Inspection of a good school: Hindringham Church of England Voluntary Controlled Primary School

Wells Road, Hindringham, Fakenham, Norfolk NR21 0PL

Inspection dates: 9 July 2024

Outcome

Hindringham Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

There is a strong sense of community at this small school. All pupils, from Nursery up to Year 6 enjoy spending time together, both in their play and work. They are kind to each other. The older pupils naturally look out for and check on the youngest pupils without needing to be asked. They really enjoy playtimes, where there is lots to do. They play tennis together, use scooters and balance on the varied play equipment.

The school expects pupils to work hard and to do well, and they do. Pupils get lots of practice using important mathematics and writing skills. Adults give pupils personalised advice on how to improve their work. When adults are working with particular year groups or individuals, the other pupils are highly respectful of them and engage in their own work or play quietly and sensibly. When pupils fall out with each other, or are a little silly, they know that the adults will sort this out.

Pupils feel safe at the school. They have good relationships with the adults and can name people they would go to if they were upset or worried.

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

Pupils study a broad and balanced curriculum that really interests them. They talk with excitement about what they have learned, for example about the Romans in Britain. The school makes sure that the pupils in each class are challenged appropriately for their age and ability.

Staff know each pupil really well. Staff use this knowledge to ensure that each pupil learns all they need to move on. The way that the curriculum is laid out is more detailed in some subjects than in others. In some subjects, it is not always clear what should be taught and when. This means that leaders are not always sure that the entire curriculum

has been taught or to what standard. The school is introducing clearer guidance about what knowledge should be taught in each topic, but this is at an early stage.

Pupils do well in their time at the school and most make strong progress. Those pupils who do need extra time to catch up get this. Staff weave additional catch-up work into normal class sessions or have extra small groups to focus on key skills. Pupils with special educational needs and/or disabilities (SEND) have careful adaptations made to learning so they can access the curriculum. Pupils with SEND typically progress well in their learning.

Reading is taught well. Pupils read very regularly and practise the sounds they individually need to work on. They quickly become fluent readers.

Pupils learn about different religions and discuss difficult questions in lessons and assemblies. The location of the school means that pupils do not have day-to-day exposure to the wider, multicultural nature of modern Britain. Pupils do not have enough opportunities to learn about different cultures, for example through art or the books they read.

Pupils are respectful of each other and adults. Pupils are welcoming and polite. Behaviour in lessons is of a high standard. Right from the start of nursery, children see the older pupils demonstrating this good behaviour and so learn the routines and expectations.

Staff ensure that the youngest pupils have access to a wide range of interesting activities to explore and play with. Staff model precise language and new words to pupils. Children in early years show high levels of concentration and can focus on a task for a sustained period. Children are well prepared for Year 1.

The school is a happy place, and this includes for staff. They feel well supported by leaders and work closely with the other federated schools. Governors are experienced and challenge leaders effectively. The school is well led and managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The way that the curriculum is laid out is more detailed in some subjects than others. This means that some pupils are not always taught the precise knowledge they need to be able to tackle future learning. The school needs to ensure that the curriculum sets out clearly the precise knowledge that pupils should learn in each subject.
- The school does not provide pupils with sufficient opportunities to learn about different cultures and societies. This means that pupils do not fully develop their understanding of modern, multi-cultural Britain and the world. The school needs to ensure that there

are more opportunities for pupils to understand further their place in British society and the wider world.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121086
Local authority	Norfolk
Inspection number	10323674
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	The governing body
Chair	John Burrows
Headteacher	Tom Snowdon
Website	www.hindringham.sch.uk
Dates of previous inspection	17 and 18 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school is federated with three other, also smaller-than-average, schools. These are: Blakeney CE VA Primary School, Kelling CE VA Primary School, and Walsingham CE VA Primary School.
- The schools share a headteacher and deputy headteacher. Some members of staff have responsibilities across the federation. The schools share a governing body.
- The school does not use any alternative provision.
- The school is a Church of England school. The most recent section 48 inspection (Statutory Inspection of Anglican and Methodist Schools) was in October 2023. The next inspection will be due within eight years of this.
- The school has eight nursery places in addition to the pupils on the main school roll.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, deputy headteacher and other school staff. They met with members of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each subject, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work and spoke with teachers and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to the Ofsted pupil, parent and staff surveys. They also considered other communication from parents.

Inspection team

Tessa Holledge, lead inspector	His Majesty's Inspector
Ryan Freeman	Ofsted Inspector

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