

# Happisburgh Primary School

## Inspection report

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<b>Unique Reference Number</b>	121039
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313848
<b>Inspection dates</b>	16–17 June 2008
<b>Reporting inspector</b>	Judith Dawson

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Amanda Sands
<b>Headteacher</b>	Mrs Lynda Clayton
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	The Street Happisburgh Norwich Norfolk NR12 0AB
<b>Telephone number</b>	01692650335
<b>Fax number</b>	01692650335

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small primary school serves a diverse coastal community. It is in the process of retaining the older pupils to change from a first school to a full primary school by September 2008. All pupils come from White British households. Attainment on entry to the Reception Class is average. There are strong links with the church and local community. The school has recently gained a space for sports and arts and hosts many activities for children and adults. It holds Healthy Schools status and the Football Association Charter Standard for Schools. All pupils from Year 1 to Year 5 learn French and the school has a partner school in St Tugdual, Brittany.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Happisburgh Primary School is a good school, which is highly valued by pupils, parents and the community. The headteacher staff and governors have successfully extended the facilities the school has to offer through rigorous fundraising and a strong commitment to see projects through to completion. The headteacher puts pupils' learning at the heart of the school's work. She has had a large teaching commitment but has sensitively addressed some teaching during the last year while ensuring that the younger pupils continue to learn very effectively. Exemplary pastoral care, guidance and support ensure pupils feel safe and secure in school. They thoroughly enjoy their learning and attendance is good. Pupils' personal, social and health education is excellent. Their behaviour is very good and, throughout the school, there is a strong sense of community where each individual is cared for and respected.

Children start school with the knowledge and skills expected of four-year-olds, and by the end of Year 2 standards are high. Pupils make impressive progress in the Foundation Stage and Key Stage 1 and continue to make rapid progress in Year 3. Although older pupils' standards remain above average, a few do not maintain the rapid progress they made in Key Stage 1. This is because the tasks they are set are not always sufficiently fine-tuned to help pupils with average abilities to rapidly assimilate new learning. Older pupils have fewer opportunities to use their literacy skills within other subjects. Teachers have very good tracking systems to identify any dips in pupils' progress and are aware of the need to use these to provide more support for the older pupils. Pupils with specific learning or social difficulties receive extremely good support and continue to make good progress.

Teachers and pupils have excellent relationships and pupils are eager to learn. Teaching in Key Stage 1 and the lower part of Key Stage 2 is extremely skilled in ensuring that pupils have many opportunities to use their writing, mathematical and information and communication technology (ICT) skills within other subjects. The use of writing skills within other subjects is less marked in the oldest class where pupils have more worksheets to complete. The relevant and exciting curriculum for the younger pupils keeps their pupils highly motivated and the school is aware of the need to develop and extend the curriculum to accommodate the oldest pupils. All teachers encourage pupils to evaluate their learning and pupils are becoming skilful in measuring their successes. There are targets in the classroom that show pupils' next steps in learning but many pupils are not clear what these are. All teachers mark pupils' work very thoroughly, giving several suggestions for improvement, but it is not always clear what pupils need to work on first. This makes it difficult for pupils to set their own short-term targets to consolidate their learning.

This has been a successful first school where standards have improved in recent years and pupils achieve extremely well. The headteacher, staff and governors relish the challenge to develop it into an equally successful primary school. The past successes and the addition of another teacher, freeing the headteacher to support her colleagues, provide good potential for continued success.

## Effectiveness of the Foundation Stage

### Grade: 1

Provision in the mixed Reception and Year 1 class is outstanding, enabling children to blossom and thrive as they begin their education. Excellent relationships with the 'Happisburgh Hoppers'

pre-school on site ensure a seamless induction into school. The respect all the adults show for the children and the emphasis on developing children's self-esteem enables them to develop outstanding personal and social skills. Rigorous teaching of reading and writing and mathematical skills result in almost all children working well within the first levels of the National Curriculum by the end of the Foundation Stage. Teaching and the curriculum are planned conscientiously to cater for the needs of both Reception and Year 1 pupils. Excellent use is made of the local environment, compensating for the lack of outdoor facilities which are about to be completed. This enables children to make good progress in all aspects of the curriculum.

### **What the school should do to improve further**

- Involve pupils in setting their own short-term targets and ensure that teachers refer to pupils' progress towards achieving them when they mark their work.
- Consolidate and extend the support for older pupils whose progress is slower than expected to ensure they continue to achieve well.
- Ensure that pupils make good use of their literacy skills within all subjects.

## **Achievement and standards**

### **Grade: 2**

Standards at the end of Key Stage 1 improved significantly in 2004 and have been consistently well above average since then. Mathematics' standards were high in 2007, following a whole school focus on improving the subject, and provisional results of the 2008 National Assessments indicate that the high standards and excellent progress have been maintained. Many more pupils than average attain the higher levels in reading and mathematics although there were fewer boys attaining Level 3 for writing this year. Most pupils continue to make good progress throughout Key Stage 2 and standards remain above average.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral and social development is outstanding. The school council has a highly developed understanding of citizenship, co-opting peers with specific skills, such as fundraising, onto the council. They have organised a range of fund-raising activities to support charities or for specific projects, costing them and managing their finance. This, combined with their good literacy, numeracy and ICT skills, prepares pupils extremely well for their futures. Pupils' understanding and appreciation of each other's personal qualities is exemplary and they understand each of them is special. One parent comments 'My child was shy but is now a happy confident little girl.' Any bullying is very rare and pupils are conscientious in applying the few rules, including the school council's lunchtime rules. Cultural development is good. Pupils enjoy their French lessons and have a good understanding of the beliefs and customs of others through their lessons. They know how to keep healthy and safe and enjoy the very good range of physical activities provided.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school and, in the younger classes, sometimes outstanding. Although a parent expressed some disquiet about mixed aged classes, this is a

school where they enhance pupils' learning. Teachers ensure the older pupils and those with specific talents are challenged and younger pupils often excel because of the good teaching and the example of the older pupils in their class. Pupils work hard and generally take a pride in their work. They do not always respond to their teachers' comments in their marking because they swiftly move on to their next pieces of work. Teachers' skilled questioning encourages pupils to reason and extend their learning. Most teachers and teaching assistants have high expectations of both the quality and quantity of pupils' work. The oldest pupils are provided with plenty of challenge in their lessons, but there are some missed opportunities for them to hone their writing skills when recording their work for the humanities and science.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall and there are outstanding opportunities for enrichment through the extensive additional activities, specialist French, music and sports teaching and the use of the environment. Parents praise the 'diverse after school activities' provided for all the children and many adults, including some of the school staff. The clear focus on the curriculum for reading, writing, mathematics and ICT ensures that pupils learn the skills they need. Effective planning for all subjects, often linking skills to make learning relevant, has ensured learning is meaningful and relevant for pupils in Key Stage 1 and lower Key Stage 2. The curriculum for the oldest pupils fully meets the requirements for the age group. It is still developing as the school grows and there are fewer links between subjects. The school understands the need to ensure there is adequate training and support for staff to ensure older pupils continue to have access to a well integrated curriculum.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for its pupils, which fully meets the government requirements for safeguarding them. There are many opportunities for pupils to develop independence and personal responsibility, and adults provide very good role models for the pupils. The calm and harmonious ethos within school ensures that pupils have fun and are able to celebrate their achievements. They are encouraged to reflect on issues and empathise with others. Some older pupils, for example, made a computer-generated animation using thought-provoking text and music to accompany a silent film of a pianist. Excellent guidance, target setting and thorough marking help pupils to improve their work, and additional staff provide effective support for individuals or groups of pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall, with significant strengths in many aspects of the way the school is run. The headteacher and governors set challenging, yet achievable targets for pupils and staff. The headteacher works extremely hard to promote a clear vision for her pupils, especially in terms of their achievements and enjoyment of learning, and this is at the heart of all she does. The appointment of an experienced practitioner to share the teaching in the youngest class has eased her workload. Nevertheless, there is scope for her to share more of the responsibility for the management of the school amongst the other teachers. The commitment to providing the best for the pupils, has resulted in a very well equipped building,

excellent resources and has opened the school to the community. The headteacher has an accurate understanding of the school's strengths and areas for development. Development plans are well focused and relevant, but are too ambitious for the number of personnel available to carry them out. Governors support and challenge the headteacher extremely well and work tirelessly for the school. The budget is managed very effectively and spent wisely to achieve best value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

18 June 2008

Dear Pupils

Inspection of Happisburgh Primary School, Happisburgh NR12 0AB

Thank you all very much for your friendliness and help when I visited your school. I was very impressed by your confidence and excellent behaviour. It is very clear that you are proud of your school and the things that you do. Well done! A special thanks to the school council who left your lessons to talk to me. I can see that you have a strong voice in school affairs and really make a difference with your projects and ideas.

I agree that you have a good school and that adults take very good care of you, and I know your parents think so too. I am very pleased with the way you follow your teachers' example by respecting and caring for each other. You have lots of interesting things to learn and a huge range of interesting things to do after school. I know you realise how lucky you are. You have your headteacher and governors to thank for the way they fought for these facilities for you.

You have good teachers that help you to learn well and some of you make excellent progress. Children in the youngest class have a flying start to school, and you have all achieved extremely well by the end of Year 2.

I know how much you want to make your work even better and I have asked your teachers to help you set your own quick targets as you do your work. Some of you already know, for example, that you forget your full stops! In a few days, you could get into the habit of remembering them. I would also like teachers to make sure you have extra help as soon as you need it to help you continue to make good progress. Teachers already know that they need to make sure that the school's new 10 and 11 year olds have plenty of exciting and interesting things to do like the rest of the school.

Your school is led and managed well and your headteacher always makes sure that you have the best possible opportunities. It is an exciting time for you all as you grow into a primary school and I know that your school will continue to thrive.

I wish you all the very best for the future.

Mrs Judy Dawson Lead inspector