

# Hapton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	121040
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339841
<b>Inspection dates</b>	13–14 May 2010
<b>Reporting inspector</b>	Godfrey Bancroft

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Spencer
<b>Headteacher</b>	Louise Hinton & Linda McCormick (Co Headteachers)
<b>Date of previous school inspection</b>	14 November 2006
<b>School address</b>	The Street Hapton Norfolk
<b>Telephone number</b>	01508 489395
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<b>Email address</b>	head@hapton.norfolk.sch.uk

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## **Introduction**

This inspection was carried out by one additional inspector. The inspector observed six lessons taught by two teachers. Meetings were held with staff, governors and pupils. The inspector observed the school's work, and looked at documentation including development plans, data about pupils' attainment and progress, the minutes of governing body meetings, external evaluations of the school's work and 26 parental questionnaires.

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

- how well children's basic literacy skills are developed in the Early Years Foundation Stage
- the actions taken to maintain the improved standards in pupils' writing
- how well the learning needs of the full range of ages and abilities in each class are met
- how effectively the school promotes pupils' understanding of cultural diversity.

## **Information about the school**

This is a very small primary school serving a rural community to the south of Norwich. The percentage of pupils who are known to be entitled to a free school meal is broadly average. There are no pupils from ethnic minority groups or who speak English as additional language. The percentage of pupils who have special educational needs or a statement to address their special educational needs is higher than usually found. Amongst other awards the school holds Activemark and Healthy Schools status.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Parents and pupils are overwhelmingly convinced that this is an outstanding school. They are right. Amongst many glowing comments received from parents and carers about the school, one said, 'Hapton is an excellent little school with a very friendly and positive atmosphere. My children are making very good progress.' The co-headteachers provide excellent leadership, demonstrating the saying, 'Two heads are better than one'. Pupils achieve exceptionally well and make outstanding progress throughout their time in school. The data provided by the annual tests are less reliable than the school's data because of the very small numbers of pupils in some year groups. The picture is of a prevailing pattern of above average standards at the end of Years 2 and 6. The focus on raising standards in writing has proved to be very successful. The excellent start children receive in the Early Years Foundation Stage and outstanding support and guidance for older pupils for this aspect of their learning clearly indicates that these improvements are likely to be maintained. At the heart of the school's success is a curriculum that meets pupils' learning needs exceptionally well. This includes the teaching of pupils in mixed age classes in which work is tailored precisely to their needs. Younger pupils benefit greatly from learning alongside their older peers, who in turn show great maturity and sensitivity in their care and support for the younger ones.

Behaviour is outstanding and pupils have excellent attitudes to learning. The school has involved pupils very successfully in the local and wider communities and their knowledge of those who come from other cultures and have different beliefs is good. Even so, as they strive to maintain the high quality of provision that everyone connected with the school has come to expect, the governing body are seeking more ways of further raising pupils' awareness of the multi-cultural nature of the United Kingdom today. This is typical of the way in which everyone connected with the school strives to make things even better.

The governing body do a good job. They are knowledgeable about the quality of provision and great advocates for all aspects of the school's work. However, several governors are relatively new and are growing into their role. Self-evaluation is rigorous and accurate and the school's capacity to improve in the future is excellent. This is based on a track record of raising and maintaining standards at above average levels and addressing the issues raised by the last inspection very successfully. For example, pupils now use information and communication technology very competently and are very clear about their targets and how to improve their work.

**What does the school need to do to improve further?**

- Maintain the support, teamwork and training activities that are helping new and recently appointed governors to grow into their role.
- Complete the implementation of plans to raise further pupils' awareness and understanding of our multi-cultural society.

## Outcomes for individuals and groups of pupils

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Pupils clearly enjoy their learning. Children begin in the Early Years Foundation Stage with standards that are broadly in line with those expected for their age. Pupils continue to achieve exceptionally well and make outstanding progress during lessons and throughout their time in school. By the time they leave at the end of Year 6 standards in English, mathematics and science are above average. Standards in reading, writing and mathematics are also above average at the end of Year 2. This was the case in 2009 and will be for 2010. This is affirmed by accurate teacher assessments and by the work seen in pupils' books. The same indicators also show that above average standards are on course to be maintained in 2011. Those pupils who require additional support to help them learn do exceptionally well. This is because they receive excellent support from teachers and from teaching assistants. Higher attaining pupils and those who have special talents also do very well because they are presented with work that captures their interest and challenges them very well.

In discussion pupils report that they feel very safe in school. Behaviour during lessons and around the school is excellent. Pupils are courteous and very supportive of each other. The care shown by older pupils for the younger ones is exemplary. Pupils are also well informed about the importance of eating healthy foods and about the benefits derived from taking regular exercise. The daily 'Wake and Shake' sessions are enjoyed by all, not least staff and parents. The school also has an award celebrating its success in persuading pupils to walk to school.

Pupils are proud of their school and their achievements. They make an excellent contribution to the community. They particularly appreciate the opportunities they have to influence decisions about school developments and improvements. The school's family atmosphere and strong links with the nearby church make a very effective contribution to pupils' excellent spiritual, moral, social and cultural development. Attendance rates are high and persistent absenteeism is currently non-existent. Standards and pupils' highly developed social skills indicate that the development of workplace and other related skills is excellent, including pupils' ability to use information and communication technology.

*These are the grades for pupils' outcomes*

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<sup>1</sup> 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**

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

## How effective is the provision?

Teaching is excellent with lessons that are full of interest and capture pupils' enthusiasm for learning very effectively. Significantly, lesson content is tailored very carefully to the needs of each pupil. As a result the full range of ages and abilities in each class make excellent progress. Those pupils who have special educational needs are supported very well by the highly skilled teaching assistants. Very effective planning for the development of early literacy skills, extended writing opportunities and the use of information and communication technology all make an exceptionally effective contribution to pupils' learning. Knowledge gained from very thorough assessments contributes to the progress of all pupils. Pupils of all ages glow with pride when talking about their work and progress. All are fully aware of their targets for improvement and determined to achieve them. Marking is helpful and informative and the celebration of pupils' achievements and effort inspires them to do even better.

The curriculum is similarly well suited to meeting pupils' learning needs and opportunities to learn additional languages, such as French and Spanish, are greatly appreciated by pupils and their parents. Educational visits, including a residential for pupils in Key Stage 2, along with visitors, such as sports coaches, add to the richness of an excellent curriculum. For such a small school the range of extra-curricular clubs on offer is remarkable. Amongst many the range includes cookery, cricket and gardening. Pupils are immensely appreciative of the help and support they receive. They are confident that should they have any problems, be they academic or social, they will receive all the support they need to sort things out. Systems for identifying any pupil who might be at the slightest risk of falling behind are very effective. The swift

responses to any such occurrence means that pupils are soon back on course and quickly catch up.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Led very effectively by the co-headteachers the staff form a closely knit team, dedicated to doing their best for the pupils. The search for constant improvement is at the heart of their work and is underpinned by highly effective procedures to evaluate the quality of provision and to embrace developments in teaching and learning that will benefit the pupils. All involved do all they can to ensure that all forms of discrimination are eliminated and that pupils of all backgrounds and abilities are equipped with all they need to do well. The governing body do a good job and have ensured, in partnership with the headteachers that everything is in place to make pupils as safe at school as they possibly can be. In the recent past it has proved difficult to attract governors and several are relatively new to the role. They are keen to do their best for the school and are embracing training opportunities which are helping them to grow into the role. Amongst the existing good practice are the 'vision' meetings that governors hold to plan long term developments.

Community cohesion is promoted well and there are links with a school in the Sudan. Even so, governors are seeking to do more to raise pupils' awareness of the multi-cultural nature of the modern United Kingdom. Engagement with parents and carers is a central feature of much of the school's work and is reflected in their views. One parent commented, 'This is a really great school. I am glad to have my children here.' Staff are readily available to chat with parents on a daily basis. Communication about pupils' progress and about school life is excellent. The home-school journals to which staff, parents and pupils all contribute and homework diaries provide a very helpful day-to-day picture of pupils' progress and learning. Communication has recently been improved further by providing access for parents to the 'virtual learning environment' by which they can view children's work and check up on homework tasks. Partnerships with other schools and with support agencies are also excellent. For example, Hapton along with other schools in the local cluster have provided a much valued Parent Support Advisor.

Financial management is outstanding, with the school providing excellent value for money. The decision to allocate resources to maintaining staffing levels and providing

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teaching assistants benefits pupils greatly.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Reception age group are taught alongside their older peers in a class containing pupils from Years 1 and 2. They receive an outstanding start to their education and make excellent progress. By the time they are old enough to join Year 1, they are attaining standards that exceed those expected for their age in all areas of their learning. This is because they receive excellent teaching and support from the job share teachers and from teaching assistants. They also experience a range of activities that capture their enthusiasm and are matched ideally to their needs. Superb use is made of an excellent outdoor learning and play area. During the inspection this area doubled as a garden centre operated by the children. The carefully constructed balance between adult-led activities and those which children can choose for themselves results in rapidly developing social and learning skills. Early literacy skills also develop at great pace. Children are able to talk about what they are doing in great detail and their early writing and recording skills are evolving exceptionally well.

Children settle in quickly and happily, helped by the sensitive care and support they receive and excellent liaison with parents and the various pre-school groups that children have attended. Children's progress is monitored meticulously. Records of their achievements are kept in their early learning journals, which are available to be shared with parents at all times. Children keep evidence of their own progress in their 'busy books', the details of which they are ever ready to display with great enthusiasm and in detail.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Every parent who has a child in the school responded to the inspection questionnaire. The responses clearly show that parents and carers are delighted with all aspects of the school's work. Many parents took the trouble to write comments on their questionnaires. They were, without exception, full of praise for the school's work.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hapton Church of England Voluntary Controlled 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 inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 26 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	85	4	15	0	0	0	0
The school keeps my child safe	21	81	5	19	0	0	0	0
The school informs me about my child's progress	22	85	4	15	0	0	0	0
My child is making enough progress at this school	21	81	4	15	0	0	0	0
The teaching is good at this school	22	85	4	15	0	0	0	0
The school helps me to support my child's learning	19	73	7	27	0	0	0	0
The school helps my child to have a healthy lifestyle	23	88	3	12	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)	17	65	7	27	1	4	0	0
The school meets my child's particular needs	21	81	4	15	0	0	0	0
The school deals effectively with unacceptable behaviour	19	73	6	23	0	0	0	0
The school takes account of my suggestions and concerns	20	77	5	19	0	0	0	0
The school is led and managed effectively	22	85	4	15	0	0	0	0
Overall, I am happy with my child's experience at this school	22	85	4	15	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

	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 May 2010

Dear Pupils

Inspection of Hapton Church of England Voluntary Controlled Primary School, Hapton, NR15 1AD

You may remember I visited recently to inspect your school. Many of you told me, and so did your parents, that you believe you attend an excellent school. I agree and think that many features of your school are outstanding. It was a real privilege to talk with you about how much you enjoy attending Hapton Primary School, to see your work and learn how well you are doing. The standards you attain are better than those found at the majority of schools and you all do exceptionally well. Your behaviour is excellent and I was delighted to see how hard you all work in lessons and enjoy the excellent activities that your teachers provide for you. Some of you do not always find learning easy, but because of the help you receive you too do very well.

Your school is somewhat unusual, in that it has two headteachers who share the work. They and the rest of the staff do an excellent job making sure that you have all you need to learn to the best of your ability. Your school governors do a good job and work closely with the staff to make sure every thing works well. Some of the governors are new to the role, but they are working hard to ensure they know all they need to about how well your school works and how it can continue to improve. Amongst other ideas, governors are looking closely at how they can provide you with an even better understanding about the people from different backgrounds and cultures who make up our country today.

I am very grateful for the time you took to tell about your school and for sharing your work with me. I must say the flapjacks you made were a real treat, thank you.

I wish you all the best for the future.

Yours sincerely

Godfrey Bancroft

Lead inspector

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