

Hopton Church of England Primary School

Coast Road, Hopton-on-Sea, Great Yarmouth, NR31 9BT

Inspection dates

21–22 January 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress requires improvement and is not fast enough, particularly in mathematics.
- Not enough pupils, especially the most able, are working at levels of which they are capable.
- Teachers do not always take into account what pupils already know when planning tasks, so some are too easy. They sometimes set pupils targets that are not high enough.
- Disadvantaged pupils are not making enough progress by the end of Year 6 and are still too far behind other pupils nationally.
- Teachers' marking does not always help pupils to improve their work.
- The school website does not provide enough good quality information for parents.
- The behaviour of a small minority of pupils is not consistently good and some parents do not feel the school deals well with this.
- In the Reception class the outside area does not provide a stimulating learning experience for the youngest children.
- Governors and subject leaders new to post are either too dependent on the headteacher or lack the skills to evaluate the impact of initiatives on pupils' achievement.
- Governors have not evaluated the improvements in the quality of teaching sufficiently to be able to hold the senior leaders to account for the school's performance.

The school has the following strengths

- Recently appointed teachers are helping to raise the overall quality of teaching. Consequently, pupils' achievement is starting to improve.
- The teaching of phonics (letters and the sounds they make) is good, particularly in the Reception class.
- Attendance has improved and pupils say they feel safe in school because of what they have learned in lessons and assemblies about staying safe, particularly on the internet.
- There is good provision for pupils' spiritual moral social and cultural development. Pupils are prepared well for life in modern Britain.
- Pupils find the curriculum stimulating which engages their interest and encourages their love of learning.
- The headteacher and deputy headteacher have been effective in tackling weak teaching. Pupils across the school are now making better progress as a result of the improvements they have made.

Information about this inspection

- Inspectors visited lessons in all classrooms, some with the headteacher and others with the deputy headteacher. In addition, inspectors observed small groups of pupils being taught in classrooms.
- Pupils' work was scrutinised and inspectors heard several pupils read and spoke to pupils about their enjoyment of school and their opinions of behaviour and safety.
- Discussions were held with staff, governors and representatives of the local authority.
- Inspectors looked at a wide range of school documents including: the school's self-evaluation; its development plan; behaviour records; governing body documents; and documents relating to the management of teachers' performance.
- The views of the 61 parents who responded to the online questionnaire, Parent View, were taken into account as well as discussion with parents at the end of the school day. Inspectors also considered the views expressed in the 20 questionnaires returned by school staff.

Inspection team

Karen Heath, Lead inspector

Additional Inspector

John Mason

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British
- Early years provision is provided in one full-time Reception class.
- The proportion of disadvantaged pupils supported by the pupil premium, at 19%, is slightly below average. This funding provides additional support for pupils in local authority care and those known to be eligible for free school meals.
- Approximately 8% of pupils are disabled or have special educational needs, which is below average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection here has been a significant turnover of teaching staff and many are new to the school.
- For the purposes of professional development, including monitoring and evaluation activities, the school works in partnership with the systems leader from another other local primary school, the local authority and the education challenge partner.

What does the school need to do to improve further?

- Strengthen the quality of teaching particularly in mathematics so that all groups of pupils make good progress and reach the standards they are capable of by:
 - providing pupils, especially the most able, with work that makes them think hard and apply their mathematical skills
 - making sure that all teachers use assessment accurately so they know what pupils need to learn and set work at the right level of difficulty
 - making sure teachers' marking and the use of pupils' targets are used to help pupils improve.
- Ensure that pupils who need it are given more support in learning how to manage their behaviour so that they concentrate fully in lessons and make good progress.
- Improve children's progress in Reception by providing a better outdoor learning environment.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders who are new to subject leadership are given the support and training they need to develop their skills in monitoring and evaluating their areas of responsibility
 - leaders, including governors, monitor more accurately the impact of strategies they use to accelerate pupils' progress and help the most disadvantaged catch up
 - governors develop their knowledge and skills to enable them to hold senior leaders fully to account for the school's performance
 - the school engages with parents more effectively to gain their confidence in the school's handling of behaviour
 - the school's website provides useful information to parents and meets statutory requirements.

External reviews of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- The headteacher and deputy headteacher have driven forward much needed improvements in the monitoring and evaluation of teachers' performance, which are now improving the quality of teaching. The rapid turnover of staff since the school's last inspection has meant that initiatives and improvements have not always been fully embedded and some pupils have experienced inconsistent teaching which has hindered their progress.
- Changes in subject leadership have also meant that some subject leaders lack the necessary experience and skills. Although they have introduced initiatives they have not monitored closely the impact of these changes to see if they are effective in accelerating pupils' progress, particularly in mathematics, the early years and for disadvantaged and the most able pupils.
- While leaders are committed to promoting equal opportunities and eliminating discrimination the school has not been entirely effective in ensuring that the most disadvantaged or the most able pupils do as well as they could.
- A significant minority of parents have lost confidence in the school particularly in relation to pupils' behaviour. While many initiatives to involve parents have been launched such as the 'maths cafes' and 'surgeries' after school to help parents support their children's learning, insufficient attention has been given to engaging a disaffected group of parents and regaining their trust in the school.
- The school's website is not used well enough to communicate with parents, to share the school's development and its successes or provide parents with the necessary information that meets statutory requirements.
- The headteacher and deputy headteacher demonstrate the skills and commitment to bring about the improvement that is required. The school improvement plan is a comprehensive and a thorough document based on a broadly accurate evaluation of the school's effectiveness. Targets for success are ambitious and actions clearly identified to accelerate pupils' progress and raise achievement. The appointment of many new staff has resulted in better teaching in lessons. Where teachers are supported by experienced subject leaders, particularly in reading and writing, pupils' progress across the school is accelerating.
- Improvements in the teaching of phonics, reading and writing are now resulting in better achievement for pupils across the school. Books show pupils are able to use their reading skills well to research information and then write about a topic. They adapt their writing style appropriately, using a range of interesting vocabulary and present their work to a high standard, demonstrating a competency that would be expected for their age and stage.
- The curriculum offers pupils engaging learning opportunities supported by visits and visitors. The range of topics covered gives pupils a broad knowledge base and their books show some lively writing and good research demonstrating their application of the skills they have learned in literacy lessons. Provision both through lessons and assemblies promotes effective reflection on faith, culture and personal choices. Children demonstrate a good understanding of British values. They are considerate of gender and equality issues, and show respect for pupils from all backgrounds, giving them valuable skills to participate fully and contribute positively to life in modern Britain. Pupils are taught to respect the law and their understanding is reflected in the way that they follow school rules. They know and understand the importance of democracy, and about how decisions of a group should be made fairly.
- The primary schools' sports funding has been used effectively to improve the skills of teachers to deliver good quality physical education lessons. Additional lunchtime and after-school activities have been introduced and both parents and pupils speak highly of these opportunities. More pupils now represent the school at competitive events, and during the inspection a team of Key Stage 2 pupils enjoyed success at an inter-schools cross-country event.
- To aid school improvement senior leaders are proactive in seeking advice and support and engage well

with other schools, leaders in education and the local authority. The local authority has helped verify the school's judgements about the quality of teaching and accurately identify the strengths and weaknesses. Teachers speak highly of the professional development they have received and how it has helped them improve their teaching. There is now a committed and competent staff who are well placed to move the school forward more rapidly.

■ The governance of the school:

- Governors are keen for the school to improve but have not been sufficiently robust in challenging the school's performance since its last inspection; they can talk about the strengths and weaknesses in the school but are over-reliant on the leadership of the headteacher and deputy headteacher.
- Governors are starting to get to grips with the school's tracking data to inform their understanding about the quality of teaching and learning and evaluate the impact of initiatives on pupils' achievement. They are unable to assess independently whether gaps in pupils' achievement are closing, including those for pupils eligible for pupil premium funding, and whether the use of pupil premium is effectively used to improve their achievement.
- The school development plan, which sets out ambitious targets for pupils' achievement, is not reviewed with sufficient rigour against the school's tracking data to inform governors whether enough improvement is being made.
- Weak teaching has been tackled and where the school's professional support has not been effective the necessary action has been taken. The link between performance management and salary increases is understood by governors; however pay awards have not always been based on the progress pupils are making.
- Governors are proud of the school's Christian ethos and ensure that tolerance and respect for people with no faith or a different faith is promoted to develop the qualities and values that prepare pupils for life in modern Britain.
- Governors ensure that current government requirements for safeguarding are met.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Over time the behaviour of a small minority of pupils has disrupted their learning and slowed their progress. The school has a clear record of the actions it has taken to minimise the impact on other pupils. However, this information has not been effectively shared with parents; consequently some parents express a lack of confidence in the school's ability to deal with such incidents.
- In lessons almost all pupils have a good attitude to learning; they are confident to express their views. They told inspectors that while they know some pupils find learning difficult teachers manage these pupils well and so that they are not disturbed in class. Pupils are encouraged to take responsibility for their own choices and decisions which prepares them well for the next stage in their education.
- Around the school and in the playground pupils are courteous and friendly, and show consideration and care for others. Through their studies pupils have gained an appreciation and respect for people's cultural and religious differences as well as their life-styles.

Safety

- The school's work to keep pupils safe and secure is good. The headteacher and the staff take effective steps to ensure that all pupils are well cared for and protected. Regular risk assessments and appropriate checks are made when appointing new staff.
- Pupils express their confidence in the school to keep them safe. The school's emphasis in fostering a sense of responsibility helps to ensure that the school is a safe place for all pupils.
- Inspectors spoke to groups of pupils, who said there was little bullying in school. Pupils demonstrated a clear understanding of different kinds of bullying and were well informed about the dangers of using the internet.

- The school has been effective in improving attendance, particularly of disadvantaged pupils. Pupils are rewarded for good attendance, which is celebrated in assemblies. Where necessary the school uses legal sanctions so that parents take responsibility for ensuring their children attend school.

The quality of teaching

requires improvement

- Inconsistency in the quality of teaching, partly due to the turnover of staff, has resulted in some pupils having significant gaps in their knowledge and understanding, especially in mathematics. The quality of teaching has improved this year; school data show there is no inadequate teaching, weaker teaching has been supported and has improved and much teaching is now good.
- Teachers are not always accurate in their assessments of how well pupils are achieving or can achieve. This lack of clarity around expectations means that lessons are not always pitched at the correct level of challenge especially for the most able pupils and this has resulted in such pupils making insufficient progress in the last academic year. Pupils are now making expected progress in most year groups but for too many their progress is not fast enough to make up for what they have missed.
- Teachers do not always use their knowledge of what pupils can do and what they are capable of doing to plan lessons which deepen understanding, especially in mathematics. Pupils' books demonstrate that they have targets to achieve and some marking provides good guidance on how to improve work but this is not consistent across the school.
- The teaching of mathematics is too varied. When pupils have mastered a method they may be given more of the same to do and this does not deepen their understanding or challenge them to apply what they have learned in a different context.
- The school's focus on improving writing is reflected in the good progress many pupils are now making in most classes, where teaching has been less disrupted. Pupils are writing sustained pieces of work and are able to use their writing skills to write in a range of different styles.
- The quality of marking and feedback has improved, particularly in writing. However this is not consistent across the school and is less well used in mathematics. Pupils have achievement targets but these are not always sufficiently demanding.
- The teaching of phonics is good. Pupils are given plenty of time in lessons to read and practise their reading and comprehension skills. Pupils of all ages shared their enjoyment of reading with inspectors; their varied choice of books showed they are developing their skills as discerning readers.
- Adults who support disabled pupils and those who have special educational needs are skilled in both the selection and use of learning strategies although the same weaknesses in marking and the setting of targets apply to them as much as others. Activities are well targeted to support the specific learning needs of this group and most make expected progress. A few are not making the progress they should because they struggle to control their behaviour when they find the high expectations of behaviour a challenge and are taught how to manage their emotions sufficiently.

The achievement of pupils

requires improvement

- Children join Reception with knowledge and skills that are typical for their age. Pupils' attainment when they join Year 1 is average. Results in the Year 1 screening check for phonics (the sounds that letters make) were average in 2014, which represent an improvement from 2013. Pupils' attainment at the end of Year 2 is also broadly average.
- In 2014 attainment in reading and writing at the end of Year 6 was broadly average but attainment in mathematics declined from the previous year and was significantly lower than the national average.

- Pupils, including disabled pupils and those who have special educational needs, do not make good progress, especially in mathematics at Key Stage 2. The proportion of pupils making expected progress by the end of Key Stage 2 improved in reading in 2014 and is similar to the national average. However, in reading, writing and mathematics too few pupils make better than expected progress and the most able pupils do not achieve as well as they could.
- The attainment of disadvantaged pupils is similar to that of other pupils in the school. When considering how well this group attain compared to other pupils nationally, they are about one term behind in reading, almost two terms behind in writing and about three terms behind in mathematics.
- Some of the most able pupils are not always given good opportunities to develop their knowledge and understanding, which is why their achievement requires improvement. On occasion, they mark time in lessons, repeating work that they can already do, particularly in mathematics, or lack guidance so they can tackle a task on their own.
- The recent improvements in the quality of teaching and the focus on providing professional development to ensure all staff are delivering good lessons has resulted in better achievement in reading and writing. Pupils' writing books show a good standard of work, with pupils able to write at length applying the skills they have learned both to use an appropriate style of writing as well as correct grammar, punctuation and apply their phonic knowledge to make good attempts at spelling complex words.
- Pupils are confident to share their ideas in groups; this supports their progress in writing. They enjoy researching and finding out about historical events and record questions about what they want to find out from their new topic. Pupils in Year 3 were excited about the work they were doing on ancient Egyptians and were able to recall significant facts as well as make sensible predictions. The trip to Norwich museum had enthused their learning and one pupil told the inspector excitedly that she had 'seen a real live mummy.'

The early years provision

requires improvement

- Children's skills and knowledge when they join the Reception class are typical for their age. The percentage of children who reached a good level of development in 2014 was broadly in line with the national average. Girls' achievement in 2014 in language and literacy skills was better than that of boys. Overall, children are adequately prepared for starting Year 1.
- The early years leader has plans to develop the outside area. At present this does not provide a stimulating learning environment to engage children's interest in solving problems or focus the enthusiasm of boys' energetic play into constructive learning.
- Children demonstrate a basic competency in recognising numbers and simple counting but mathematical activities do not always engage pupils' interests or challenge the most able pupils in sufficient depth.
- In literacy lessons children respond well to the class teacher and supporting adults. They listen carefully and follow instructions. They show a good understanding of their letters and sounds and many are now able to write simple words, preparing them well for Key Stage 1 in this respect.
- Assessment systems are good. Children's learning journeys contain a comprehensive record of their achievements and parents contribute to these by adding their comments using the 'Wow tickets' by sharing their children's successes at home.
- Children are encouraged to make 'sensible' choices about their own behaviour. Systems are in place to ensure the safety of children, who show a good understanding of rules and routines to keep themselves safe.

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	121098
Local authority	Norfolk
Inspection number	453582

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	193
Appropriate authority	The local authority
Chair	Clare Ouddane
Headteacher	Christabelle Whiteley-Tye
Date of previous school inspection	13 March 2013
Telephone number	01502 730489
Fax number	01502-732857
Email address	office@hopton.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

