

Happisburgh CofE Controlled Primary School

Inspection report

Unique reference number	121039
Local authority	Norfolk
Inspection number	380154
Inspection dates	30 April–1 May 2012
Lead inspector	Geof Timms

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Amanda Sands
Headteacher	Lynda Clayton
Date of previous school inspection	16 June 2008
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Age group	4–11
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Introduction

Inspection team

Geof Timms

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons, taught by five teachers, for a total of over four hours, as well as spending other time looking at pupils' work. In addition, meetings were held with staff and members of the governing body, as well as pupils. The inspector observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. He analysed the responses to 36 parental questionnaires.

Information about the school

This is a smaller than average-sized primary school. A below-average proportion of the pupils are currently known to be eligible for free school meals. Most pupils are White British, and very few have minority ethnic heritage. The proportion of disabled pupils and those with special educational needs is below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. A privately-run playgroup and after-school club share the school site, but these are inspected and reported on separately. Since the last inspection, the school has moved from being a 4–8 years first school to become an all-through primary school.

The school has Healthy Schools status, Activemark, Football Association and Quality Physical Education Charter Mark awards, and an Environmental Grounds award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is a good school. It is rapidly improving and has outstanding features. It is not yet outstanding overall because teaching is not consistently of sufficiently high quality to ensure that the more-able pupils always make better-than-expected progress in writing and mathematics.
- Children's progress in the Reception class is outstanding. Many older pupils occasionally make outstanding progress, but not consistently. Older pupils currently make excellent progress in reading and good progress in writing and mathematics. Some of the more-able pupils do not always make the accelerated progress of which they are capable. Attainment is above average.
- Increasingly effective teaching is having a positive impact, especially on the older pupils' learning, reflected in their rapidly improving progress. Teachers do not always provide sufficiently challenging activities for the more-able pupils. Teachers have worked hard to improve the assessment of pupils' work. They provide good marking and feedback, and ensure that pupils know their targets and what to do next in their learning.
- Pupils' outstanding behaviour has a very positive impact on their learning and on how safe they feel at school. Pupils talk positively about how well they get on together. Their behaviour is exceptionally good both in classrooms and around the school and the inspector's very positive findings on behaviour are endorsed by parents and carers.
- The leadership of teaching and the headteacher's relentless drive to continually improve school performance are outstanding, and reflected in the sustained, much-improved progress made by pupils. The quality of teaching is rapidly improving from, currently, good quality. The school has successfully moved to primary status. The outstanding curriculum provides an excellent range of experiences to support pupils' spiritual, moral, social and cultural development. The governing body provides a good level of knowledgeable support and

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challenge for the school.

What does the school need to do to improve further?

- Make more teaching outstanding by ensuring all work for the more-able pupils is sufficiently challenging to help them make better-than-expected progress and attain even higher standards in writing and mathematics.

Main report

Achievement of pupils

Achievement is good. Although some progress is currently outstanding, it is not yet consistently so over time. The school builds successfully on children's positive attitudes to learning when they start school with skills close to those usually expected at that age. Progress in the Early Years Foundation Stage is outstanding and often so in Key Stage 1. Reading skills, including linking letters and sounds, develop exceptionally well.

The current Year 2 pupils are on track to attain levels considerably above the national averages for reading, writing and mathematics. Basic skills develop well; pupils' understanding of sounds and letters is excellent and in Years 1 and 2, and they are already able to write clear instructions for making a healthy salad.

In Years 5 and 6, pupils' progress is rapid because of sustained improvements in the quality of teaching. This builds on the good progress found earlier in the school. In mathematics lessons, the pupils are given opportunities to discuss and reflect on their learning, as they were seen to do when exploring factors. At times, the work provided does not sufficiently offer enough challenge for the more-able pupils to promote their learning and accelerate their knowledge and understanding in writing and mathematics.

Year 6 national test results in English and mathematics rose in 2011 as part of a continuing trend of rising standards. The current Year 6 pupils are on track to attain at least as well as last year's pupils. Current Year 6 pupils are making better progress than in previous years. Inspection findings that achievement is good are fully endorsed by parents and carers who are very positive about the progress their children make at the school, including disabled pupils and those who have special educational needs. One explained, 'My child came to the school with an individual education plan and needed to catch up with readingshe no longer needs this support.'

The work seen in lessons and in pupils' books shows that progress in reading is excellent. Standards in reading are very high at the end of Key Stage 1 and sustained to the end of Year 6. In writing and mathematics, pupils' progress is good

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overall, but lower than it is in reading throughout the school. More-able writers do not have sufficient opportunities to extend their skills. In mathematics, the school has taken steps to build girls' confidence in the subject and to improve the teaching and learning of all pupils' data-handling skills. These initiatives are at an early stage and are yet to have full impact on pupils' attainment especially that of those capable of reaching higher levels. However, in Years 3 and 4 pupils' good understanding of how to turn data into a bar graph was observed alongside a good level of challenge in alternative work for the more able as they attempted to create accurate pie charts.

Well-planned interventions help disabled pupils and those with special educational needs to make good progress. There are no significant differences in attainment and progress between groups of pupils across the school.

Quality of teaching

Most of the teaching observed during the inspection was good, and some was outstanding. The school has a clear vision to make most teaching outstanding. Teachers are improving their practice through effective professional development. For example, during the inspection, teachers worked with staff from another school on ways of improving pupils' global awareness. Inspection findings were endorsed by almost all parents and carers, who expressed a very positive view of the quality of teaching their children receive. The best lessons were lively and involved all pupils' fully. For example, in Years 3 and 4 the teacher used an excellent method for the drafting of a first sentence, when helping pupils to develop a piece of very imaginative, creative writing for themselves.

Since the previous inspection, teachers have much improved the way they mark pupils' work. Better written comments and oral feedback show pupils how well they have done and what they need to do to improve. Target setting is well matched to each individual pupil's prior attainment, and they are aware of their targets and what they can do to improve. The very effective assessment practice using annotations, observations and photographs of work that is evident in the Reception class has been extended to other year groups. This action has had a positive impact, with assessments that are better supported and informed by examples of pupils' work as evidence.

In Key Stage 1, good teaching of reading is effective in supporting pupils' knowledge of linking sounds and letters. Pupils enjoy well-led, lively sessions which involve physical activity, as well as the sounding of letters. In Key Stage 2, reading skills are further extended through regular sessions where pupils read with teachers, discussing texts and improving their comprehension skills.

The pupils who are disabled and those who have special educational needs are taught well. They are particularly assisted by effective intervention groups, especially for linking sounds and letters. The progress they make is tracked well by staff so that the provision is continually reviewed and revised where necessary.

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Teachers help pupils to learn about other faiths and cultures through a wide range of activities, including excellent links with schools in France and Ethiopia. This promotes their spiritual, moral, social and cultural development very effectively.

Children's learning needs in the Early Years Foundation Stage are well provided for in a wide range of excellent adult-led and child-initiated activities. In one good session, children re-enacted a story read by the teacher about a lost teddy bear, and later they made sandwiches for the teddy bears' picnic. Throughout these adult-led activities continual speaking and listening occur, which is very effective in widening children's vocabulary.

Behaviour and safety of pupils

The school is a very harmonious community. Pupils' behaviour in lessons and around the school is outstanding, as is evident over time from questionnaire responses, school records and observations. Parents and carers agree with inspection findings that behaviour is excellent. The pupils are exceptionally polite and friendly to those they know and very respectful towards visitors. Their excellent behaviour in lessons helps their learning and they cooperate and collaborate effectively. When teachers challenge them fully, they seize the opportunity, and in these situations the more able are fully extended. For example, children in the Reception class enjoyed role play in the toy shop, buying and selling teddy bears in a mature and cooperative manner. Older pupils' excellent behaviour is evident in the way they collaborate on tasks such as discussions about mythological creatures. Pupils throughout the school enjoy talking about and sharing their work. Attendance is statistically below average, but this is due to a small number of important, medical reasons and does not reflect pupils' enthusiasm for school or their parents and carers' efforts to maintain high rates of attendance.

Pupils are very positive about behaviour saying that the school has no bullying. They have an excellent understanding of what constitutes different types of bullying, including through the use of technology. They talk confidently about the adults they trust and would turn to if they had a concern. Parents and carers confirm that their children feel safe and the school helps them to support their children's learning. Relationships between pupils, teachers and parents and carers are outstanding.

Leadership and management

The outstanding leadership of the headteacher and her senior staff continues to have a very positive impact on raising standards and improving teaching. However, this is yet to result in the consistently outstanding teaching and excellent progress that the school seeks. There is a very strong team spirit evident throughout the school and all staff promote the school's vision of 'learning for life'. The school's self-evaluation is accurate and honest. The headteacher is relentless in promoting high expectations of everybody and in her refusal to accept any underachievement. The monitoring and evaluation of teaching and learning by the headteacher and other senior staff clearly lead to better practice and identify professional development needs. The issues

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raised at the last inspection have been fully addressed alongside the changes needed to become a full primary school. The school's excellent track record of improving achievement, behaviour and teaching puts it in an excellent position to meet its challenging targets, having created the conditions for outstanding learning in the near future.

Close relationships with other schools in the local area are also effective in widening horizons and sharing good practice. Successful recent improvements to the teaching of the older pupils, especially in mathematics, reflect the determination to raise standards further. Gifted and talented pupils are often provided with interesting and challenging opportunities, such as working on Key Stage 3 mathematics with a teacher from a local high school. The leadership of literacy and numeracy is very effective, and the leadership and management of the provision for children in the Reception class are excellent.

The school uses a detailed tracking system that enables staff to see clearly how well their pupils are progressing. This means any underachievement can be more quickly recognised and addressed, and extra support and expertise provided to suit the needs of disabled pupils and those with special educational needs. However, the school is already considering the introduction of a different system that will provide information in a better way so that all staff will be even more aware of how well their individual pupils are learning. This reflects the continual search for improvement, and makes the school highly effective at promoting equality of opportunity. There is no discrimination in this very harmonious community.

The outstanding curriculum fully meets pupils' needs and provides a high level of enrichment and enhancement that promotes their good and improving progress. The use of specialist expertise to teach Spanish, French, physical education and enrichment activities, such as sailing, provide excellent opportunities for pupils to extend their learning and develop a wide range of social skills. The school successfully promotes pupils' spiritual, moral, social and cultural development through a range of curriculum opportunities locally and across the wider world. The study of the local coastline and its erosion has real meaning for their learning. The work with schools in other countries is very effective in widening pupils' global perspective and helping make their caring nature and good range of charity work even more meaningful.

The members of the governing body provide good levels of support and challenge and have a strong understanding of the school's strengths and weaknesses. The governing body ensures that safeguarding arrangements are rigorously applied and meet current government requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 May 2012

Dear Pupils

Inspection of Happisburgh CE Primary School, Happisburgh, Norfolk, NR12 0AB.

Thank you for the way you welcomed me to your school recently. I really enjoyed my visit, reading your questionnaires and talking to many of you. Your behaviour in lessons and around the school is outstanding. This is important because it helps the teachers provide you with some interesting work, as well as keeping you safe and happy in school.

Happisburgh is a good school. It has a number of important outstanding aspects, and its strong track record shows it has every chance of improving further – not least because you are all working hard together to make it successful. You work very well, and are reaching higher standards than your school has done in the past. Even so, your school's leaders and I think that those of you who can learn quickly are capable of reaching even higher levels, especially in writing and mathematics. I have asked your teachers to give you more challenging things to do so that those of you who find learning easier can make even better progress. The teaching you receive is at least good and often outstanding, but if it can be always outstanding, you will have better opportunity to reach the higher levels in your work.

The teachers provide you with an outstanding curriculum that is interesting and gives you excellent opportunities to enrich your learning and deepen your understanding of spiritual, moral, social and cultural matters. You are given excellent opportunities to learn new skills in school, through visits and visitors, the links with schools in other countries and in the after-school clubs your school provides. Your headteacher and other staff provide outstanding leadership. They are willing to seek ideas from outside the school and this is helping make your school even better.

Thank you again for your friendliness and help.

You can, of course, help yourselves to achieve really well by continuing to work hard.

Yours sincerely

Geof Timms
Lead inspector

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