are accelerating progress and giving pupils more opportunities to develop their writing. They are now able to explore different types of writing across subjects – as in science and history. However, there has not been time for the full impact of the improvement to be seen.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There are very few recorded incidents of bad behaviour and no exclusions for the last three years Relationships in school are positive and pupils are courteous and get on well with each other during play and lunchtimes.
- Behaviour is dealt with consistently well in class and expectations made clear. Pupils have good attitudes to learning and persevere when tackling challenging work.
- The school has been effective in improving attendance by taking a more robust approach to persistent and occasional absence and not authorising holidays during term time. Attendance is,

currently, ahead of last year's rates.

- The school's work to keep pupils safe and secure is good. Pupils talk about how teachers make sure they are safe; this view is supported by all the parents who expressed a view. Leaders make sure the school is secure and staff are appointed following rigorous checks on their suitability.
- Pupils have a good understanding of different kinds of bullying. They play an active role in helping to run the school and enjoy responsibilities given to them. The 'Bully Busters' help resolve friendship difficulties. For example, they have carried out a survey with pupils about their views on bullying and have presented their findings to parents. Both pupils and parents have every confidence that the school deals effectively with bullying.

The leadership and management are good

- The headteacher's vision for improvement and her determination to achieve it is fully shared by all staff and governors. Her strong leadership and the effective work of senior leaders have improved the quality of teaching and pupils' achievement since the school's previous section 5 inspection.
- The school has an accurate view of its effectiveness. Leaders frequently check the work of teachers and support staff in lessons and evaluate the impact on pupils' achievement.
- There is an effective working partnership with the federated school. The schools work well together in sharing expertise. Coaching and mentoring of staff where teaching is weaker has improved classroom practice. High-quality training of all staff has improved teaching and learning and led to better achievement for pupils.
- Staff training is carefully linked to the school's priorities. Newly qualified teachers are supported well so they gain confidence and develop their skills. Teachers' individual targets are set to improve their teaching. Decisions made about increases in their salaries are linked carefully to evidence of the progress made by pupils in their classes.
- Leaders below senior level have a good understanding of their areas of responsibility and are secure in their knowledge of their subjects. They are assertive in making changes that bring about improvements in pupils' achievement, such as, currently, to the teaching of writing and mathematics. Leadership of the Early Years Foundation Stage is effective in ensuring activities enthuse and motivate young learners so they make good progress from their starting points.
- The pupils' interest is engaged by different learning opportunities which enable them to use their reading, writing and mathematical skills to good effect. They are able to research and present information in a variety of ways. Links with a school in China help to broaden pupils' horizons about people with different cultural backgrounds from their own. Pupils learn from a range of subjects, which includes two modern foreign languages and Latin. Learning opportunities successfully enhance pupils' spiritual, moral, social and cultural development.
- The school encourages parents to contribute to school decision making through informal coffee mornings and consultations when introducing new policies – such as anti-bullying. 'Learning conversations' and reports on pupils' progress are shared at parent evenings and ensure that parents are well informed about how well their children are achieving. Most parents who expressed a view said that this information was valuable.

- Since its previous inspection, the school has been well supported by the local authority, which has provided advice and challenge through its 'good to great' programme.

■ **The governance of the school:**

- Governors are knowledgeable about the school's performance data on attainment and progress and the information it provides about pupils' achievement
- Governors monitor the school improvement plan and have responsibility for particular areas which are the focus for their regular monitoring visits
- Findings from monitoring visits are reported to the full governing body and governors are rigorous in holding the school to account and requesting further information to ensure they have a good understanding of how well it is doing
- The school is held to account for the spending of additional funding because the governing body informs itself by evaluating the impact of this expenditure
- Governors know what the quality of teaching is. They support the headteacher to ensure that performance management is implemented with rigour, weak teaching is tackled and good teaching rewarded
- Safeguarding procedures meet requirements and governors have ensured appropriate checks are carried out and procedures are followed when appointing staff.

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

Unique reference number	120817
Local authority	Norfolk
Inspection number	451011

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	107
Appropriate authority	The governing body
Chair	Peter Simmonds
Headteacher	Karen Hutchison
Date of previous school inspection	25 April 2013
Telephone number	01603 754677
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