



Hevingham Primary School

Inspection Report

Unique Reference Number 120817
Local Authority NORFOLK
Inspection number 291867
Inspection dates 23–24 November 2006
Reporting inspector Godfrey Bancroft

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

Type of school	Primary	School address	New Road
School category	Community		Westgate, Hevingham
Age range of pupils	4–11		Norwich NR10 5NH
Gender of pupils	Mixed	Telephone number	01603 754677
Number on roll (school)	97	Fax number	01603 754677
Appropriate authority	The governing body	Chair	Mrs Susan Jarvis
		Headteacher	Mrs Binks Neate-Evans
Date of previous school inspection	17 September 2001		

Age group 4–11	Inspection dates 23–24 November 2006	Inspection number 291867
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Introduction

The inspection was carried out by an Additional Inspector

Description of the school

This is a smaller than average sized primary school. The socio-economic circumstances of the community are broadly average. Attainment on entry varies year on year but is usually broadly average. The percentage of pupils from ethnic minority backgrounds and the percentage who speak English as an additional language are very low. The percentage of pupils who have additional learning needs or disabilities is above average. The school operates as part of a partnership with a nearby primary school. The two schools share a recently appointed acting Headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspection agrees with the school's current evaluation of its own performance that it provides a satisfactory quality of education. It is a school that is improving rapidly. This is mainly because it is benefiting greatly from the energetic and enthusiastic leadership of the recently appointed headteacher. In partnership with the staff and governing body, the headteacher is increasing the school's effectiveness in identifying which aspects of the school need to be improved. Measures designed to bring about the necessary improvements, including the improved use of school performance data, have been introduced and are beginning to have the desired effect, but have not been in place long enough to impact sufficiently on pupils' progress and standards. However, the school's capacity for continued further improvement is good.

Provision for children in the Reception class is good and the majority attain the standards expected for their age. Pupils in other parts of the school achieve satisfactorily, attaining standards that are broadly average. Even so, by the time pupils leave, their attainment in mathematics still lags a little behind that for English and science. This is because, at times, not enough attention is given to developing pupils' skills in mental arithmetic and oral communication or providing opportunities for them to applying their mathematical knowledge in a range of interesting situations.

Pupils clearly enjoy attending school and they work hard in lessons. The school is good at making sure they are safe and cared for well. This helps to make pupils' personal development and well-being good. They appreciate the value of exercise and recognise the importance of eating healthily. Pupils contribute well to the school and to the wider community. They are satisfactorily acquiring the basic skills of literacy, numeracy and information and communication technology that they will need in later life. The curriculum is satisfactory and pupils have access to a good range of additional activities and educational visits.

Teaching and learning are satisfactory. Good teaching is evident in many parts of the school. However, there are some weaker aspects which mean pupils' progress, whilst satisfactory, slows down in Years 3 and 4. This is because expectations of how well pupils will work and achieve are not always high enough. On other occasions pupils are not provided with enough information about what they need to do to improve.

The governing body undertakes its duties effectively. The issues for improvement identified at the time of the last inspection have been addressed successfully. The school provides satisfactory value for money.

What the school should do to improve further

- Improve the quality of teaching so that pupils' progress is consistently good throughout the school.
- Raise standards in mathematics through placing greater emphasis on improving skills in mental arithmetic and oral communication as well as providing more opportunities for pupils to apply their mathematical understanding in other subjects.

Achievement and standards

Grade: 3

When they start school the attainment of most children is broadly average. Whilst in the Reception class they achieve well and attain standards that are close to those expected for their age. Standards by the end of Year 2 and Year 6 tend to vary from year to year. This is mainly because of the relatively small number of pupils and the numbers who join or leave the school within each year. Even so, the overall picture is one of satisfactory progress. Whilst pupils continue to achieve satisfactorily there is currently some reduction in the pace of progress in Years 3 and 4. However, pupils catch up again in Years 5 and 6. Currently standards at the end of Year 2 in reading, writing and mathematics are broadly average. Standards at the end of Year 6 are also broadly average, but standards in mathematics are slightly lower than those in English and science. Given their starting points, inspection findings indicate that pupils' achievement is satisfactory. There is no significant difference in the progress of different groups of pupils and those who have learning difficulties advance at the same rate as their peers.

Personal development and well-being

Grade: 2

Attendance is average, despite the school's efforts to improve it, because of the number of parents and carers who take their children out of school for social events and holidays during term time. Nonetheless, pupils like coming to school. They behave very well in lessons and outside the classroom, and are very caring and supportive towards each other. Older pupils are good at making sure that the younger ones are safe and happy. Those pupils designated as 'buddies' take their duties very seriously. Many pupils embrace responsibility eagerly. For example, they manage a mini-enterprise in which they sell products made during art and design lessons. Pupils' spiritual, moral, social and cultural education is good. They are knowledgeable about the need to eat healthy foods and to take regular exercise. Pupils are acquiring the basic skills of literacy, numeracy and information and communication technology that will support them in later life satisfactorily.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory with some that is good. The better teaching is characterised by careful planning, which enables learning to proceed at a good pace and by the ways in which teachers recognise and celebrate pupils' efforts. This is helping pupils to become increasingly confident learners. Teachers often make good use of questioning to improve pupils' ability to speak and to listen, but sometimes not enough attention is given to developing the basic skills of grammar, punctuation and

spelling. The school has recognised and is addressing inconsistencies in the quality of teaching which sometimes cause pupils' progress to slow down. This is particularly evident in Years 3 and 4. This reduction in progress tends to occur when work is not matched well to the full range of abilities in the class and when explanations are too complicated for pupils fully to understand.

Teachers use the school's arrangements to assess pupils' attainment and progress well. They are usually very thorough in ensuring that pupils understand how well they are progressing and what they need to do to improve. However, sometimes the marking of pupils' work fails to provide them with enough information about what they should do to improve.

Curriculum and other activities

Grade: 3

At all stages the curriculum is well planned to meet pupils' needs. The school has recently modified its approach to teaching several subjects in order to help pupils to understand how their learning in different subjects is linked. Whilst this is clearly set out in the planning of most teachers it has not yet had time to impact on pupils' progress, particularly in relation to mathematics. Pupils appreciate the good variety of lunchtime and after school clubs which include art and design and a good range of sports activities. Their learning is also enhanced by a good range of educational visits and two residential trips that contribute effectively to pupils' personal and social development.

Care, guidance and support

Grade: 2

The school has effective arrangements that meet statutory requirements and ensure that pupils are safe and cared for well. Pupils have very good relationships with teachers and other adults and appreciate the support they receive to help them to sort out any problems they might have. The support provided for pupils who have learning difficulties and disabilities is satisfactory. The school also works closely with other agencies to support the learning of these pupils. The school's recently introduced procedures to track pupils' progress over longer periods of time are satisfactory and ensure that teachers are able to identify pupils' learning needs accurately. This is a significant factor in the school's success in overcoming difficulties which mounted in the past few years. The school does not have a pupil council but all staff take great care to ensure they listen and respond well to pupils' views.

Leadership and management

Grade: 3

The collective leadership and management is satisfactory but the recently appointed headteacher is already making a significant impact. Her dynamic and enthusiastic approach is infectious. She has created an atmosphere in which members of staff and

governors are firmly behind her clear vision for the further improvement of the school. However, some of the measures designed to bring about improvements have not had sufficient time to result in improved standards. These measures include arrangements to track and measure pupils' progress closely and the provision of coaching to help teachers improve their performance. Other members of staff with additional responsibilities support the headteacher well and her partnership with the senior teacher is particularly productive.

Governors undertake their duties effectively. The support they provide for the headteacher and her staff is greatly appreciated by all concerned. Governors are also very knowledgeable about what the school does well and what it needs to do to improve further. The governing body, in partnership with the previous headteacher worked very effectively to improve the accommodation, which is now of a high standard. Responses to the inspection questionnaire affirm that parents and carers think the school is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

25 November 2006

Dear Pupils,

Hevingham Primary School, New Road, Westgate, Hevingham, Norwich NR10 5NH

Thank you for your kindness and the welcome you gave me when I visited your school recently. I enjoyed talking to you in lessons and around the school. I was very pleased to hear how much you like your school and that you enjoy your time there.

These are the things that I found are best about your school

- You behave well in lessons and around the school.
- You care for and are kind to each other.
- You work hard in lessons and listen to your teachers.
- The very good buildings make your school a comfortable place to learn.
- Your headteacher, staff and governors are working hard improve the school.

These are the things I have asked your school to do to make it even better

- Make sure that lessons are interesting in every class so that you make good progress all the time.
- Help you to do even better with mental arithmetic and oral mathematics and give you lots of opportunities to practice what you have learned in mathematics lessons.

Please remember to work hard all the time.

Yours sincerely,

Godfrey Bancroft

Lead inspector