



Great Hockham Primary School

Inspection Report

Unique Reference Number 120819
LEA NORFOLK LEA
Inspection number 280898
Inspection dates 6 July 2006 to 7 July 2006
Reporting inspector Mr. Colin Henderson AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Watton Road
School category	Community		IP24 1PB
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01953 498302
Number on roll	78	Fax number	01953 498302
Appropriate authority	The governing body	Chair of governors	Mrs. Claire Watts
Date of previous inspection	3 July 2000	Headteacher	Mr. Douglas Hartley

Age group 4 to 11	Inspection dates 6 July 2006 - 7 July 2006	Inspection number 280898
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school that mainly serves its local village community. Some children come from outside the immediate area. Attainment on entry is below average, particularly in mathematical and speaking skills. All pupils speak English as their first language. A below average proportion of pupils are entitled to free school meals. The number of pupils with additional learning needs is broadly average. The school has had a high level of staff changes and pupil mobility in some year groups. A new headteacher started in April 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with many good features. It has a very caring supportive approach that is valued highly by parents and pupils, reflected in a parent's comment that it has 'a very close, caring almost family-like ethos which is ideal for youngsters to grow, learn and develop'. The school is improving and it currently gives satisfactory value for money. Standards of attainment are average overall and pupils achieve satisfactorily. Under the effective leadership of the new headteacher, supported well by a strong staff team, standards are rising. The school has reorganised the curriculum to create a good range of interesting learning activities. It is developing effective procedures for tracking pupils' achievements and helping them to make better progress. Pupils enjoy their learning, behave well and are getting a clearer understanding of how they can improve their work. Arrangements to ensure that pupils know how to improve their work are contributing significantly to raising standards, although these arrangements are not yet implemented consistently in each class. Children make good progress and reach expected standards in the Reception year as a result of good teaching and an interesting range of learning activities. This is built on soundly overall throughout the school. There is some good teaching in each class, although it is satisfactory overall as teachers' expectations are not always consistently high enough. Standards of attainment are improving as reflected in the most recent test results. The current Year 2 attained above average levels. The current Year 6 attained average standards overall. Standards in science have improved, although the proportion of pupils attaining above nationally expected levels is below average. The school has developed satisfactory procedures that help it to have an accurate picture of how well it is doing. Its evaluation of its effectiveness coincides with that of the inspector. Staff and governors check carefully on how well pupils are achieving. However, procedures to evaluate the school's overall effectiveness are not developed fully, such as the arrangements to check the success of initiatives in the development plan. The school has made good improvement on most of the issues from the last inspection, although those for checking good teaching are not sufficiently rigorous. The school has the capacity to improve further.

What the school should do to improve further

- Extend current practices to ensure that all teachers make clear to pupils how to improve their work
- Raise standards in science by requiring pupils to apply their knowledge and understanding to more demanding contexts and provide more detailed explanations
- Extend evaluation procedures to improve governors' and some subject leaders' ability to assess the impact of teaching on pupils' learning

Achievement and standards

Grade: 3

Pupils achieve satisfactorily overall. Reception children make good progress as they benefit from good teaching, a lively curriculum and working alongside their classmates

in Years 1 and 2. They attain nationally expected levels in all areas of learning by the time they enter Year 1. Pupils make satisfactory progress overall in Years 1 to 6. Their achievement, especially the current Year 4, has been limited by high levels of staff change and pupil mobility. Although test results vary from year to year due to the small number of pupils in each year group, the results in 2004 and 2005 dipped and show that Year 2 attained average standards overall and Year 6 attained below average levels. However, pupils' achievement and their standards of attainment are improving quickly as a result of the school's improved strategies for tracking and supporting pupils. Year 2 pupils are currently attaining above average levels in reading, writing and mathematics. Year 6 are currently attaining average levels in English and science and above average in mathematics. The school has exceeded its reasonably challenging target in 2006 and an increased proportion of pupils attained above expected levels in mathematics. Standards in science have improved to average levels, although more able pupils do not achieve as well as they could. They are not always required to use their knowledge to explain in writing the results of scientific investigations. Standards are improving, although they are still below what they were in Year 6 at the time of the last inspection. Pupils with learning difficulties receive good quality individual support from teachers and effective teaching assistants. They make good progress towards their learning targets and many attain nationally expected levels.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are promoted successfully by a caring ethos that is valued by pupils and their parents. Relationships are very good and pupils' enjoyment of school is shown clearly in their positive approach to learning and their good behaviour. Bullying is rare and any incidents are effectively dealt with. Attendance is satisfactory. Older pupils enjoy taking on responsibilities, for example, acting as buddies to Reception children. They are increasingly responsible for promoting their own learning by self- and peer-assessment. Pupils have a good understanding of safe and healthy lifestyles and are involved in a good range of sports. They share their views on the school through class discussions and the school plans to set up a school council next term. Pupils' spiritual, moral, social and cultural development is good. The school makes good use of assemblies and prayers to encourage pupils to reflect upon their feelings and their contributions to the school and local village community. Pupils' cultural development is enhanced through activities like Tudor dancing and the planned Black History Week. The Enterprise Project successfully extends pupils' ability to work together, their basic skills and economic awareness. The combination of their academic and social skills lay good foundations for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There were many examples of good practice in the lessons observed, although an analysis of pupils' work shows that some teachers do not always have consistently high expectations of pupils' achievement. Many lessons are lively and teachers use a broad range of styles, for example, role-play activities, to promote pupils' interest and involvement. This leads to pupils enjoying learning, as reflected in many of their comments. Teachers manage their classes well to encourage them to maintain their attention. They plan a good range of activities for pupils of different ages in mixed classes, although these are not always matched sufficiently to their different abilities. This does not ensure that all pupils achieve as well as they could. Teachers use questions well to encourage pupils to put forward their views, although, in some lessons, more able pupils could be stretched by being asked more complex questions. Teaching assistants are effectively used to provide good support for pupils with learning difficulties and they make good progress. All teachers mark pupils' work constructively. Some link their comments well to pupils' improvement targets and involve pupils successfully in assessing their own work. This helps to improve standards, although these practices are not consistently implemented throughout the school.

Curriculum and other activities

Grade: 2

The curriculum is good with some innovative and exciting features. Reception children make good progress because interesting learning activities are provided that match their needs and interests. They benefit from a good balance between adult-directed activities and those they choose for themselves. This ensures that they achieve in all areas of learning. The recently reorganised curriculum is planned well to link subjects together and to help pupils extend their key skills, although it does not always identify how specific skills should build on earlier learning. The curriculum provides good opportunities for those with learning difficulties and extension activities for more able pupils to enable an increasing number to attain above average standards. The very effective use of themed weeks and the weekly 'Grand Withington' choice of activities, involving members of the local village community, contribute greatly to pupils' enjoyment of school and their achievement. Pupils also enjoy participating in the many additional activities that the school organises, for example, a good range of clubs and trips.

Care, guidance and support

Grade: 2

Teachers and support staff know pupils very well and work hard to provide an outstanding level of personal care and support. Pupils needing extra help are identified

quickly and supported effectively. Outside agencies, for example, speech therapists, are used well to provide specialist guidance where needed. The systems for ensuring pupils' safety and security, for example those for child protection, are robust. Pupils say that they feel safe and happy at the school. This high quality care makes pupils feel valued and well looked after. The school plans to develop systems to improve pupils' attendance. Guidance to help pupils over how to improve their academic achievement is developing effectively and helping to raise standards. Pupils understand their targets and what they need to do to reach the next level in literacy. The targets for numeracy are not so consistently established nor always fully understood.

Leadership and management

Grade: 3

The headteacher, with good support from his senior teachers, has quickly gained a clear understanding of how well the school is doing and he provides effective leadership. He has encouraged staff to become more involved in working as a team to target improvement. They have introduced systems to track pupils' achievement closely and to identify and support pupils who are underachieving. This is raising standards in writing and promoting equality of opportunity for pupils. The strong team approach helps teachers to work together to improve their teaching. Some subject leadership is good, for example, in literacy. However, systems to check on how well teaching supports effective learning in other subjects are not sufficiently rigorous. Governors support the school well and are improving their knowledge of the education provided, for example, by visiting some lessons. However, they do not check closely on how well the school is doing, for example, by regularly evaluating progress on improvement priorities. The school development plan lacks clarity in the way in which the school is trying to raise standards and exactly how these are to be measured and evaluated. The headteacher has improved the opportunities for parents and pupils to share their views on the school and contribute to its development. Given the good parental support, the strong team approach and better systems to improve pupils' achievement, the school is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and making me feel welcome when I visited your school recently. I enjoyed talking to you, looking at your work and watching you learn. What I liked most about your school - Your teachers and other adults care about you as individuals and make sure that you are safe - You get on well together and are kind to each other. I like the way older pupils look after the younger ones - You get to school on time and your behaviour is good. This means that teachers can get on with the job of helping you learn - The school puts on many interesting activities to help you learn, like the 'Grand Withington' and the out of school clubs. I know you enjoy these very much - Mr Hartley, the teachers and governors who run your school are working hard to make your school even better What I have asked the school to do now - Do more to help you to know what you need to do next to improve your work - Help you to improve your knowledge and understanding in science - Provide more opportunities for governors and teachers to look carefully at lessons and see where they can help you to achieve even better results I hope that you continue to be happy at school and carry on working hard.