

Hevingham Primary School

Inspection report

Unique Reference Number	120817
Local Authority	Norfolk
Inspection number	339782
Inspection dates	17–18 June 2010
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Mrs Susan Jarvis
Headteacher	Mrs Binks Neate-Evans
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, observed four teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' exercise books. They checked documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation and school policies. They also analysed information from the 32 questionnaires from parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how rigorously the school, including the governors, promotes community cohesion
- how effectively leaders promote good teaching and learning across the school
- the accuracy of the school's self-evaluation.

Information about the school

Hevingham is much smaller than the average primary school. Pupils come from predominantly White British backgrounds with relatively few from other heritages. Very few pupils speak English as an additional language. About one pupil in three has special educational needs and/or disabilities, which is above average. Their needs are mostly related to specific and moderate learning difficulties. There is extended provision run by an outside provider. The school is led by an executive headteacher in partnership with Marsham Primary School, with a federated governing body.

The school has gained Healthy Schools status and International School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hevingham offers its pupils a good standard of education. Parents and carers overwhelmingly support and praise the school for its work; their questionnaires and inspection evidence show that pupils thoroughly enjoy school. One parent, confirming the views of many, wrote, 'My child loves this school and I as a parent have every faith in their teaching ability, not just the normal curriculum, but teaching the children to be well balanced, caring individuals.'

The good quality leadership of the headteacher has ensured that all members of staff work together well as a team to improve the school. Their enthusiasm for the success of the school is palpable. Since the time of the last inspection, teaching and learning have much improved. They are now consistently good, and this is paying real dividends seen in steadily rising attainment and good progress, particularly in Reception and Years 1, 2 and 3. In Years 4, 5 and 6, improvement has been more challenging because of some previous underachievement but inspection evidence shows that teaching, learning and progress in lessons are now good. Although attainment is average, it fluctuates from year to year. The school's strategies to raise standards in English and mathematics are already having an impact and more pupils are set to reach their challenging targets. Plans are in place to ensure pupils continue to make accelerated progress in order to compensate for past underachievement when teaching was not as good. Teachers have planned well to ensure good improvement in mathematics; pupils are now provided with activities which encourage them to apply the skills they have learnt to new situations, and the impact can be seen in higher levels of attainment. This is clear evidence of good capacity to bring about further improvement.

The broad skills set of governors has enabled them to contribute well to the improvements made. They support and challenge the leadership team effectively and understand what the performance data show and how they, as governors, can use this to drive forward change. Community cohesion is promoted well but the school's action plan shows acknowledges the necessity for further work to extend pupils' understanding of different communities across the United Kingdom.

A real strength of the school is the way it cares for and provides support and guidance to pupils. This begins in Reception where children are taught new skills in a safe, happy and stimulating environment to Year 6 where pupils are observed to be well mannered, responsible young people. Particularly vulnerable pupils are looked after exceptionally well and as a result, they too flourish and grow into more confident individuals. Pupils attend well and in conjunction with good progress in basic skills, this ensures that preparation for the next stage of education is good.

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What does the school need to do to improve further?

- Raise attainment by the end of Year 6 in English and mathematics by:
 - continuing to use strategies already in place to accelerate pupils' progress in order to meet their challenging targets
 - ensuring that pupils reflect on comments made by teachers about how to improve their work.
- Develop pupils' awareness of the diversity of other communities across multicultural Britain

Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of school is clearly evident and their excellent behaviour reflects this. As a result they are keen to learn, concentrating well in their lessons and making good and sometimes outstanding progress. Mature, confident attitudes to learning ensure that activities in lessons run smoothly and that relationships between adults and learners are extremely positive. Teachers plan well for paired and group work because they know pupils are motivated to work well in teams. In an outstanding information and communication technology (ICT) lesson in a mixed Year 3 and 4 class, pupils demonstrated a high level of skill and knowledge. They designed their own computerised presentations, complete with animations, based upon the lives of famous inventors. They spoke excitedly about their work and how they planned to develop it further. Higher attaining pupils were provided with extra challenges which provided excellent opportunities for them to achieve exceptionally well. In an effective mixed Year 5 and 6 mathematics lesson, pupils engaged avidly in a variety of learning activities which ensured that they learnt their times tables in an interesting, stimulating way. Pupils were then encouraged to challenge themselves with a hierarchy of questions about converting units of measurement which pushed them on effectively to the next level of attainment. Pupils made speedy progress in their learning.

Teachers mark pupils' exercise books regularly and provide good quality feedback and praise. Useful targets are set although pupils are not always given appropriate opportunities to reflect on these to ensure that work improves. Pupils speak positively about the way teachers help them to make better progress in class and say that the way they work in groups helps them to learn well from each other. Pupils with special educational needs and/or disabilities, of which there is a high percentage in some year groups, make similar levels of progress to their classmates. They clearly enjoyed a wide range of activities to support their learning both inside and outside the classroom.

Pupils clearly know and understand what constitutes safe practices. Sensible attitudes ensure that movement around the school and outside areas are safe; pupils play well together. They feel confident when approaching adults with any worries that they will be dealt with sensitively. Pupils willingly take on extra responsibilities which benefit the school community such as 'buddying' younger pupils to ensure they have friends to play with. Others apply for jobs as 'apprentices' and happily carry out duties in class and

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around the school. Pupils have an excellent understanding of healthy lifestyles. They keep fit through a variety of sports such as roller-skating and swimming. One said, 'It's not good to eat too much chocolate or sweets, but it's sometimes okay to eat them.' Pupils' understanding of spiritual, moral, social and cultural issues is good overall. Their knowledge of the school, local and international communities is particularly strong; international links with Shanghai have ensured pupils' understanding of global communities is good. However, they are not sufficiently aware of the diversity of other communities across multicultural Britain.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers devise activities which are appealing. One pupil excitedly described a game of 'musical punctuation' and said, 'We really liked it because we learnt how to punctuate our sentences well.' Teachers' good subject knowledge ensures that they teach confidently and respond to pupils' demands and questions effectively. Technology is used particularly well to enhance learning and to promote good engagement. Pupils' curiosity is satisfied by well-planned investigative work. In one lesson pupils

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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experimented with ramps and carts and gathered their own data about the gradient and its effect on distance. Results were recorded mathematically in tables and charts. Teachers ensure that teaching assistants are deployed effectively. Some work alongside groups in the classroom, whilst others challenge the higher attainers or support those who need extra help. On some rare occasions the pace of learning slows when teachers talk for too long; pupils become restless and their concentration falters.

The thematic and lively curriculum has some particularly effective elements. These have had a highly positive effect on pupils' learning and well-being although outcomes have yet to become outstanding. The development of basic skills has contributed well to rising attainment. Time is devoted to practising these skills discretely in lessons. Subjects are often linked together, such as history, art and ICT, to promote understanding. The standard of art displayed around the school is of very high quality. Pupils have been provided with the opportunity to make three-dimensional models of dinosaurs and have painted on canvas effectively. Special projects enhance cross-curricular work involving literacy, drama, art and technology. As a result, pupils' writing and language skills improved. Pupils are able to participate in a wide range of clubs, some unusual such as skipping and kung fu, which contribute to their healthy lifestyle. An extensive range of trips and visits enriches the curriculum well.

The excellent procedures and systems in place to support and guide pupils ensure they are extremely well cared for. No child slips through the net in this school. Those with moderate and specific learning needs are catered for particularly well; highly effective links with external agencies are beneficial and help vulnerable pupils to become confident and make good progress. Pupils who arrive during the school year or partway through their primary education are helped to settle into life in the school quickly. The school ensures that Year 6 pupils are ready for their move to the next school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The energetic headteacher leads and manages the school well. Since the last inspection, a number of new initiatives have been introduced which have had a positive impact on achievement. Parental questionnaires indicated a very high degree of satisfaction with the way the school is led and managed. The school engages with parents very well. Subject leaders play a full role in school improvement and their focused action plans have moved teaching and learning on; they evaluate the quality of teaching effectively.

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Governors are effective, and in their role of 'critical friend' ensure that improvement takes place. They work well together with the headteacher to embed ambition for the future of the school with all staff. Community cohesion is developing as a result of a clear action plan which is beginning to be evaluated. As a result, the school is aware that it has not yet done enough to engage with the wider national community. There are beneficial links with a number of local schools and a variety of external agencies. These have a good impact on pupils' well-being. The federation has ensured that pupils have been able to access a wider curriculum than previously. All pupils are given an equal chance to succeed at Hevingham because their learning needs are catered for well. There is no evidence of discrimination of any kind. The school's procedures for safeguarding are excellent and national requirements are fully met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills and understanding vary significantly from year to year when they begin school. Overall children make good progress towards the early learning goals and more recently have entered Year 1 with above average skills, knowledge and understanding. A calm and caring approach ensures that children settle in well in Reception. It is clear that they are safe and secure. They enjoy school, play together well, take turns, share and listen. Behaviour is good.

Children are encouraged and supported so that they develop in confidence. Staff display a good understanding of how young children think and learn and how learning should be structured to maximise opportunities for children. A wide range of planned activities provide well-balanced opportunities for both child- and adult-initiated learning. The

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outdoor area is also a stimulating area to learn in, but the lack of suitable shelter means that children are unable to take full advantage of it during periods of inclement weather. Children are able to practise their language skills during adult-led sessions, where teaching is generally good. Staff make observations which are taken into account in the planning for new learning. This ensures that the wide range of children's needs is met well. The Reception teacher knows each child very well and this helps to promote the good progress children make.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers who returned the questionnaires were positive about the school and the level of disagreement with any of the questions on the questionnaires was exceptionally low. About a third of the questionnaires included additional comments. Some spoke highly of the teachers and headteacher, and the improvements which have been made. Others praised the care and support provided for their children. All felt that their children enjoyed school and were happy with their child's experience.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hevingham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	75	7	22	0	0	0	0
The school keeps my child safe	23	72	9	28	0	0	0	0
The school informs me about my child's progress	20	63	11	34	1	3	0	0
My child is making enough progress at this school	20	63	11	34	1	3	0	0
The teaching is good at this school	24	75	6	19	0	0	0	0
The school helps me to support my child's learning	22	69	10	31	0	0	0	0
The school helps my child to have a healthy lifestyle	20	63	11	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	63	11	34	0	0	0	0
The school meets my child's particular needs	19	59	12	38	1	3	0	0
The school deals effectively with unacceptable behaviour	15	47	16	50	0	0	0	0
The school takes account of my suggestions and concerns	17	53	14	44	0	0	0	0
The school is led and managed effectively	19	59	12	38	0	0	0	0
Overall, I am happy with my child's experience at this school	22	69	10	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 June 2010

Dear Pupils

Inspection of Hevingham Primary School, Hevingham, NR10 5NH

Thank you very much for the lovely welcome we received when we came to inspect your school recently. We were very impressed by the outstanding way you behaved and how polite and well mannered you were. This is highly commendable, well done! You have an excellent knowledge of how to stay safe and healthy. You attend school well and carry out duties in school enthusiastically. You are making good progress in your lessons and you are beginning to do better in tests, especially those of you in the younger classes. Your art work is particularly good, we loved the dinosaurs! Some of you are very good at using computers.

Your teachers teach you well and make your lessons interesting. They work hard planning lessons and make lots of links between different subjects to ensure that your lessons are enjoyable. You have lots of opportunities to attend clubs and to participate in trips and visits. All the adults in your school care for you really well. Your headteacher does a good job and is keen that you all do as well as you can.

We think your school gives you a good education, but even in a school like yours there is always work to be done! We have asked your headteacher and her team to ensure that:

- you make even more rapid progress so that you achieve higher results in English and mathematics by the time you leave Hevingham - you can help with this by always working hard and doing your best work
- you understand more about what schools and communities are like in other parts of the United Kingdom.

We wish you all the best in the future at Hevingham Primary.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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