

Hainford Primary Partnership School

Newton Road, Hainford, Norwich NR10 3BQ

Inspection dates	16–17 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher has high aspirations for pupils and staff. Her passionate and determined leadership, ably supported by other senior leaders, is driving rapid improvement across the school.
- Governors know the school's strengths and areas to improve very well. They challenge leaders effectively.
- The quality of teaching is now good. Staff use assessment effectively to plan work that is well matched to pupils' needs in reading, writing and mathematics. As a result, current pupils are making good progress in these subjects.
- Actions taken by the early years leader over the last year, together with good teaching, have transformed the early years. Children make good progress and are well prepared for Year 1.
- The curriculum is well designed and provides pupils with a range of rich experiences to enthuse them, as well as improving their basic skills.
- This contributes well to pupils' spiritual, moral, social and cultural awareness and ensures that they are well prepared for life in modern Britain.
- Pupils' behaviour is good in lessons and across the school. They are polite and courteous to each other and to all adults, and have positive attitudes to learning.
- Pupils feel safe at school. Leaders ensure that systems to keep pupils safe are effective and respond to the individual needs of pupils.
- Partnerships with parents are strong. Virtually all parents are highly positive about the education and care their children receive.

It is not yet an outstanding school because

- There is not enough outstanding teaching over time across the school. As a result, pupils' attainment and progress are not outstanding.
- Adults do not always have the same high expectations of pupils' work in the wider curriculum as they do for English and mathematics. Assessment systems for the wider curriculum are less well developed than those for English and mathematics.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching across the school to achieve outstanding outcomes, by:
 - sharing the strong practice which exists in the partnership to further develop the quality of teaching over time in the school
 - ensuring that subjects other than English and mathematics are taught in sufficient breadth and depth so that pupils develop their knowledge and understanding at levels appropriate for their age
 - refining the recently introduced assessment systems to provide leaders and teachers with enhanced information about pupils' outcomes in all subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, ably supported by senior leaders and the governing body, has worked with drive and determination to bring about rapid improvements in the school since her appointment. As a result, the quality of teaching and the progress pupils are making have improved.
- There are very effective systems in place to monitor teaching and its impact on pupils' achievement. This enables leaders to have an accurate understanding of the school's effectiveness, its strengths and areas that need to be improved further. Carefully crafted plans and underpinning actions have been developed to tackle weaker areas.
- Senior leaders provide staff with high-quality professional advice and guidance in school. Teachers also benefit from support from schools within the Nebula partnership of schools. This support has helped significantly to enhance the quality of teaching, learning and assessment.
- Leaders and managers ensure that they track pupils' progress carefully. This means that staff identify pupils who are not doing as well as they should. They give these pupils additional support to help them make better progress. As a result, different groups of pupils, including those who have special educational needs or disability, make good progress. This shows leaders' commitment to promoting equality of opportunity for all pupils.
- Subject leaders for English and mathematics are fully involved in monitoring the quality of teaching, learning and assessment and pupils' progress in their areas of responsibility. Specific expectations have been written for writing and mathematics. These have helped teachers to know exactly what they are working towards.
- Teachers adhere to the school's policy for marking and feedback, which is supporting good learning. Pupils respond well to the advice they are given and this contributes to their good progress. For example, Year 5 pupils were observed responding to comments from their teacher on their writing, which helped to move their learning on.
- The executive headteacher has strengthened appraisal systems, and has linked teachers' pay rigorously to their performance, measured closely against the national teachers' standards.
- The curriculum is broad and balanced, allowing pupils to have good opportunities for extra-curricular activities through visits and visitors. During the inspection older pupils were writing excitedly about their recent residential experience. The whole school also attended a session on circus skills that was taking place within the Harsner Federation. Pupils returned from this session highly enthused and looking forward to working on the activities that their teachers had planned around this.
- Pupils also benefit from the opportunity to attend a range of clubs, including for sport. In lessons, there are opportunities for investigative learning in science, and activities to learn about the different faiths represented in Britain today. Effective provision for pupils' spiritual, moral, social and cultural development is well embedded into this curriculum, which meets pupils' needs well. This is a caring school, which nurtures pupils and fully promotes equality.
- The school's Christian ethos, along with the curriculum and acts of collective worship, ensures that pupils are well prepared for life beyond school and able to embrace the values at the heart of British society.
- The additional funding for sport and physical education is used effectively to increase the opportunities pupils have to enjoy physical activities, understand healthy eating and participate in competitive sport.
- There are a very small number of disadvantaged pupils in the school but they have benefited from judicious use of the pupil premium funding.
- The local authority knows the school well. Together with the diocese, they have supported the establishment of the Nebula partnership of six schools. Since its inception in September 2015, this partnership has been instrumental in bringing about rapid improvement in the school.
- **The governance of the school**
 - Governors have improved their working arrangements since the previous inspection, following a review of governance. Membership of the governing body has been reviewed and committees reorganised. The governing body now provides a good balance of support and challenge to the school.
 - Governors are regular visitors to the school and ensure they share their findings with the relevant committees.
 - Governors ensure that the additional funding for disadvantaged pupils and the primary sports funding provide good value for money.

- Arrangements for performance management of staff, including the headteacher, are clear and stringently applied. Financial decisions linked to pay progression are clear.
- The arrangements for safeguarding are effective. All staff have regular safeguarding training, including 'Prevent' duty training to combat extremism and radicalisation. They are very clear about what they should do if they have any concerns about pupils or adults. Systems for keeping pupils safe and secure are rigorous and comply with statutory requirements. The school liaises well with other agencies.

Quality of teaching, learning and assessment is good

- Leaders have successfully dealt with weaknesses in teaching that were identified during the previous inspection. As a result, the quality of teaching is now good, with some examples of very strong practice. This ensures that pupils make increasingly good progress.
- Very supportive and warm relationships between staff and pupils make a strong contribution to pupils' good learning. Classrooms are calm working environments where pupils are eager to learn. This is because pupils know what is expected of them, and the majority of lessons move on at a good pace.
- Teachers ask effective questions that encourage pupils to think carefully about their responses. Pupils are able to give clear reasons for their answers and they share their ideas and understanding with their classmates effectively, enjoying the opportunities they are given to work in groups or pairs. For example, Year 6 pupils, who were working on creating atmosphere in their stories, based on their recent residential visit, rose to the challenge to reflect on and comment on each other's writing techniques.
- Skilled teaching assistants are deployed effectively and work well both with individuals and groups of pupils to promote their understanding. They are sensitive to the needs of individual pupils and support them well to access their learning, particularly those who have special educational needs or disability. As a result, these pupils make similar progress to their peers, and gaps in attainment are closing.
- The school has worked effectively with other schools in the partnership to ensure that assessments are accurate. Leaders ensure that teachers use assessment information effectively to plan lessons for English and mathematics that are appropriate to the needs of the different groups of pupils. If any pupil is identified as at risk of falling behind in these subjects, appropriate interventions and support activities are quickly put in place. These activities are time-limited and leaders accurately capture pupils' starting points and end points to make sure they are making the required difference to pupils' progress.
- A well-structured approach to the teaching of phonics is now in place. This is an improvement since the previous inspection and is ensuring good continuity in the development of reading skills from the early years and through key stage 1. Carefully targeted intervention is in place to support pupils where they need help to reach the expected standards in phonics.
- The high expectations that teachers have of the quantity and quality of pupils' work in English and mathematics is not always replicated in their expectations for the wider curriculum and they do not always plan work that challenges pupils at the right level in these other subjects. Consequently, pupils' progress and attainment is not as strong in these subjects as it is in English and mathematics. The school's recently introduced assessment systems have greater potential to provide more detailed information about pupils' outcomes across all subjects.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a warm, welcoming place where self-assured and confident learners work well together and demonstrate good attitudes to learning and all aspects of school life.
- School leaders have good systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils.
- Pupils are clear about what constitutes bullying and say staff do not tolerate it. School records show that bullying is extremely rare and if it does occur, appropriate action is taken to resolve it. Parents were very positive about how the school works with their children to mediate and resolve any 'falling out' that might occur.
- Pupils feel safe and valued as members of the school community. They know how to keep themselves safe, including when online. Pupils, parents and staff all agree that the school is a safe place to learn.

- Senior leaders and teachers take every opportunity to develop pupils' personal qualities across the school. Collective worship, which includes a weekly celebration and also displays around school, recognise and celebrate pupils' many and varied achievements.
- Pupils benefit from enrichment activities within the Nebula partnership which provide the opportunity to interact with pupils in the other local schools.

Behaviour

- The behaviour of pupils is good. Pupils are polite and friendly. Relationships in lessons, in the playground, dining area and during pre- and after-school activities are supportive and considerate. One pupil commented that, 'everyone is friendly here and we all know each other'.
- Pupils understand the school system for managing behaviour of 'remind, reset and remove' and the large majority respond very well to adults' high expectations of them.
- Attendance has improved overall and is now similar to national averages. The school has worked hard to address unauthorised absence and persistent absenteeism. Classes compete weekly for the best level of attendance and certificates are awarded to pupils with full attendance each half term. Attendance has also improved for groups of pupils such as disadvantaged pupils and pupils who have special educational needs or disability. However, the proportion of pupils who regularly miss school remains above national averages.

Outcomes for pupils

are good

- Observations of pupils' responses in class, analysis of work in books and the school's own robust tracking data, show that all groups of pupils currently in the school, including the most able, those who have special educational needs or disability and those who are disadvantaged, are making good progress from their different starting points in reading, writing and mathematics. The majority of pupils in all year groups are now on track to meet or exceed the standards expected for their age in these subjects.
- The school's most able pupils are typically provided with work which challenges them and supports them in achieving their potential.
- Attainment at both key stage 1 and key stage 2 shows a fluctuating trend largely due to the varying but small cohort sizes each year.
- The proportion of children reaching the expected levels of development at the end of the early years was below average in 2015, although it had improved from the previous year. This year school data shows, and work in children's books evidences, that the proportion is above average, with almost all children now having reached the expected level. This is as a result of improved leadership and teaching in this stage.
- The proportion of children reaching the expected standard in the year 1 phonics check has fluctuated and dipped to well below average in 2015. However, pupils' outcomes in reading are now strong. All pupils in Year 2 this year have now achieved the expected national standard in phonics and the proportions who have achieved this in Year 1 this year is above average. Across the school, the vast majority of pupils read fluently and with good understanding. This is because leaders have improved the teaching of reading across the school and in particular have ensured that phonics is taught in an appropriately structured way, matched to children's abilities.
- Pupils' attainment at the end of key stage 1 in 2015 was below the national average. However, this outcome did represent good progress, given that the starting points of many of these pupils were well below average at the beginning of Year 1.
- Pupils' attainment at the end of key stage 2 in 2015 was in line with the national average for reading and writing, but below for mathematics. The proportion of pupils who made expected and more than expected progress for writing was above average. For reading, the proportion making expected progress was in line, while that making more than expected progress was above average. For mathematics, the proportion of pupils making expected progress was in line, while that for above expected progress was below average.
- Pupils who have special educational needs or disability are making similar progress to their peers. Leaders and staff assess the needs of these pupils very well and ensure that they receive the support they require to meet their individual needs.
- The very small numbers of disadvantaged pupils also make good progress. In 2015, there were too few disadvantaged pupils in Year 6 to allow sensible comparisons to be made with other pupils.
- Pupils' progress and attainment in subjects other than English and mathematics is not always as strong

because the work they are given does not always reflect the expectations for their year group or challenge them at the appropriate level.

Early years provision

is good

- The early years has improved significantly over the last year due to improvements in leadership, the quality of teaching, and both indoor and outdoor provision.
- Staff now work closely together to plan and provide a rich array of experiences that entice children to take an enthusiastic and full part in their learning and play. As a result, children this year are well prepared for Year 1.
- Improvements in the way that reading is taught mean that children now get a good grounding in understanding sounds and letters and this has helped their early reading and writing skills.
- The leadership of the early years is good. Both the early years leader and the class teacher have a clear understanding of strengths and areas for development. Well-planned developments to provision and support to improve the quality of teaching are considerably improving children's outcomes.
- All of the adults make effective use of assessment information to plan to meet children's interests and individual needs. This includes attendance at regular meetings to check the accuracy of assessment judgements and ensures the school has robust assessment information. Any children who are not making good progress are quickly identified to receive additional support. The progress of disadvantaged children is also carefully monitored so they make similar good progress to others.
- The early years staff give children's welfare and safety a high priority. As a result, children are happy, safe and increasingly confident. Good use of established routines ensures that children settle quickly to learning and helps to refocus any whose attention wavers. Children fully understand what is expected of them and they are keen to do what is right. Overall, behaviour is good.
- Parents are well supported in helping their children to continue their learning at home through effective and close working partnerships. For example they are provided with the same resources as are found in the classroom to support their child with reading. Parents are readily welcomed into school.

School details

Unique reference number	121041
Local authority	Norfolk
Inspection number	10011776

This inspection 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	68
Appropriate authority	The governing body
Chair	Mrs Susan Rhodes
Executive Headteacher	Mrs Ashley Best-White
Telephone number	01603 898359
Website	www.harnserfed.co.uk/hainford-primary
Email address	office@hainford.norfolk.sch.uk
Date of previous inspection	21–22 January 2014

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This funding is for pupils known to be eligible for free school meals and children looked after.
- The proportion of pupils who have special educational needs or disability is below average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website. Since the previous inspection there has been a high number of changes in staff, including the leadership of the school.
- The school is part of the Nebula partnership of six schools who share an executive headteacher. This partnership was formed from two separate federations of schools and a newly formed primary school in, September 2015.

Information about this inspection

- The inspector observed eight lessons or part lessons. Most were observed jointly with a member of the leadership team.
- A range of work in pupils' books was scrutinised.
- Discussions were held with school staff, governors and a representative from the local authority.
- The inspector talked to pupils about the school's work, listened to some pupils read and talked to them about books that they enjoy.
- Various aspects of the school's work were observed and the inspector considered a range of policies and documents. These included information about pupils' attainment and progress, planning and monitoring documentation, the school improvement plan and self-evaluation summary, safeguarding policies, and behaviour and attendance records.
- The inspector observed pupils in collective worship.
- Account was taken of 18 responses to the online Ofsted questionnaire, Parent View. The inspector also spoke to parents as they were delivering their children to school, and met with one parent.

Inspection team

Joan Beale, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted

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, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

