

Hindringham Church of England Voluntary Controlled Primary School

Wells Road, Hindringham, Fakenham, NR21 0PL

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is improving rapidly with the new leadership working effectively, supported by an active governing body.
- Good-quality training and leaders' regular checks on teaching have improved classroom practice and pupils' achievement.
- More accurate teacher assessment and better use of pupils' data have brought about the necessary improvements in the quality of teaching.
- Pupils feel safe in school and understand how to keep themselves safe. Parents are also confident their children are safe at school.
- Behaviour is good in and around the school. Pupils' attitudes to learning are good. They concentrate in lessons and take a pride in their school.
- 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 in Key Stages 1 and 2 make good progress in reading, writing and mathematics. Older pupils are catching up on learning missed through weaker teaching in the past.
- Pupils benefit from the lively curriculum taught through a wide range of topics, visitors to the school and trips. These broaden pupils' experiences and contribute well to pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- The work for more-able pupils does not always make them think hard, especially in mathematics.
- Teachers do not all insist on high enough standards in pupils' handwriting and presentation in books.
- The teaching of phonics (the sounds that letters make) has not always ensured pupils use these skills consistently in their reading and writing.

Information about this inspection

- The inspector observed a range of teaching in both classes. All teachers were observed, nearly all jointly with the headteacher and/or deputy headteacher. Playtime and lunchtime were also observed.
- Discussions were held with pupils, the headteacher and other staff, and representatives of the governing body and the local authority. The inspector also took account of the 14 staff questionnaires.
- The inspector heard 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. A close scrutiny was made of school data on pupils' progress.
- The 16 responses to the online Parent View survey were analysed and parents' comments taken into consideration.

Inspection team

Karen Heath, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- In April 2013, the school formally federated with three other primary schools to form the Pilgrim Federation. The schools share the same headteacher, deputy headteacher, subject and other leaders, and governing body.
- Pupils are taught in two mixed-age classes: Reception and Key Stage 1 in one class, and Key Stage 2 pupils in the other.
- Nearly all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is average. A small number of pupils have statements of education, health and care plans.
- The proportion of disadvantaged pupils, who are eligible for the pupil premium, is average.
- The government's floor standards, which set the minimum expectations for pupils' attainment and progress, are not applicable because there was only a very small number of pupils in Year 6 in 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so pupils make faster progress by:
 - strengthening the teaching of phonics
 - providing work that makes pupils think hard, especially for the more-able pupils in mathematics
 - ensuring that teachers have consistently high expectations for pupils' handwriting and the presentation of work.

Inspection judgements

The leadership and management are good

- The school has made rapid improvement since the recent appointment of the headteacher and new deputy headteacher. They are well supported by strong subject and other leaders and an effective governing body. The drive to improve pupils' achievement is conveyed clearly by all leaders, and this commitment is shared by all teaching and non-teaching staff. It is also supported by the views of parents who responded to Parent View, all of whom would recommend the school to others.
- The collaboration across the federation of four schools has resulted in the sharing good of practice and opportunities for appropriate training to improve the quality of teaching. Staff have responsibilities across the federation, which gives them a breadth of experience, and this benefits Hindringham. Pupils also speak highly of the federation partnership which has given them opportunities to meet other pupils through additional lessons, going on trips together and forming joint sports teams.
- The use of pupils' assessment data to track progress and attainment has been a key driver to improving achievement. This is currently being revised in line with the new National Curriculum and the removal of National Curriculum levels. Gaps in pupils' learning have been quickly identified. Consequently, pupils across the school are now making good progress, including disabled pupils and those who have special educational needs. This is because these pupils have benefited from additional teaching or support in class. The progress of all pupils and the quality of teaching in lessons is monitored regularly by senior leaders and this is overseen by governors.
- The pupil premium funding is being used effectively to support groups and individuals. It has had a significant impact on the progress and achievement of eligible pupils throughout the school.
- Pupils speak highly of the new opportunities they have had as a result of the sporting coaches funded by the primary sports grant. Boys and girls benefit from high-quality coaching in a range of sports such as athletics, beach volleyball, swimming and basketball. The impact of this was observed during the inspection. Pupils were using their playtime to practise a range of skills they had been taught in these sessions. Collaboration between the federation of schools now means that pupils form joint sports teams to compete against other schools and these have enjoyed some success.
- Pupils enjoy a broad and balanced curriculum which supports the spiritual, social cultural and moral development of the pupils and is helping to prepare pupils well for life in modern Britain. Visits and visitors enrich the curriculum experience. Pupils talk enthusiastically about the different topics and subjects they enjoy and things they had learned; for example, about the Ancient Egyptians or modern Italy. One pupil described how they had had fun pretending to be Michelangelo in an art lesson and had to draw underneath a table: 'We only had to draw upside down for 10 minutes; Michelangelo took four years to do the Sistine Chapel!'. Collective worship provides an opportunity for spiritual reflection, making pupils aware of world issues as well as current issues in British politics such as the Scottish referendum.
- Teachers and non-teaching staff have received support and training in the teaching of phonics but the impact is not yet consistently good. In pupils' home-school books, parents are invited to help their children learn 'tricky' words, phonics or hear their child read. However, school information does not convey clearly enough what is expected from parents in order to maximise their impact in helping their children.
- **The governance of the school:**
 - Governors are effective and knowledgeable about the school. They are committed to driving improvement by supporting the school as well as holding it to account.
 - The amalgamation of four governing bodies formed into one has combined governors' strengths, and the school is now well served by their knowledge and expertise. Governors have actively promoted collaborative working across the federation, bringing parents and pupils together to make improvements.
 - Governors actively monitor the school's work, make regular visits and write evaluative reports. They have a good grasp of data and understand what it says about pupils' progress. This enables them to challenge the headteacher and senior leaders when pupils are not achieving as well as they could.

- Governors track the use of pupil premium funding to ensure that it is improving the outcomes for these pupils so that any gaps in attainment are closed.
- Governors have a good understanding of the impact of performance management to improve the quality of teaching but have not ensured a direct link making teachers' pay rises dependent on their pupils' progress.
- Governors ensure that safeguarding procedures meet statutory requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships between staff and pupils are very positive. Pupils are keen to live up to the school's vision of 'playing our part to achieve excellence'.
- Pupils are very clear about what kinds of behaviour is acceptable and what would happen if pupils misbehave. Pupils of different ages get on well together; older pupils take the initiative in taking care of the younger ones.
- Although pupils have generally good attitudes to learning in all other respects, some of their work is not well presented and their handwriting is untidy.
- Attendance rates have fluctuated over the last three years. They have improved as a result of the robust action taken by school leaders in tackling pupils' absences and explaining to parents the impact on pupils' education if they are taken out of school for holidays during term time.
- The school's work to keep the pupils safe and secure is good. Correct procedures are followed when appointing new staff. Visitors to school are issued with guidance on the safeguarding of pupils.
- Pupils feel safe at school and are confident that the school deals effectively with bullying, even though incidents are rare. Pupils have a good understanding of different types of bullying and how the use of certain words could be offensive to others of a different culture or faith. They were able to discuss in detail the risks of cyber-bullying and talk about how the anti-bullying weeks in school have been used to help them resolve friendship issues.

The quality of teaching is good

- Improved teaching is evident from the good progress pupils are making. The wide age range in each class is well catered for, either with additional adult support or by giving pupils different tasks to do.
- Teachers give clear explanations so pupils understand what is expected of them. The teachers regularly check that pupils know what they are doing and they provide effective support.
- Teachers plan lessons to engage pupils' interests even when practising basic skills. In one lesson, pupils were writing speech in preparation for story writing. This gave pupils a meaningful purpose for a grammar and punctuation exercise so they could accurately write and punctuate conversations in their stories. This was something they were looking forward to doing.
- Teachers ensure that accurate vocabulary – for example, in mathematics – is used even with the youngest children. Questioning is used well to challenge pupils' thinking. Younger pupils are encouraged to work things out for themselves or resolve difficulties and find solutions. However, in mathematics, pupils' progress slows when some of the more-able pupils are given work that is too easy or when they repeat work they can already do.
- Marking in books is good and teachers identify pupils' next steps in learning. Pupils say this helps them to improve their work but the quality of presentation and handwriting varies from day to day because teachers do not always insist on high standards.

- The teaching of phonics is variable because not all staff working with smaller groups have the same high expectations. Consequently, pupils' progress in phonics is patchy.

The achievement of pupils is good

- With such small numbers in each year group, there is inevitably quite wide variation in pupils' overall attainment from year to year. Nevertheless, for each individual, progress and achievement are good.
- In 2014, all pupils in Year 6 attained at least the expected level for their age in reading, writing and mathematics. More-able pupils achieved well in reading and writing but not quite as well in mathematics.
- Through Key Stage 2, pupils make good progress in reading, writing and mathematics. The progress of pupils eligible for the pupil premium is at least as good as their peers because the additional group work they receive is planned by the class teachers to fill in their gaps in learning. There were not enough Year 6 pupils in 2013 known to be eligible for pupil premium funding to comment on their attainment without the risk of identifying individuals.
- Disabled pupils and those who have special educational needs in all year groups make good progress from their starting points because the specialist teacher has high expectations and sets work at the right level to help them succeed. This is further supported by additional adult input when they are in class.
- Pupils' understanding of phonics lags behind their other key skills. This is because the teaching of phonics has not always prepared pupils in Year 1 to apply these skills well enough in their reading and writing.

The early years provision is good

- Children coming into the Reception class settle quickly into the mixed-age class because induction arrangements are good. The children's language and social development are especially boosted by the opportunity to learn from the Year 1 pupils.
- Parents talk enthusiastically about staff being 'passionate' and welcoming. A number of parents of disabled children and those who have special educational needs say they have opted for Hindringham as their school of choice because they feel it offers a caring environment.
- Children achieve well. Assessments of pupils are made early on so that activities can be organised which promote good learning. For example, many of the children had yet to master an appropriate pencil grip and so, during the inspection, they were practising their fine motor skills using tweezers, enjoying picking up a variety of interesting objects. Others were working out simple mathematical problems, counting fruit and reinforcing their understanding of terms like 'more than' and 'less than', inspired by Eric Carle's story of *The Hungry Caterpillar*.
- Teaching is good. Adults engage effectively with children, posing questions and helping children to respond in full sentences to encourage good communication and language skills. The classroom is a bright and stimulating place to learn and equipment is easily accessible for children so they can organise themselves to paint, build something from plastic bricks or take part in role play.
- The large outside area promotes all areas of learning, particularly physical development. Children use the area well for role play and exploring the willow tunnel on their bikes. Children at the early stages of forming new friendships learn to resolve disputes with the good guidance of the teacher prompting them to find solutions.
- Leadership of the Early Years Foundation Stage is good. The designated leader is based at one of the federation schools and offers a good understanding about how young children learn. She teaches at Hindringham each week and supports the class teacher with planning.

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	121086
Local authority	Norfolk
Inspection number	442037

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	44
Appropriate authority	The governing body
Chair	John Burrows
Headteacher	Mary Dolan
Date of previous school inspection	7–8 February 2013
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