



Hingham Primary School

Inspection Report

Unique Reference Number 120818
Local Authority NORFOLK
Inspection number 291868
Inspection dates 6–7 February 2007
Reporting inspector Jill Bavin

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

Type of school	Primary	School address	Hardingham Street
School category	Community		Hingham, Norwich
Age range of pupils	4–11		Norfolk NR9 4JB
Gender of pupils	Mixed	Telephone number	01953 850304
Number on roll (school)	174	Fax number	01953 851047
Appropriate authority	The governing body	Chair	Mr P Eldridge
		Headteacher	Mrs V Lucas
Date of previous school inspection	14 January 2002		

Age group	Inspection dates	Inspection number
4–11	6–7 February 2007	291868

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This primary school is slightly smaller than average and serves a rural area south west of Norwich. Most pupils are from White British backgrounds with none currently learning English as an additional language. The school has fewer pupils with learning difficulties and/or disabilities than usual, although this number varies quite a lot between year groups. For example, last year's Year 6 group had quite a high proportion of pupils with special learning needs. Few pupils have free school meals. The headteacher has been in post for about a year and a half and the school has several new governors.

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 school with some good features. A close working partnership with other professionals helps the school provide well for pupils who find learning difficult. Provision for children in the Foundation Stage is good because they learn through practical experience and using their imaginations.

Teaching and pupils' achievement are satisfactory overall. Children join the Reception class with a range of skills covering a broadly average range. Most pupils make satisfactory progress and leave Year 6 with broadly average standards. The curriculum is satisfactory. Suitable progression year on year arises from activities planned to follow national guidance. These give pupils a sound foundation for future learning. The school provides satisfactory value for money.

Good pastoral care contributes to pupils' good personal development. Pupils feel safe and secure in school. There are exceptionally good opportunities for older and younger pupils to work together which fosters the 'family' ethos of the school, much appreciated by parents and pupils. Pupils enjoy school and value their teachers who they say 'are nice and friendly'. Guidance to support academic learning is satisfactory overall but teachers do not use consistent systems for recording what pupils have learned and need to do next. Teachers are beginning to use their individual knowledge of pupils to modify work for those of different abilities but this is not always done. Similarly, staff are beginning to use specific targets in lessons to help pupils working at different levels, but their use is inconsistent. Some marking is very useful but it varies enormously. The school does not have secure systems for tracking how well pupils are doing over time.

Leadership and management are sound at all levels. There has been satisfactory improvement since the previous inspection and good development in the use of information and communication technology (ICT) to support learning. Since her appointment the headteacher has successfully maintained an enthusiastic team who want the school to improve. She has introduced a programme of lesson observations to check the quality of teaching and learning, although these do not routinely identify clear areas for development. The school improvement plan indicates that under her leadership the school has accurately identified what it needs to do. The school has a satisfactory capacity for further improvement. Subject leaders are increasing their responsibility for checking strengths and weaknesses in their subjects. The impact of positive developments is not as good as it might be because staff are not sharing consistent procedures and the school does not have clear criteria to measure its successes against.

What the school should do to improve further

- Develop consistent procedures for tracking and analysing pupils' progress over time.

- Increase the consistency with which work is assessed and tasks modified to meet pupils' varying needs within lessons, ensuring that pupils know what to do to improve their work.
- Undertake more rigorous observations of teaching and learning.
- Make sure there is a clear way to measure the extent of school improvements.

Achievement and standards

Grade: 3

Most children start school with average skills, knowledge and understanding in all areas of learning, rarely exceeding the levels expected nationally. They make good progress in the Reception class and join Year 1 with attainment that is a little above national expectations. Pupils make satisfactory progress throughout the rest of the school. This has been a fairly constant picture over recent years. Most pupils reach standards that are a little above national averages in reading, writing and mathematics by the end of Year 2 and in English, mathematics and science by the end of Year 6. Pupils who find learning difficult make good progress because of good quality support in class.

Standards vary slightly from year to year because year groups are quite small and the varying levels of pupils who need extra help with learning can make a big difference to results. In 2006 standards in Year 2 were well above average in reading and writing, and the proportion of pupils reaching the higher Level 3 in both English and mathematics exceeded national averages. At the same time in Year 6 the 2006 assessments show that, while results at the higher Level 5 were very high in science, they were extremely low in mathematics and below average in English. Not all the most able pupils made sufficient progress because work was not always challenging enough for them. Also, the school did not have secure systems for anticipating pupils' results and taking action to prevent any likely underachievement. The school has taken sufficient action to remedy this but it is too soon for the full impact to be evident in higher standards.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school, feel safe and have positive attitudes to learning. They say teachers always have 'a smile on their faces', will listen to concerns and, 'follow them up'. Pupils are well behaved in lessons and around the school. On occasions, when taking responsibility, their behaviour is excellent. They are proud to be members of the school council, taking on roles such as 'chair', 'secretary' or 'treasurer' to contribute to the school's development. Overall, pupils' spiritual, moral, social and cultural development is good. Pupils are keen to learn about different cultures and enjoy speaking French and German. Many pupils are developing a good understanding of healthy living and adopt a healthy life style. They are keen to take part in fund raising activities, such as the 'mini pots for care' project. Attendance is similar to the national average. Pupils are prepared satisfactorily

for the next stage of education and later life but this could be improved by pupils attaining higher standards in English and mathematics.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with good features throughout the school. Relationships between adults and pupils are strong, so pupils are well motivated and work hard. Behaviour management is sensitive and extremely effective. These features contribute to pupils' positive attitudes to learning. Teaching in the Foundation Stage is good because teaching methods are well suited to the age of the children.

Teachers use national guidance to plan lessons that build on pupils' learning satisfactorily. They keep individual records of how well pupils are doing, but systems for recording information vary and using the information to modify work to suit differing needs is not consistent. Teachers are increasingly sharing learning intentions with pupils and beginning to identify individual targets for them, but this practice varies from class to class. There are examples of good marking which clearly tells pupils where they are succeeding and identifies 'next steps', but this varies across classes and subjects. Teaching assistants make a valuable contribution, working closely with teachers to provide effective support for pupils who find learning difficult.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. There is sound provision for the key skills of literacy and numeracy. These are reinforced well, for instance, in the mathematics games and reading sessions when pupils from different year groups work together. ICT skills are promoted satisfactorily through other subjects, and as a result of a recent school initiative, this is particularly evident in literacy. The programme of personal, social and health education is good. Pupils are made aware of the importance of a healthy lifestyle and keeping safe. They have many opportunities to take responsibility in the school community. A wide range of clubs and a good programme of visits and visitors to the school successfully enrich pupils' experience. Outdoor activities for children in the Foundation Stage are restricted because access to the outside area is difficult.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. The school provides good pastoral care and support, contributing positively to pupils' good personal development. Staff know pupils well and are deeply committed to their well-being, resulting in pupils feeling very secure in school. There are robust procedures for safeguarding pupils, including checks on those working with children and risk assessments for various

activities. Close links with outside agencies illustrate the school's determination to help those pupils who find learning difficult. However, guidance to support learning overall is only satisfactory because of the inconsistencies in marking and in the use of targets to guide pupils' academic development.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and acting deputy lead the school with a commitment to continued improvement that is shared by all staff. The strengths in provision for pupils' personal development and for those with learning difficulties, coupled with the positive ethos in the school, promote equality of opportunity for pupils well. Self-evaluation is satisfactory. Senior staff have an accurate view of what needs to be done to improve the school further, but planned timescales and how success will be measured are less clear. Lesson observations do not routinely identify areas for development clearly enough. Subject leaders are beginning to analyse strengths and weaknesses in their subjects but this is constrained because a clear and comprehensive system for tracking how well pupils are doing is still being developed. The Foundation Stage is managed well, ensuring that the impact of shortcomings in the accommodation is minimised. Governors have a clear understanding of the school. They take their responsibilities seriously and most visit regularly. They do not always record what they are doing, however, and consequently cannot fully evaluate their work.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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	3
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	2

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?	3

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	3
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	2
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	3
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

8 February 2007

Dear Pupils

Hingham Primary, Hardingham Street, Hingham, Norfolk, NR9 4JB

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you and talking with you. A special thank you goes to the members of the school council who met with us during Tuesday lunchtime. Here are some of the good things we found in your school:

- You work hard, enjoy school and behave well in lessons, in assemblies and at break times.
- Children make good progress in the Reception class.
- You take any responsibilities you are given seriously. For example, when you are working with older or younger pupils on problem solving games and reading, you work well and take impressive care of each other.
- Your teachers and teaching assistants work closely together and with other adults to help those of you who find learning difficult get the help you need.
- The adults in your school care about you a great deal and work hard to keep you safe.
- There are plenty of clubs and special visits or visitors to add to your enjoyment of school.

You know that Mrs Lucas and all the staff want the best for you and have some good ideas for making your school even better. It is important that they find a way to judge how well their ideas have worked. Your teachers know you well. We have asked them to make sure they keep a consistent record of how well you are doing and use this to give everybody work that is just right for them. We would like them to make sure they can check how well everyone is doing during their time in school. We have asked them to make sure you know what you have done well in your work, and how to make it even better. We have also asked the teachers to do this for each other when they watch each other teach.

We wish you every success in the future,

Jill Bavin, (Lead Inspector) and David Wynford-Jones