



# Hapton C of E Primary School

## Inspection Report

**Unique Reference Number** 121040  
**Local Authority** NORFOLK  
**Inspection number** 291970  
**Inspection date** 14 November 2006  
**Reporting inspector** John Francis

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

<b>Type of school</b>	Primary	<b>School address</b>	The Street
<b>School category</b>	Voluntary controlled		Hapton, Norwich
<b>Age range of pupils</b>	4–11		Norfolk NR15 1AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01508 489395
<b>Number on roll (school)</b>	27	<b>Fax number</b>	01508 489395
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr C Ball
		<b>Headteacher</b>	Mrs L Hinton
<b>Date of previous school inspection</b>	12 June 2000		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a very small primary school serving the rural community in and around the village of Hapton, south of Norwich. There are only eight pupils in Reception and Years 1 and 2, and 19 pupils in Years 3 to 6. All pupils are of White British heritage and all have English as their first language. There are currently no children eligible for a free school meal. The number of children with learning difficulties or disabilities is above average. The school has a higher level of pupils who join or leave part way through the taught year than normally found. Attainment on entry shows significant fluctuations but over time, evidence indicates that when children start school standards are generally average.

There is a job share arrangement between the substantive headteacher who works three days a week and a temporary, part-time partner headteacher who works two days a week.

The school is about to undergo a major rebuild and refurbishment at the start of next term.

## 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 school that provides a satisfactory standard of education for its pupils and confirms the view of the school's leadership. However, there are a number of strong features. Pupils' good personal development is reflected in the school's friendly ethos - a point made by many parents. Pupils enjoy school, behave well and apply themselves to their tasks. As a result, attendance is well above the national average. All of these are a direct result of the good quality of care found in the school.

With the very small numbers it is difficult to compare standards in the school with national averages but standards in Year 6 are usually average. Pupils' achievement is generally in line with their capabilities, although writing is an area of relative weakness for older pupils. Children in the Foundation Stage make satisfactory progress through a suitably planned curriculum but restrictions on outdoor facilities limit aspects of their physical development. The curriculum through the rest of the school is good and planned to meet the needs of the wide range of ages and abilities found in each of the classes. Links between aspects of literacy skills taught and their application to other subjects are not strong enough at present and this is part of the reason for the lower levels of achievement in writing seen in Years 3 to 6. Similarly, the use of and development of skills in information and communication technology (ICT) have slipped over the last year. However, the enrichment opportunities are good and the wide range of extra-curricular activities is popular and well supported. Teaching is satisfactory. Generally teachers use methods which mean that pupils enjoy lessons. Results of assessments are carefully recorded and pupils' progress is tracked. However, this information is not used enough to set regular targets for individuals so that any change in their rate of progress can be identified and addressed.

Leadership and management are satisfactory. The shared role of headship between the part-time substantive headteacher and a part-time partner headteacher is proving effective. Each brings different skills and knowledge for the benefit of the school. However, this is still bedding in and some aspects such as regular monitoring have yet to be put in place. The governing body has a secure understanding of the school and provides an appropriate degree of challenge. Given the substantive headteacher's previous successes in the school and the progress made since September, the school shows a good capacity for further improvement.

### **What the school should do to improve further**

- Put in place effective systems to monitor teaching and learning.
- Make better use of pupils' literacy skills in other subjects to raise standards in writing.
- Improve pupils' skills in ICT and its use in other subjects.
- Set more specific targets for individual pupils to work towards and modify tracking systems to give a clearer overview of their progress towards these.

## **Achievement and standards**

### **Grade: 3**

In two of the last four years there have been no Year 6 pupils in the school. Attainment at Year 2 in 2005, however, was above the national average in writing and mathematics and close to average in reading. In reading the proportion of pupils who achieved the higher level 3 was well above average. However, this reflects satisfactory progress for these pupils from when they started school. Tracking data on the Year 6 pupils in 2006 indicates that they made satisfactory progress over time and achieved in line with the expectations set for them. The most recent test results for those pupils show that they generally achieved in line with their targets. However, attainment in writing was lower than results in other tests.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and their social, moral, spiritual and cultural development are good. Pupils feel secure, are confident and happy and get along well with each other and the adults in school. Pupils understand how they should behave, and work and play well together indoors and out - in spite of the very restricted space. Pupils enjoy coming to school because it is a small school and they say they 'get more attention'. As a result, attendance is excellent. Pupils learn about people in other areas and different countries and events such as the African Music day link well with their wider studies such as Black history. Along with this, their fund-raising for different charities and involvement in local activities further broadens their understanding of the world beyond school.

Pupils' understand the importance of physical exercise and generally take an active part in choosing healthy options, for example, break time snacks. However, this is not yet reflected in the packed lunches many bring to school. Most pupils understand the risks around them and know effectively how to keep themselves safe. Basic skills, such as numeracy and literacy help them satisfactorily in their next stage of learning but ICT skills have declined and pupils do not currently have the computer skills they need.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall and leads to pupils making satisfactory progress. With the mixed age classes and very small numbers in most year groups teachers plan for individuals and provide work for the full ranges of attainment. However, there are not yet close enough links in planning between the writing skills taught in literacy and the use of these across other subjects; this is something the school is aware of and working towards. Teachers make good use of the interactive white boards to create lively presentations that involve pupils and promote good concentration. Pupils enjoy working

together and in lessons they listen well, are willing to answer questions and contribute their ideas. Good examples are seen of teaching assistants being active partners in promoting pupils' learning but not everyone is making the best use of their skills, which misses the chance to improve learning opportunities, particularly for the youngest children. The marking of pupils' work is regular and supportive but does not focus consistently on identifying and remedying the regular, common errors that some pupils make, particularly in English, which hold back their learning.

## **Curriculum and other activities**

### **Grade: 2**

The range of work and activities that pupils undertake is good. The curriculum is well organised for pupils with learning difficulties and disabilities and enables these pupils to achieve as well as others. There is a good range of extra-curricular activities which pupils are enthusiastic about. Good use is made of outside facilities to compensate for the limitations of the site, such as the hall of a neighbouring school for gymnastics. A wide range of visits out of school to local museums and environmental centres enrich pupils' learning. Visitors to the school help to raise pupils' awareness of how to keep themselves healthy and safe from danger, and broaden their understanding of how people in other areas or countries live. The Foundation Stage curriculum is planned to provide a wide range of activities but children's physical development is hampered by the lack of suitable outdoor facilities.

## **Care, guidance and support**

### **Grade: 2**

The emphasis on developing each pupil is very much at the heart of the school's philosophy; something recognised and appreciated by parents. The school places a high priority on pupils' safety and wellbeing and all necessary checks are diligently carried out to ensure this. Pupils say they are well supported in school, feel safe and secure and know if they have problems that they can go to adults who will help them. Pupils are encouraged to care for and support each other. Other initiatives such as healthy snacks and opportunities for regular, vigorous exercise, such as skipping at playtime, bring great benefits to the pupils. All of these lead to the good quality of pupils' personal development. With the small numbers, pupils' individual performance over time is tracked and monitored well. Assessments are analysed and progress recorded. However, while records are detailed, no simple system for tracking pupils' progress with interim yearly targets is in place.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. Although currently a temporary situation, this almost unique arrangement of shared headship works well, and as it has become established, parents recognise the benefits to the school. This works because the two people involved have a shared vision and philosophy and each of the partners

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brings different and complementary strengths to the role. They are creating a climate for improvement. However, following two terms of acting headship where the school marked time, the leadership now has to pick up the pace again and make faster progress in areas such as ICT. The monitoring systems currently in place do not enable the leadership to gain a clear view on the quality of teaching and learning. This is a key area for development acknowledged by both headteachers. Governors comply satisfactorily with statutory requirements. They are working closely with the school's leadership to raise achievement further and to fully realise the potential of the school through a good balance of challenge and support. They debated long and hard about the proposed changes to the leadership but recognise that it is proving successful. The school offers satisfactory value for money and has a good capacity for further improvement.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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	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

15 November 2006

Dear Pupils

Hapton C of E Primary School, The Street, Hapton, Norwich, NR15 1AD

Thank you for making me welcome in your school. I was pleased that those of you I met with wanted to share your ideas and views about your school with me. This letter is to tell you what I think of your school and how it can be even better.

You told me how much you enjoy school and how you don't like to be absent. You also told me how much you liked the fact it is a small school, everyone knows each other well and you get lots of individual attention. Your teachers use a range of approaches to make your lessons interesting and enjoyable, particularly the way they use the interactive white boards. When I was in classes I noticed that you listen carefully to your teachers and do all that is asked of you. I like the way you grow into sensible young people who can express their views clearly. You tell me that everyone in school cares for each other and I could see this through your good behaviour and the way you play together sensibly. I am pleased that you enjoy other things about school such as the trips and the interesting after school activities such as the 'spy club'.

To make the school even better I have asked the teachers to do a number of things. Most of these are not really things you can be involved in as they are more to do with the organisation of the school. They are about making sure you can practice your writing more in other subjects, use computers more, have more specific targets for your work to help you to see how you are improving.

I am sure that Mrs Hinton, Mrs McCormick and the teachers will continue to work to keep the school interesting and exciting. You can also help by keeping up your good attitudes and continue to enjoy what you do so your school becomes even better.

Mr J Francis

Lead inspector