

Hainford Primary Partnership School

Inspection report

Unique Reference Number	121041
Local Authority	Norfolk
Inspection number	313849
Inspection date	10 March 2008
Reporting inspector	Glynn Storer

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	42
Appropriate authority	The governing body
Chair	Mrs Sally Porter
Headteacher	Mrs Judith Elliott-Hunter
Date of previous school inspection	12 December 2002
School address	Newton Road Hainford Norwich Norfolk NR10 3BQ
Telephone number	01603898359
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Age group	4–9
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the pupils' progress in the Foundation Stage and throughout Key Stages 1 and 2. He looked closely at the impact of pupils' personal development and the care, guidance and support that the school provides on pupils' learning and achievement. The inspector also considered how the Primary Partnership arrangement affects school leadership and management and its influence on the school's capacity to improve further. Evidence was gathered from classroom visits and from discussions with staff, pupils and governors, and the inspector examined pupils' work and school documents, especially safeguarding information. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included, where appropriate, in this report.

Description of the school

This very small school works in partnership with a neighbouring school to serve the villages of Hainford, Frettenham and outlying communities. The schools have been in partnership since 2000 and are led by one headteacher. They became primary schools in 2007 and will grow in size until September 2009, when they will take pupils from Reception to Year 6. Hainford Primary Partnership School currently has 42 pupils aged from four to nine. Almost all pupils are from White British backgrounds and, of the very few from minority ethnic heritages, none are at an early stage of learning to speak English. Children's attainments on entry to the school are broadly in line with those normally expected of four-year-olds, but vary considerably from year to year, because intake groups are so small. The proportion of pupils eligible for free school meals is well below the national average. The number of pupils with learning difficulties is also relatively low. The school gained the Healthy Schools status and is currently working towards the International Schools' award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hainford Primary Partnership School is a good school and some aspects of its work are outstanding. The headteacher, who is also responsible for the neighbouring Frettenham Primary School, is an excellent leader. Since the schools came into partnership in 2000, she has worked unstintingly to ensure that pupils in both schools and the communities that they serve derive the maximum benefit from this arrangement, and this is the main secret of the school's success.

Standards throughout the school vary because year groups are very small and the performance of just one or two pupils can have a marked effect on statistical outcomes. Nevertheless, the trend in recent years has been one of consistently good achievement by pupils of all abilities, including those who find learning difficult. From starting points that are broadly typical of four-year-olds nationally, children make good progress through the Foundation stage and Key Stage 1. As a result, standards in the national assessments at the end of Year 2 have been significantly above the national average in reading, writing and mathematics for most of the last five years. In 2007, however, pupils' scores fell below the national average for the first time but this does not signal a deterioration in pupils' achievement. In relation to their personal starting points, almost all exceeded the normal rate of progress in Years 1 and 2, so their achievement over time was equally as good as that of pupils in the preceding years. Teaching is good. Staff have high expectations and set challenging targets. Tracking records, evidence from lessons and the work of pupils in Year 2 indicate that all are on course to attain or exceed the expected levels for their age and that overall standards are set to rise again. Good progress continues into Key Stage 2. Pupils currently in Year 4 have built on their successes in Key Stage 1 and standards are above those normally expected of pupils aged nine.

Underpinning pupils' good progress is the way that teachers personalise learning. Small class sizes and year groups allow teachers to build up a clear picture of the performance of each pupil. They use this and information from the school's thorough assessment procedures to identify those needing either additional support or challenge and then providing it. They usually match pupils' on-going work to their prior attainments, so that pupils of all abilities make the progress that they should. There are, however, times when this matching is not as sharp as it could be. Given the imminent expansion and the prospect of classes with even wider ranges of age and ability, it is important that teachers fine-tune their use of on-going assessment in order to secure the best possible progress for all pupils. Teachers track pupils' progress carefully and use their marking and other evaluations to provide effective guidance and targets to help them to progress to the next level. Older pupils understand their targets and know how to achieve them and, as a result, are well motivated to succeed.

Pupils' extremely positive attitudes and their good behaviour and response are also factors in the good standards that they attain. Attendance rates are high because much of the teaching is lively and engaging and an outstanding curriculum promotes enjoyment. Again, partnership is at the centre of the quality in the curriculum. The school is at the heart of the village community. Consequently, community-based events, work drawing on and celebrating the school's rural setting and special activities in association with the partner school and other neighbouring schools, regularly enrich pupils' experience. Pupils and parents are particularly pleased with the improved range of out-of-school activities. Relationships between pupils and staff are excellent. Pupils comment that 'teachers are kind and organise nice activities that make learning fun.' This is a real 'family' in which highly effective pastoral care and personal guidance build pupils' self-esteem and confidence. Staff promote spiritual, moral, social and

cultural development highly effectively and give pupils an excellent grounding in how to be safe and to have healthy lifestyles. Procedures for safeguarding pupils meet most current requirements and are good overall. The school is a safe and secure place for pupils. However, staff do not formally record all risk assessments and this limits the ability of the headteacher and governors to ensure that best practice is consistently the norm. Positive attitudes, along with good levels of basic skills, prepare pupils well for their lives as young adults.

Leadership, management and governance are good. School leaders and governors are responsive to parents' views and include them in forward planning for the move to primary school status. As a result, the school has the strong support and approval of parents, even though further changes are in the offing. One parent put it this way: 'In a perfect world, we would not want our child to be in the oldest year group for three years running, but the fact that she is happy, enthusiastic and learning with vigour is reward in itself. We feel fortunate to have such a great school for our children.' Hainford staff with management responsibilities support colleagues in their partner school and benefit from reciprocal support from Frettenham partners. This gives this small school access to a wider range of professional expertise than would normally be the case and results in systematic monitoring, excellent self-evaluation and well-focused planning for school improvement. Consequently, there is a clear vision and a realistic understanding that the move to primary education will have to be managed carefully in order to maintain consistency in important areas of the schools' work, whilst maintaining the essential character of Hainford School. Because the school has gone from strength to strength in recent years, its reorganisation to primary school status, with the expansion that this will bring, gives the school an exceptionally strong capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Pupils get a good start to their education in the Foundation Stage. This stems from good provision and high quality care, which ensure that children settle quickly and engage happily in their learning. The school has improved the way it evaluates children's performances and plans activities that meet their learning needs. Reception staff give particular emphasis to developing personal, social and communication skills and children's progress is good. Foundation Stage learning is based on practical, 'hands-on' activities, with lots of opportunities for imagination and play, both indoors and in the outdoor environment. As a result, children's overall achievement is good. From average starting points, most children reach the Early Learning Goals by the time that they move to Year 1 and some exceed them.

What the school should do to improve further

- Improve teachers' use of on-going assessments in matching work closely to pupils' abilities and prior attainment.
- Ensure that all risk assessments are recorded and used by senior staff and governors as the basis for monitoring safe practice.

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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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	1
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	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

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	1
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	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

Text from letter to pupils explaining the findings of the inspection

11 March 2008

Dear Pupils

Inspection of Hainford Primary Partnership School, Norwich, NR10 3BQ

Thank you for your friendly welcome when I came to visit your school. I really enjoyed talking to you when I visited your lessons.

This is what I found out about your school:

- You get off to a good start to your education in Reception.
- Those of you in Years 1 to 4 thoroughly enjoy school. You work hard and, as a result, you make good progress in reading, writing and mathematics.
- Your teachers plan lots of exciting things for you to do. One of you told me 'this makes learning fun'.
- You particularly enjoy activities that you share with your friends from Frettenham.
- Your teachers and other adults take good care of you, keep you safe and help you to improve your work.
- Mrs Elliott-Hunter, the governors, staff at Hainford and at your partner school, and pupils are working hard to make your school even better.

In order to help, I have suggested two things that the school should do.

- Make sure that the work your teachers plan for you is just right, so that you always make the progress that you should.
- Make sure that staff write down exactly how they are going to make the activities you do safe, so the your headteacher and governors can check that everything is done properly.

Thanks again and best wishes to everyone at Hainford Primary Partnership School.

Glynn Storer

Lead inspector