

# Inspection of Horning Community Primary School

Lower Street, Horning, Norwich, Norfolk NR12 8PX

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Inspection dates: 18 and 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy everything the school and its surroundings offer. They say that the best things about this school are their teachers and the friendships. Pupils are safe and happy here. They value the time, attention and space given to them by their teachers. Pupils are friendly towards each other. Bullying is rare and pupils say that if they had any concerns, they know that the adults would help.

Pupils have enthusiastic and caring teachers who are committed to providing a great education and keeping pupils safe. They help pupils to become fluent readers and proficient mathematicians. Pupils develop a wider understanding of the world, including the unique history and landscape of Norfolk.

In lessons, pupils want to impress others and do well. Positive behaviour is encouraged and rewarded. For example, if pupils demonstrate being resilient, they receive awards for this in assembly. Pupils behave well and they like the school rules.

Pupils can take part in a variety of clubs, trips and visits. Leaders and staff are creative about finding ways to enrich pupils' experiences. For example, pupils learn how to 'Boogie Bounce', learn circus skills from a visiting circus and take part in the local church's festival celebrations.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious about pupils' education. Care has been taken to ensure that pupils experience a broad and balanced curriculum. Leaders have set out the knowledge, vocabulary and skills that pupils will learn. Leaders know the importance of helping pupils to remember what they study. This is reflected in the way that the curriculum is sequenced and in the way that teachers regularly provide opportunities for pupils to revisit learning. In some subjects, leaders' curriculum planning is relatively new. In these subjects, teachers teach with clarity, and pupils have excellent discussions about what is taught. Occasionally, the work teachers set for pupils in these areas of the curriculum does not consistently help pupils to use and apply what they have studied previously.

Leaders and staff prioritise reading. Leaders have made sure that all elements of the reading curriculum are of the highest quality. Staff teach reading expertly and pupils have plenty of opportunities to practise. Adults' precise and accurate assessment pinpoints exactly any reading support pupils need. Staff regularly read to children and when they do so, they read with enthusiasm. Teachers choose diverse, interesting and exciting books to be read by and with pupils. Pupils in younger year groups are quickly learning to read. Older pupils read fluently, emulating the enthusiasm of their teachers.

Adults model kindness and share leaders' high expectations for pupils' behaviour. Staff have embraced a consistent approach to encourage pupils' positive behaviour and attitudes in class and around the school. This approach has been developed in consultation with staff across the federation who have expertise in pupils' social, emotional and mental health. Pupils know the school rules and enjoy being recognised for their efforts and displays of good character.

Leaders are constantly looking for ways to add to the range of personal development opportunities for pupils, for example through making connections in the community so that pupils can contribute to charitable events and experience religious festivals. In school, character values such as collaboration and reflection are taught, encouraged and celebrated.

In the early years, staff have planned children's learning experiences in all the learning areas carefully. Leaders are currently working on plans to improve the curriculum as some areas of learning do not yet identify precisely what children need to learn and be able to do. Children receive lots of care and attention, including plenty of opportunities to have conversations, hear stories and sing songs. Warm relationships support children's emotional security and help them to manage their own feelings and behaviour.

Staff know the pupils well. This helps staff to quickly identify pupils' special educational needs and/or disabilities (SEND). Alongside leaders and SEND experts in the federation, staff work with parents and external agencies to ensure that pupils with SEND are supported well in the classroom. Teachers make adaptations so that pupils with SEND access the same broad, ambitious curriculum as their classmates. Staff ensure that effective teaching and well targeted support help pupils with SEND to achieve well.

Governors are ambitious about education and pupils' wider development at this school. They have invested in people, systems, resources and technology to considerably improve pupils' experiences. The head of school and his staff are helping to translate leaders' ambitions into tangible, positive changes. Staff feel supported. Everyone is committed to work together to continue the positive work that is already in motion.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have provided thorough safeguarding training for staff. Staff know to report and record all concerns, no matter how small. Systems for recording concerns are thorough and checked regularly. Leaders work with outside agencies and communicate regularly with parents. They ensure that pupils get any help they need quickly to keep them safe. Leaders have also ensured that pupils learn how to keep safe, including online.

Leaders carry out all the checks required to ensure that adults are suitable to work in the school. The school's single central record of these checks is up to date and accurately maintained.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some areas of the early years curriculum are at an earlier stage of development than others. In these areas of learning, leaders have not yet identified precisely what they want children to know and do. This means that, for example, children do not learn as much about the wider world as they could. Leaders should ensure that their plans to improve curriculum design in the early years are actioned in a timely way.
- Occasionally, the work given to pupils in some subjects does not enable them to achieve the aims and ambition of the curriculum. As a result, not all pupils are able to use and apply what they have been taught previously. Leaders should train teachers to understand better ways of selecting tasks. This will help pupils to apply and remember the knowledge and skills they have been taught.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120822
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10226911
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mike Blake
<b>Headteacher</b>	David Hopkins
<b>Website</b>	<a href="http://www.horning.norfolk.sch.uk">www.horning.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	9 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The school, as one of three schools in the Together Federation, joined with schools in the Coastal Federation to form the Coastal Together Federation in September 2021.
- The school runs an on-site pre-school for two-to- four-year-olds.
- The school does not use alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and senior leaders in the Coastal Together Federation.

- The lead inspector spoke, via telephone, to a representative for the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at some samples of pupils' work.
- The lead inspector also looked at action plans and spoke with leaders about curriculums in other subjects.
- Inspectors spoke with leaders, governors, teachers and pupils about safeguarding. The lead inspector also looked at the school's single central record of recruitment and vetting checks, and the school's records of safeguarding concerns.
- The lead inspector considered responses made by parents to Ofsted Parent View, including four free-text responses. The lead inspector also considered responses to Ofsted's staff survey.

### **Inspection team**

Hannah Stoten, lead inspector

His Majesty's Inspector

Nicola Shadbolt

Ofsted Inspector

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