

Hingham Primary School

Inspection report

Unique Reference Number	120818
Local Authority	Norfolk
Inspection number	339783
Inspection dates	13–14 May 2010
Reporting inspector	Judith Dawson

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	163
Appropriate authority	The governing body
Chair	Mrs Nicola Elven
Headteacher	Mrs Valerie Lucas
Date of previous school inspection	6 February 2007
School address	Hardingham Street Hingham Norwich
Telephone number	01953 850304
Fax number	01953 851047
Email address	head@hingham.norfolk.sch.uk

Age group	4–11
Inspection dates	13–14 May 2010
Inspection number	339783

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. They observed six teachers teaching nine lessons. Meetings were held with staff, groups of pupils, the Chair of the Governing Body and parents. Inspectors observed the school's work, including procedures for ensuring pupils' safety, and looked at the school's policies, plans for improvement, the tracking of pupils' progress and pupils' completed work. They also looked at leaders' monitoring of teaching and learning and the school's engagement with parents and carers, analysing 57 questionnaires returned by parents and carers.

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

- pupils' progress throughout the school, especially in mathematics
- teachers' use of assessment to address any underachievement
- how well teaching and learning are monitored and the impact of this on improving provision.

Information about the school

Hingham Primary school serves a predominantly White British rural community and is smaller than average. The proportion of pupils eligible for free school meals is below average but rising. Although the percentage of pupils with special educational needs and/or disabilities is average, a higher than average proportion have statements of special educational needs including moderate or specific learning difficulties, behavioural or medical needs. Almost all teachers are long-serving members of the school but a new deputy headteacher joined them in January 2010. The school holds the Activemark and meets the requirements for Healthy Schools 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?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring that pupils make at least adequate progress throughout the school, especially in mathematics.

The school takes good care of its pupils. As a result, they are happy and have good relationships with each other and adults. Pupils have access to a curriculum which they find interesting and which meets their needs appropriately. They enjoy learning and the additional activities on offer. Good pastoral guidance and support ensure that most aspects of pupils' personal development are good and all adults manage any inappropriate behaviour very effectively.

There have been some improvements since the last inspection. Formal assessments each term now enable the school to identify where additional support is needed. However, checks on pupils' progress are not frequent enough to identify any significant successes or underachievement and to set pupils short-term, achievable targets. While some teachers provide pupils with advice about how to improve their work, including through encouraging them to evaluate it themselves, others rarely make written comments to help pupils improve. In a very small number of classes, pupils' work is not collated well enough to be able to track progress through the year. In addition, presentation is poor because the adults do not expect enough of the pupils and they have no incentive to take pride in their work. Children in the Early Years Foundation Stage do not contribute to records of their learning so are unable to see their progress over time. Leaders' regular observations of teaching and learning identify the main areas for improvement. However, these are not followed up with individual teachers to ensure that improvements have been made.

The school has been successful in improving pupils' progress in English in Key Stage 2, so that they now make the expected progress from their starting points. Pupils' progress in mathematics and science has been inadequate over the last three years, but there are indications that it is accelerating in mathematics, especially among the oldest pupils. Recent provision for the most able mathematicians is having a positive impact on these pupils' progress. Leaders, with the support of the local authority, have analysed where there were weaknesses in pupils' skills, for example, in subtraction, to establish a whole school focus. Pupils with special educational needs and/or disabilities, especially those with behavioural or emotional challenges, make satisfactory progress towards their personal targets because they receive good support.

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

Plans for improvement are firmly rooted in raising standards, generated from the headteacher's accurate evaluation of the school's present position. The deputy headteacher has a very clear understanding of the tasks ahead and has been instrumental in beginning to address weaknesses in the provision for mathematics. The school's success in reversing the underachievement in English indicates that the potential for future improvement is satisfactory.

What does the school need to do to improve further?

- Accelerate pupils' progress throughout the school, especially in mathematics by:
 - ensuring action is taken to remedy weaknesses identified when monitoring teaching and learning
 - disseminating the good practice of some teachers in providing high quality marking and advice for their pupils, and ensuring that pupils respond
 - setting each pupil short, measurable targets with time limits for achieving them.
- Involve pupils more fully in their learning by:
 - encouraging children in the Early Years Foundation Stage and their parents to contribute to individual records of achievement to generate pride in success and an understanding of the next steps in learning
 - making sure all pupils' work is well-organised and accessible so that they can take responsibility for its completion and presentation
 - making sure that pupils know how to evaluate their success and set their own personal targets.

Outcomes for individuals and groups of pupils**4**

Most children start school with the knowledge and skills expected for their age. Attainment in reading, writing and mathematics has been average at the end of Year 2 over the last three years, and was high when the present Year 6 pupils were in Year 2. Pupils' work in Year 6 indicates that many are working at above average levels, especially in English, and that progress is improving. However, achievement has been inadequate over the last three years and is still not good enough in mathematics and science. Most pupils enjoy their learning and, in lessons observed during this inspection, made satisfactory and sometimes good progress. Adults questioned them effectively and encouraged them to think. Pupils have good attitudes to work and discuss it enthusiastically with their peers. In most classes they take a pride in their achievements. Almost all work at a good pace when tasks are sufficiently challenging. They behave well and older pupils enjoy their opportunities for supporting younger pupils with, for example, reading. However, many are not sure how they can improve their work because they do not have written guidance or targets that will help them know what to do to improve. This restricts their progress.

Pupils have a good understanding of how to maintain healthy lifestyles and take part in

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

the 'activate' sessions at the beginning of each morning and afternoon with enthusiasm. The school councillors carry out their responsibilities well. They run a games library at lunchtime and maintain several 'green' initiatives. The pupils are the officers in committee meetings, giving them good experiences of the skills needed to become good members of society. Throughout the school, pupils use information and communication technology well. The new nurture group is helping pupils who find forming relationships and coping with the rigours of the classroom difficult to improve their self-esteem and social skills. All pupils are encouraged to celebrate success through the 'reward tree'. They are developing a good understanding of a range of cultures, through, for example, food tastings and French and German lessons and a visitor who recently worked in China.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan interesting lessons, and, where possible, allow pupils to use a range of skills to complete their work. An increasingly effective focus on developing pupils' reasoning skills is helping them to hypothesise and to check that their answers to

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

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

mathematical problems are reasonable by estimating the likely outcomes. Teachers ensure that pupils have plenty of opportunities to discuss their work with their peers. The good relationships and very effective management of pupils' behaviour ensure that pupils usually work well in lessons. Where teachers' planning reflects the needs of different abilities accurately so that tasks are challenging, pupils make good progress. However, some teachers do not evaluate pupils' progress often enough to be able to respond quickly to any underachievement. The quality of marking is variable and in some classes, rarely informs pupils about the quality of their work or how to improve. The teaching of basic mathematical skills has been identified as an area for development and most teachers are now focusing on a whole-school initiative to improve subtraction skills. Teaching assistants provide good support, especially for pupils who have special educational needs and/or disabilities, enabling them to make satisfactory progress. The curriculum increasingly provides links between subjects to make learning interesting and relevant. Enrichment days or weeks, such as the 'Our World' topic and the good range of extra-curricular activities ensure pupils remain eager to learn. There is a satisfactory range of intervention groups to support pupils who are underachieving which has resulted in the improved progress in English. The intervention groups for mathematics are too new to show their impact on pupils' learning.

The personal, social and health education curriculum is effective. The pastoral care, guidance and support provided for pupils ensure that they feel safe and develop good personal and social skills. Pupils are expected to take responsibility for their actions and to help each other. Measures to promote good attendance are sensible and the school works hard to improve the punctuality of pupils from a very small number of families who often arrive late.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers promote the pastoral aspects of the school well. The procedures for ensuring pupils' safety and welfare are good, fully meeting statutory requirements. While pupils' welfare is at the heart of the school's work, there has been a lack of urgency in raising pupils' academic achievement in the recent past. This is now being addressed and has proved successful in ensuring satisfactory progress in English. The new deputy headteacher is generating improvements in the provision for mathematics, although this is not yet showing a clear impact throughout the school. Procedures for

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

monitoring aspects of the school's work are satisfactory and the outcomes are used to inform whole-school areas for improvement. However, they are not used effectively to improve individual teachers' skills or to ensure individual pupils make good progress. The governing body supports the school well and some of its members are actively involved in school improvement. They are increasingly asking challenging questions of the leadership team but are aware of the need to develop their monitoring role further. Parents are kept informed about school events through newsletters. There is an active 'friends' association. Most pupils have home/school reading diaries and pupils take home mathematics games. However, apart from formal parent evenings, parents are not informed about what their child needs to do to improve and how they could help at home.

This is an inclusive school and adults make sure that all pupils have equal access to all aspects of school life. There are satisfactory links with local organisations, including involvement in the village fete and contributions to the village magazine. Pupils are encouraged to respond to world disasters, such as the Haiti appeal. Visitors from other cultures are welcomed and the school organises multi-cultural topics when pupils move into their new classes to help develop an understanding of cultural diversity in this almost entirely mono-cultural school. Leaders are aware of the need to promote community cohesion further by developing links beyond the locality and are establishing video links with a French school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

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

Staff in the Reception class ensure that children feel safe and happy in school. Good induction procedures ease transition from home to school. Working together with Year 1 in the autumn term helps to ensure that children feel confident when they eventually leave the Early Years Foundation Stage. Children's personal and social skills are promoted well. For example, in one lesson, when there was a dispute because two children wished to sit next to the same friend, they were asked how they could solve the problem. The children then rearranged their positions with their friend between them, demonstrating a good understanding of the feelings of others and the need to share. Teaching ensures that children receive a thorough grounding in all the areas of learning. Their progress is recorded and their next steps identified. Although adult-led activities are geared towards helping children achieve their next steps, the independent activities, while generally promoting learning, are not sufficiently fine-tuned to address the children's specific learning needs. This results in steady progress but restricts opportunities for individual children to extend their learning more fully. Children have writing and mathematics books so that they can see their progress, and suitable plans are underway to involve them in creating scrapbooks to show their progress across all areas of learning. Home achievements do not form part of their records of progress and parents only have access to these when they visit the school. This misses opportunities for parents to contribute their knowledge of their children's interests and achievements and to become more involved in, and knowledgeable about, their children's learning. The classroom is well-organised and the adults overcome the lack of direct access to the outside well. There is a good range of equipment and children are able to choose what they need to complete their tasks.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are generally supportive of the work of the school and most feel the school keeps their children safe and encourages healthy lifestyles. The inspectors endorse these views. A small minority of parents expressed concerns about the way the school deals with unacceptable behaviour, the account the school takes of their views, and about the leadership and management. The inspection found that procedures for managing behaviour are good and that adults apply them effectively. Leaders deal with complaints satisfactorily but more needs to be done to inform parents about their children's learning and how they could help at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hingham 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	35	32	56	4	7	0	0
The school keeps my child safe	24	42	30	53	3	5	0	0
The school informs me about my child's progress	13	23	34	60	8	14	0	0
My child is making enough progress at this school	16	28	30	53	8	14	1	2
The teaching is good at this school	20	35	29	51	7	12	0	0
The school helps me to support my child's learning	14	25	31	54	11	19	0	0
The school helps my child to have a healthy lifestyle	17	30	35	61	3	5	1	2
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)	15	26	30	53	6	11	2	4
The school meets my child's particular needs	13	23	33	58	9	16	0	0
The school deals effectively with unacceptable behaviour	12	21	27	47	12	21	5	9
The school takes account of my suggestions and concerns	7	12	27	47	16	28	3	5
The school is led and managed effectively	10	18	31	54	10	18	3	5
Overall, I am happy with my child's experience at this school	19	33	25	44	7	12	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



17 May 2010

Dear Pupils

Inspection of Hingham Primary School, Norwich, NR9 4JB

Thank you all very much for your help and support when we visited your school recently. A special thanks to those of you in the school council who gave us your views. We were impressed by your good behaviour and the respect you showed to your teachers and each other. We could tell that you enjoy school and feel happy and safe there. We agree that your teachers take good care of you and provide you with interesting things to learn about.

Many of you have not been making enough progress in recent years and so we have given your school a notice to improve. This means the adults must help you learn more quickly, and other inspectors will visit to check that this is happening. Your progress in English has improved, but there are still things to do to make sure that you achieve all you are capable of in mathematics. We have asked your teachers to check your progress regularly so that they can give you extra help if you need it. We want them to ensure their marking gives you useful advice and to set you short, sharp targets with time limits so that you master new skills quickly. Please make sure you take your teachers' advice. A few of you need to try harder to keep your written work safe and make sure it is tidy and finished.

We want the governors, the headteacher and senior staff to help your teachers make the changes that are needed and to check that new ways of doing things are making a difference to your learning.

There are things you can do to help. We would like you to learn how to decide for yourselves how well you are doing and what you need to do to improve. We would like children in the Early Years Foundation Stage and their parents to become involved in collecting their special achievements to contribute to their 'learning journeys'. These will be books to treasure in the future. The headteacher and staff know how to make learning better for you and have plans in place to help. We wish you all the very best in the future.

Yours sincerely

Judith Dawson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.