

Great Hockham Primary School

Inspection report

Unique Reference Number	120819
Local Authority	Norfolk
Inspection number	327371
Inspection dates	9–10 July 2009
Reporting inspector	Georgie Beasley

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	89
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Matthew Dobbin
Headteacher	Mr Douglas Hartley
Date of previous school inspection	6 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Watton Road Great Hockham Thetford Norfolk IP24 1PB
Telephone number	01953 498302
Fax number	01953 498302

Age group	4–11
Inspection dates	9–10 July 2009
Inspection number	327371

© Crown copyright 2009

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 one additional inspector.

Description of the school

Nearly all pupils who attend this very small village school are from White British backgrounds. They all speak English. A below average proportion of pupils have identified learning difficulties and/or disabilities for moderate learning, speech and language, or behavioural difficulties. Fewer pupils than the national average receive free school meals. More pupils than usual start or leave the school in different year groups. There are currently 14 pupils in the Reception year, which makes up the school's Early Years Foundation Stage. The school has received two Active Mark awards for its provision in physical education and sport, and a Travel Plan award.

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. There have been several improvements since the previous inspection, not least in pupils' personal development, in creating a fun and interesting curriculum and ensuring a more consistent quality of teaching across the school. These improvements ensure pupils enjoy school and are helping them to catch up on some of their underachievement from previous years. The school has created an ethos where pupils want to come and are eager to learn. Pupils' personal development is good. All pupils in all classes behave well and are very positive about the school. Pupils have good knowledge of how to keep fit and healthy and make a good contribution to school life. They have high self-esteem and so are confident to try new learning and show their talents. Positive partnerships with parents and the local village make a good contribution to the school's work. Since the previous inspection, standards have stopped fluctuating and pupils make consistently satisfactory progress. The staff team has worked tirelessly over the last three years to put in firm foundations on which to build further improvements. There is good capacity to improve.

Children get off to a good start in the Reception class and make good progress during this year. They make satisfactory progress overall during their time in Years 1 to 6 and standards in English, mathematics and science are average. There are good interventions in place to support pupils with particular learning needs to help them make good progress. Teaching and learning are satisfactory. Pupils enjoy their learning because all staff work together to plan curriculum activities that motivate pupils and that link learning across subjects. The use of drama engages pupils' interest effectively and motivates them as learners. This has been especially successful in raising pupils' achievement in writing this year among older pupils.

The organisation of the school into four classes is helping teachers to target learning more effectively in literacy, mathematics and science, which is resulting in some good progress this year, especially in Years 5 and 6. Teachers do not always use assessment information precisely to plan lessons that build on pupils' previous learning. As a result, some higher achievers are not challenged enough and do not always reach the standards of which they are capable. Pupils have satisfactory skills they will need in later life. Teachers and teaching assistants know pupils well and so can explain why someone may be making particularly good or slower than expected progress at any one time. Pupils know their targets if they have them. In some classes, learning targets are not displayed prominently enough to help pupils remember for themselves how to improve their work.

Leadership and management are satisfactory. The headteacher provides clear and purposeful leadership and challenges staff to improve what the school provides for pupils. Systems for tracking pupils' progress are helping the school to check the effectiveness of its work more accurately, although evaluations are still too generous in some aspects. Careful checks on the quality of teaching and learning are made informally but there is no written record to refer to when planning for school improvement. The governing body gives good support and challenge in helping the school in its drive for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children start in the Reception class with skills and abilities that are below those typically found for their age. They make good progress due to good teaching and achieve the goals they

are expected to reach by the end of the year. Their excellent personal and emotional development ensures that they are all confident and independent learners by the time they start in Year 1. Leadership and management are good and have resulted in good improvements since the previous inspection. Children's health and welfare are met exceptionally well through great consideration for their safety when learning outdoors and through the many practical activities they enjoy. Careful assessments of observations of pupils as they learn help to build a full picture of each child's achievements and next learning steps. Adults plan rich and exciting learning experiences, although they do not always identify the precise skills and knowledge children will learn. Drama is now an integral part of the curriculum and is resulting in higher standards this year. Classroom displays reflect an exciting curriculum that creates relevant and meaningful learning experiences both indoors and out. As a result, children are keen to learn. Pupils talk excitedly about the activities in which they participate. They were especially keen to talk about their lives as pretend pirates and about the dens they had built and subsequent games they were playing with their friends.

What the school should do to improve further

- Evaluate more formally and accurately the effectiveness of the school's work and plan strategically for school improvement.
- Use assessment information to target the precise skills, knowledge and understanding teachers want pupils to learn, especially for higher achievers.
- Establish consistent practice in using and sharing targets to help pupils remember independently what they need to do to improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory and which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement and progress during their time at the school are satisfactory. Standards are average at the end of Year 2 in reading, writing and mathematics. Standards have improved at the end of Year 6 this year, especially in mathematics, and are now securely average. There are fewer differences between standards across subjects than in recent years. Teachers and teaching assistants give positive support to pupils who need extra support and they make good progress. Pupils capable of higher standards make satisfactory progress overall, but the school's assessments show none reach higher than average standards in Years 1 and 2.

Personal development and well-being

Grade: 2

Pupils make a good contribution to the school and local village communities. Older pupils use their initiative well when caring for younger pupils, from making sure they have a drink of water at lunchtime to organising games for them to play at playtimes. All pupils build very positive relationships and work extremely well together on group and team tasks. This was evident in the way they worked together in their teams to make a rocket on indoor sports day. Pupils reflect carefully about the impact of their actions on their own achievements and on those of others. Pupils' knowledge, understanding and respect for others, including people from different communities and cultures, are good. All pupils feel safe in school. Falling-out rarely occurs and pupils confirm that if the school knows, it will sort out any concerns or issues they may have.

Varied sporting opportunities, cycling proficiency courses and a good curriculum contribute effectively to pupils' good understanding of how to keep healthy and stay safe. Attendance is good because pupils want to come to school. They run in every morning, eager to meet up with their friends and to start the day's activities. They value being consulted and like expressing their opinions about what the school does well and their thoughts about what could be improved. Pupils' good social skills and average literacy, numeracy and computer skills prepare them for their next schools and adult life satisfactorily.

Quality of provision

Teaching and learning

Grade: 3

Teachers and teaching assistants work closely together to plan successful learning experiences that they know will interest pupils and motivate them to learn. Learning is good when activities develop specific knowledge, understanding and skills that build on pupils' prior learning. Teachers sometimes plan the activity pupils will complete rather than the learning they want pupils to develop. Consequently, in some lessons, pupils tend to complete the same work with different amounts of support and higher achievers are not always challenged. Teachers do not always make sure that there is enough time during and at the end of lessons to check whether pupils have learned what they should. Pupils say that they sometimes run out of time during some lessons and so do not always finish their work. Drama gives pupils ideas for writing and progress is better this year. A greater focus on science investigations has improved pupils' scientific understanding and resulted in higher standards since the previous inspection.

Curriculum and other activities

Grade: 2

The staff work closely together to create a curriculum that excites and motivates pupils. As a result, pupils are eager to come to school every day. Learning is linked across a broad range of subjects so pupils can practise skills in different contexts. A key motivator for pupils' engagement is the use of drama. Staff plan well ahead to find ways to introduce special curriculum days and weeks. The recent activity week around 'Alice in Wonderland' saw pupils and teachers moving between roles when enjoying the Mad Hatter's tea party and the Queen of Heart's sports day. The curriculum makes a strong contribution to pupils' personal development. The school is beginning to review the curriculum to improve how it builds on key literacy and numeracy skills from year to year. A varied range of after school activities enriches pupils' learning, especially the range of sporting opportunities that raise their knowledge of the importance of keeping fit and healthy. As a result, the school has two Active Mark awards.

Care, guidance and support

Grade: 2

The school's procedures for ensuring pupils' welfare are good. Government requirements regarding safeguarding are met. There are risk assessments for all school visits. The school has no formally-agreed risk assessments for other learning activities, but teachers show on lesson planning any risks involved when learning takes place outdoors or involves food or the use of tools. Staff talk to each other regularly about pupils' achievements and progress and plan effective support for those who need an extra boost, either from teaching assistants in the classroom or during separate intervention lessons. Pupils have targets in reading, writing and

mathematics to guide their learning, although there is no one consistent practice established across the school. Some teachers give pupils detailed feedback about their achievements and what they need to do to improve, but the quality of comments is inconsistent. Pupils do not always remember to refer to the targets to help them improve their work independently. Good induction arrangements help the youngest pupils settle into school quickly. Although many admit they do not want to leave Great Hockham due to the positive relationships they have with their teachers and each other, older pupils feel confident about going to secondary school.

Leadership and management

Grade: 3

The headteacher has built a staff team that is committed to doing the best for pupils. There is a clear vision and plan for the school's ongoing improvements, which is beginning to bear fruit. All staff and governors are involved in evaluating the school's achievements and in planning for its future success. The headteacher and subject leaders check the quality of teaching regularly. Checks are not formally recorded, such as the degree to which pupils' learning has been taken into account to judge the effectiveness of lessons. There is too little objective information for school improvement planning. The school is using its assessment information to identify more challenging targets for further improving pupils' achievement and progress. The governing body is well organised. It is supportive yet challenging. Responsibilities are shared so that it knows enough about every aspect of the school's work to ensure all requirements are met, that resources are targeted to need and to ask questions that hold the school to account for its decisions. The school has several partnerships that promote pupils' knowledge and understanding of different communities within the locality and beyond.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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
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?	1
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?	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/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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	2

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

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

13 July 2009

Dear Pupils

Inspection of Great Hockham Primary School, Great Hockham, IP24 1PB

Thank you all for welcoming me to your school when I visited recently. I enjoyed listening to what you think is good about your school and to your ideas for making the school even better. You all help to create the family atmosphere that supports your personal development well. You enjoy school and have a lot of confidence that will help you as you get older.

Great Hockham is a satisfactory school but it has improved since its previous inspection. There are good things about your school. You all behave sensibly. You think carefully about your actions and make sure you treat others as you would like to be treated yourselves. I was impressed with the way you worked together in your teams on sports day. The talent show was very entertaining. Well done to all of you who took part and to the audience who gave such positive encouragement. All of the adults who work in your school make sure you are safe and plan some exciting activities for you to do. I know the drama is a favourite of yours because so many of you told me that it was. You all understand the importance of keeping yourselves fit, healthy and safe.

I have asked Mr Hartley and your teachers to improve three things to help you make better progress and reach higher standards.

- I have asked your teachers to write down the good things and the not so good things when they check your learning, achievement and progress in lessons. This will help them when planning improvements.
- Teachers always identify some interesting activities for you to do in lessons, but they do not always identify what they want you to learn. I have asked them to do this for all activities and lessons and then to check what you have learned, especially those of you who find learning easier.
- I know you have targets to help you improve, but I want the school to display these targets more prominently when you are working. This will help you know how to improve your work yourselves without being reminded.

You can help by continuing to behave well and working hard. Thank you again for your wonderful welcome. I wish you all good things for the future.

Yours faithfully

Georgie Beasley

Lead inspector