

# Inspection of Hingham Primary School

Hardingham Street, Hingham, Norwich, Norfolk NR9 4JB

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Inspection dates: 11 and 12 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils love their school. Teachers are kind and help them with their work. Pupils enjoy learning because there are lots of different and interesting subjects. Pupils achieve well in most subjects. Leaders have improved the curriculum since the last inspection.

Pupil behaviour is good in class and around the school. The school's behaviour mantra 'onboard' really works. When an adult says, 'On Board,' pupils immediately stop what they are doing, sit up, and listen. Some parents say they use this behaviour mantra at home, and it works for them as well. Parents are overwhelmingly positive about the school.

Pupils have lots of friends. They say bullying is a 'rare event.' If someone is 'mean,' adults rapidly sort this out. Pupils feel safe at school and can talk to an adult if anything is worrying them. This is the same for children in the Reception Year. Learning activities are fun, and children behave well in lessons. Children are well prepared for Year 1.

Pupils enjoy a wide range of sports and other clubs. There are many additional activities that promote pupils' good personal development. The on-site forest school has strong links with the curriculum. In addition, pupils learn to work effectively in teams.

## **What does the school do well and what does it need to do better?**

Leaders have successfully improved the curriculum since the last inspection. Most subjects are well planned. Curriculum documents detail the key knowledge to be learned from Reception Year to Year 6. The curriculum is taught well in most subjects. Curriculum leaders have been given sufficient time to help teachers with their planning and monitor their subjects. In a few subjects, curriculum leaders have not had enough time allocated to them to work effectively with other teachers or to monitor their subjects. Consequently, in these subjects, teachers have not had sufficient support to effectively teach the subjects and pupils' progress is not consistently strong.

The new governing body have a good understanding of the school, including the curriculum. They make regular, focused visits to the school. Governors give effective challenge and support to school leaders.

Teachers have high expectations for all pupils' achievement in lessons. Teachers help pupils if they are stuck. Pupils enjoy their lessons. They listen attentively to their teachers and behave well. Low-level disruption is rare. Teachers regularly check pupils' work, making sure pupils understand what they are learning about. They

carefully explain how pupils can improve their work. Teachers rapidly spot any pupils who misunderstand new learning and give pupils effective additional help.

Staff help pupils effectively to make swift progress in reading. By the end of Year 3, all pupils are able to read fluently. Books are carefully matched to pupils' reading knowledge. High-quality training ensures staff have good subject knowledge. Phonics is taught consistently well by all staff. They give effective support to all pupils in lessons, so pupils who find phonics harder to grasp, rapidly catch up.

Pupils love reading. They read avidly from a wide range of books within their ability and interest level. Pupils enjoy the regular quizzes about the books they read. Older pupils can talk about their favourite authors and the types of books they prefer. Pupils challenge themselves and do not just stick to their favourite genre.

Leaders make sure pupils with special needs and/or disabilities (SEND) get effective support to help them learn well in lessons. All pupils with SEND are included in lessons. Leaders are tenacious in securing support from SEND external experts when required. Pupils have an appropriate 'one-page plan', which is reviewed termly with parents and pupils. Teachers use the information in the plans effectively to support pupils with SEND well. Consequently, pupils make good progress from their starting points.

There is effective provision for children in the early years. Children settle into class quickly and start learning from the word go. Children make strong progress in all areas of learning from their starting points. Children behave well because all adults have high expectations and learning is fun. Children feel safe inside and outside the classroom. The new assessment approach is working well for staff.

Leaders provide a wide range of relevant educational visits and visitors, which support pupils' learning in different subjects. Pupils learn about different relationships. Pupils respect and support one another in class and at breaktimes. Pupils are reflective. They talk positively about their learning and experiences at school. Fundamental British values are promoted well.

Staff are proud to work at the school. They receive effective professional development and are proactive in improving their subject knowledge. Staff appreciate the support they receive for their well-being. They say workload is not a problem.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders' highly robust systems help leaders to check that all pupils are safe. Safeguarding is discussed at every staff meeting and at leaders' weekly meetings with governors. Governors' regular safeguarding audits ensure systems work well.

Staff are well trained in all aspects of safeguarding. Staff are confident to spot and report any concerns. Safeguarding records show prompt actions to concerns raised. Leaders work well with external agencies to ensure all pupils and families get the help they need. Relevant staff and governors are trained in safer recruitment. Pupils know how to keep themselves safe online and in the local community.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, curriculum leaders have not had enough time allocated to them to work effectively with other teachers or to monitor their subjects. This means that teachers have not had sufficient support to effectively teach the subjects and pupils' progress is not consistently strong. Leaders should ensure that all curriculum leaders have the time they need to help teachers with their planning, check their subjects are well taught and that all pupils make strong progress from their starting points.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120818
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10255122
<b>Type of school</b>	Primary
<b>School category</b>	Community school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susan Gothard
<b>Headteacher</b>	Victoria Newrick
<b>Website</b>	<a href="http://www.hinghamprimary.org.uk/">www.hinghamprimary.org.uk/</a>
<b>Date of previous inspection</b>	21 and 22 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has undergone significant change in governance since the last inspection. All current governors have been appointed since the last inspection.
- There have been some changes in leadership since the last inspection. A new deputy headteacher and several new subject leaders are in place.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with senior leaders, a group of governors, a representative from the local authority and from Viscount Nelson Education Trust.

- Inspectors met with the school’s designated safeguarding lead and the safeguarding governor. Inspectors scrutinised documents related to pupils’ behaviour, safety, and well-being.
- Inspectors met with the special educational needs coordinator and scrutinised provision for pupils with SEND.
- Inspectors carried out deep dives in reading, geography, mathematics, and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also talked to leaders about the curriculum in some other subjects.
- Inspectors spoke to parents dropping off their children at school. Inspectors considered responses to Ofsted’s pupil survey and Ofsted’s staff survey. The inspectors considered responses to the parent survey, Ofsted Parent View, including free-text messages.

### **Inspection team**

Julie Winyard, lead inspector

Ofsted Inspector

Lynsey Holzer

Ofsted Inspector

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