

Horning Community Primary School

Inspection report

Unique Reference Number	120822
Local Authority	Norfolk
Inspection number	313752
Inspection dates	8–9 October 2008
Reporting inspector	Helen Ranger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School (total)	52
Government funded early education provision for children aged 3 to the end of the EYFS	1
Childcare provision for children aged 0 to 3 years	9
Appropriate authority	The governing body
Chair	Mr Matthew Hall
Headteacher	Mrs Annabelle Rose
Date of previous school inspection	18 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lower Street Horning Norwich Norfolk NR12 8PX

Age group	4–10
Inspection dates	8–9 October 2008
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small school takes pupils from a wide rural area. Almost all pupils are from White British families and all speak English as their first language. A large proportion of pupils require support with their learning or behaviour and the number who have statements of special educational need is much higher than average. The school began its transition from being a first school to a full primary last year and currently has pupils up to Year 5. Children in the Reception year of the Early Years Foundation Stage (EYFS) share a class with the pupils in Years 1 and 2. When children start their Reception year in school, their attainment varies widely. Overall, it is below the levels expected nationally for four-year-olds.

The governing body also manages a wide range of extended provision on the site, all of which is available to children from the age of two. This includes Hedgehogs Pre-School. There is also a breakfast club, a lunchtime 'wraparound' care club, an after-school club and school holiday activities, known collectively as The Big Fun One.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The parent who commented, 'What the school lacks in size, it makes up for in personality', summed up the essence of Horning Primary. This small school is a hive of activity from the breakfast club which starts at eight o'clock in the morning until the last after-school session is finished. Pupils say that their enormous enjoyment of school results from all the activities on offer and from the fun they have with their friends. But their enjoyment is also a result of the excellent quality of care and support that the dedicated staff team provides. The headteacher has achieved her ambition to make this a school where every child is welcomed and included, whatever their background or learning needs. Children who have faced considerable personal or educational challenges often find a haven in this school. All ages mix freely and happily together.

This is a school where pupils make particular progress in their personal development and well-being. Standards in these areas are good. Any who need some extra adult support receive it. Behaviour is good and attendance rates have risen well since the last inspection. Pupils take full advantage of the many opportunities for physical and social activity, showing a strong appreciation of a healthy lifestyle. They act safely and considerately to others. They feel valued and appreciate the many ways they can contribute their views and ideas through forums such as class 'circle time' and the school council.

Pupils' good personal skills combine with effective academic progress to prepare them well for the next stage of their education. Teaching and learning are good. Lessons are based on a good curriculum which is greatly enriched by all the extra activities outside lesson times. Most pupils reach or exceed expected standards by the time they leave the school. This is particularly in the key areas of speaking, listening, reading and writing skills. Progress in mathematics is generally satisfactory, but the staff are rightly focusing on improving this during the current year. Over recent terms, they have fine-tuned their arrangements for assessing and tracking individual progress in basic skills. This has had a beneficial impact on achievement in literacy. The staff now have the tools and expertise to accelerate pupils' learning in mathematics.

At the centre of the school's effectiveness are good leadership and management arrangements. The headteacher is a strong leader who has a very clear vision for how the school should develop. Teachers and support staff work as a close and harmonious team who forge strong links with families and know each child extremely well as an individual. The governing body is active and well informed. It has been particularly influential in supporting the school during its recent expansion and its transition to full primary status. The school has continued to build well on the strengths identified at the time of its last inspection and is well placed for the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The pre-school and Reception year give children a good start. There is close liaison between the staff of both settings. Parents comment on how quickly their children settle and any who need some extra support with starting pre-school receive it. Staff work very closely with parents to sort out any concerns. All the staff involved promote children's welfare very effectively. The gaps identified in the pre-school welfare and organisational procedures during its last inspection have been rectified extremely well. Each child's interests and needs are assessed from the start and detailed records of progress in all areas of learning are used in planning activities. Records

of recent years show that children make good progress. By the end of Reception, they generally move into Key Stage 1 with attainment in line with, or close to, the levels expected nationally.

The provision is led and managed well. There are close links between Reception and Key Stage 1 because the pupils work in the same class. Staff provide a good child-centred approach that is tailored to individual needs, irrespective of age. The curriculum has been kept under regular review since the last inspection. The pre-school outdoor area is being developed well, although there is no canopy or cover in bad weather. The school has ambitions to extend the outdoor area for Reception children but these remain at a relatively early stage due to problems with planning consent. At its present stage of development, the school is not yet providing the full 'free flow' between indoor and outdoor learning that it wishes to offer.

What the school should do to improve further

- Use the improved systems for assessing and tracking pupils' progress rigorously to raise standards in mathematics.
- Pursue all possible ways of extending provision in the EYFS so that, where relevant, indoor and outdoor learning are more closely linked.

Achievement and standards

Grade: 2

Pupils make good progress through the school, reaching broadly average standards in Key Stage 2. The revised arrangements for tracking and promoting progress are ensuring that individuals' achievements build systematically year by year. Each age group in the school is very small and performance fluctuates considerably year by year. Pupils quite often arrive part way through the year when they transfer from other schools and this can interrupt the continuity of their progress. Standards are sometimes below average in the Year 2 assessments of reading, writing and mathematics, including this year, but this represents good achievement relative to the pupils' starting points. The many pupils who have individual education programmes tailored to their particular needs do well against the 'small step' targets that teachers set for them.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They mostly behave responsibly and incidents of reported bullying are rare. Parents report how well the older pupils look after the young ones. However, one reason why behaviour is not outstanding is that pupils are over-reliant on adults at times. They find it difficult to be as independent as the staff would like them to be. That said, the school provides activities that promote their self-confidence well. Pupils learn about citizenship through, for example, school council discussions and the Green Club environmental work. While they have relatively few opportunities to experience the full cultural diversity of modern Britain at first hand, they are very tolerant of difference and interested in learning about ways of life other than their own. The school is part of Global Gateway which seeks to forge worldwide links between schools. Pupils have email links with an American school. They have supported children in Africa and Asia with gifts of seeds and clean water equipment.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective in ensuring pupils acquire basic skills efficiently and enjoyably. Staff manage to juggle the needs of the mixed-age classes well because they tailor activities to individual needs. For example, a recent initiative has grouped pupils by ability in mathematics so that basic numeracy skills can receive more attention. Teaching assistants are used well so that pupils receive plenty of adult help. Teachers assess progress regularly and increasingly use the information to support or modify their planning. Marking and target setting give pupils good information about how they are getting on and staff encourage pupils to assess their own learning and respond more actively to adult feedback. Staff are working hard to encourage pupils to be independent in their learning and to solve problems, although this is still to have a full impact on learning.

Curriculum and other activities

Grade: 2

The curriculum covers all required subjects. It is effective in promoting academic development. A few parents expressed concern about the wide age range in each class but staff make great efforts to take account of this. The curriculum addresses the needs of pupils who need extra challenge and those who will benefit from extra help. Pupils with particular gifts or talents are identified and supported, such as those who currently belong to county sports squads. The curriculum includes a good programme of personal, social and health education. Staff are currently working to make more effective links between subjects to make lessons more interesting and relevant to pupils' interests. They are also ensuring that staff have all they need to teach the full primary age range for the first time. The many clubs, visits and visitors and the daily extended school provision, mean that pupils have a wide range of opportunities for such a small school. The building has been extended in recent years and the outdoor site attractively developed. While not an inch of space is wasted, the building is still very cramped to fit in all that the school tries to offer.

Care, guidance and support

Grade: 1

Pupils' and parents' views on the quality of pastoral care are extremely positive. The school is vigilant in its arrangements for child protection and safeguarding pupils. The pre-school setting and the care clubs provide a valued service and are well supervised, with the welfare of the children given the highest priority. The considerable number of pupils who need extra help in lessons are supported well and the special needs coordinator works closely with the headteacher to manage this provision very effectively. Links with local agencies often provide additional support for those who need it, including pupils with statements of special educational need, although the wide-ranging needs of pupils sometimes make this very challenging to achieve. Staff do all in their power to secure outside support if it is needed. Pupils receive very good academic support and guidance and regularly reflect on their own learning. They are aware of how well they are getting on and what they need to do next to make progress.

Leadership and management

Grade: 2

The school contributes well to the village community and the wider area through extensive local links which also benefit the pupils. While the staff work as a close team, the headteacher's influence and role in the school's work is pivotal. The heavy workload on staff in this small but complex school is shared willingly and cheerfully because of the motivation she provides. Governors have worked well with staff to cope with big challenges over the past few years. Together they have managed the transition to primary status and have ensured that the school is popular with parents. Pupils numbers are increasing and this is helping to ensure that the school remains viable and can continue to serve its community. Staff and governors monitor the school's work well and have clear plans for its further development. The school provides good value for money and the track record of the current team of staff and governors demonstrates a good capacity for further improvement.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 October 2008

Dear Children

Inspection of Horning Community Primary School, Horning, Norwich NR12 8PX

I am writing to thank you for your welcome and help during my recent visit to your school. It was a real pleasure to meet you all. The thing I noticed most about your school is how much is happening all the time. As well as your lessons, the breakfast club, lunchtime activities and after-school clubs give you so much to do. You told me how much you enjoy school and I can see why. You all do well, right from pre-school, in your work and in how you grow up as young people, although sometimes you could show your teachers just how independent you can really be.

All the adults in your school teach you well and you make good progress in your work. You told me that school is a safe place to be and adults help with any problems. You have many opportunities to share your ideas with the staff to make your school even better and to work in your local community. The staff and governors are a good team that makes sure that your school does all it can for you. They have had a lot to do in recent years to improve the building and outdoor area. This has made a big difference, although you still do not have a great deal of space indoors to do all the things you enjoy. It was good to see you taking advantage of all the healthy activities on offer and making such good use of your playground and field.

I have asked the school to look particularly at two areas where more improvements can be made. First, I think you could do better in mathematics. This is something your teachers are already looking at. You can help them by trying hard with your numeracy work and listening carefully when an adult tells you what you need to do next. Second, I have asked the school to keep trying to provide even better activities outdoors for the youngest children in Hedgehogs and Class 1. I know that the staff are trying to build a new outdoor area to help them do this. It would be good if the children could move more easily between inside and outside for their activities.

I hope you carry on enjoying all that your school does for you.

Best wishes

Helen Ranger

Lead inspector