

School report

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Inspection of Happisburgh Primary and Early Years School

The Street, Happisburgh, Norwich, Norfolk, NR12 0AB

Inspection dates: 12–13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

In lessons, pupils learn about a wide range of topics, many linked to the local area. They benefit from lots of trips out and extra-curricular clubs. However, pupils do not routinely have opportunities to build and develop knowledge in their learning from what has come before in previous weeks or years.

Pupils do read a great deal. They are motivated by the reward scheme for this. Nevertheless, the way they are taught early phonics does not help them to read and develop early writing as effectively as it should. As a result, pupils do not learn as much as they are capable of learning.

Despite this, pupils find learning interesting and work hard. They enjoy coming to school. They talk enthusiastically about the activities they have undertaken, such as making Stone Age pots.

Pupils take care of and respect each other. Pupils in Years 5 and 6 take their responsibilities very seriously, helping the younger pupils get ready to go back to class and tidying away equipment at lunchtime. They play happily together, the older ones running games such as 'duck, duck, goose' for others.

Pupils are confident in staff to deal with any rare examples of bullying. Pupils feel safe and know how to keep themselves safe.

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

The school has been through a period of turbulence since the previous inspection, with several headteachers and many changes of staff. The current headteacher has been in place since 2019; the school formally federated with another primary school this term. Leaders' plans for improving the school are clear and well thought out. However, there is still work to be done to achieve what they are aiming for.

The curriculum is planned out for 'knowledge' and 'skills' in each subject. This is broad and balanced. Where staff have had more training, what pupils learn is well sequenced and progress is strong, for example in mathematics. In some subjects, there is not yet enough information for teachers about exactly what should be taught and when. This means that pupils are not always able to deepen their learning based on what came before.

Leaders know that there is much work to do in the development of reading in the school. The teaching of early reading lacks precision and rigour. Adults do not give pupils enough high-quality opportunities to practice blending sounds. This also impacts negatively on pupils' early writing and letter formation work. Pupils are not given enough opportunities to practise writing letter patterns to develop good letter formation and posture for writing. Pupils in the older year groups read regularly.

However, they are not reading a wide range of books. Pupils are confused about which books they are allowed to read from the library and are not guided to choose high quality texts.

Leaders liaise with a wide range of outside agencies to help support pupils with special educational needs and/or disabilities (SEND). Where staff have had appropriate training, provision for pupils with SEND is stronger. For example, pupils with SEND do well in mathematics as a result of the clear structure and representations of numbers in different ways. Not enough of the support staff yet know how to best adapt learning for pupils with SEND.

Staff have made sure that the early years environment is welcoming. It has appropriate provision and resources for the differing needs of nursery and reception aged children who are in a mixed class. However, adults do not give children enough opportunities to practice what they have been taught when they are learning or playing independently.

Pupils behave well. They listen carefully and work hard. Pupils are respectful of each other and adults. Bullying happens rarely. Where there are problems between pupils, they know that adults will sort them out.

Pupils benefit from a range of after-school clubs, including construction, film, drama and sporting activities. Before the COVID-19 (coronavirus) pandemic, leaders brought the federated schools together for themed days, and this is planned to restart. Teachers make good use of the seaside location; pupils learn about the environment and undertake challenges as part of 'beach school'.

Leaders at all levels are now working more closely with colleagues in the other federation school. This is giving teachers more opportunities to understand what good practice looks like. Staff feel well supported by school leaders in the journey of improvement.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding records are detailed and comprehensive. Leaders have put in place systems which ensure that all concerns are followed up appropriately.

The 'living for life' programme ensures that pupils learn about keeping themselves safe in a wide variety of scenarios. Pupils feel safe in school. Their parents also think their children are safe.

Governors have a good understanding of what they need to check to fulfil their statutory responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of early reading teaching lacks precision and focus. The programme in place is not yet rigorous. It does not allow for enough regular, quality practice of reading, blending and writing early sounds. This means that pupils are not learning to read as well as they should. Leaders need to ensure that teachers are skilled, knowledgeable and confident in delivering quality phonics teaching.
- What pupils learn in class does not systematically build skills and/or knowledge on what has come before, either that term or in previous years. This means that pupils do not develop their learning effectively over time. Leaders need to ensure that the curriculum is planned out in enough detail and that teachers understand how to structure skill, knowledge and vocabulary progression well.
- In the early years, children do not yet have enough opportunities to practice what they have learnt and reinforce vocabulary and concepts in their independent learning. This means that children do not gain as much as they should in their learning time. Leaders need to ensure that staff have the confidence and knowledge on how to make the most of this time.
- Support staff are not consistently successful in supporting pupils' learning. Pupils, particularly those with SEND, lose out on opportunities to have gaps in their learning spotted and filled. Leaders need to ensure that support staff have appropriate training and support to be effective.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	121039
Local authority	Norfolk
Inspection number	10199571
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Amanda Sands and Anne Cottingham
Headteacher	Kathryn Jackson
Website	www.happisburgh.norfolk.sch.uk
Date of previous inspection	1 December 2015, under section 8 of the Education Act 2005

Information about this school

- This school is much smaller than the average primary school.
- It is federated with St. Mary's (Endowed) CofE VA Primary School, Roughton, sharing a headteacher and governing body. Subject leaders work across both schools.
- The school is part of the Diocese of Norwich. The last section 48 inspection (Statutory Inspection of Anglican and Methodist Schools) took place in July 2017, resulting in a judgement of good.
- The school operates a breakfast club run by school staff.

Information about this inspection

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

- We spoke to the headteacher and other leaders from both this and the federated school. We spoke to a range of school staff. We spoke to a representative of the local authority by telephone and met with members of the governing body.

- We did deep dives into reading, mathematics, art and design, and history. As part of these, we met with leaders, looked at plans, visited lessons, spoke to pupils and looked at their work. We heard some pupils read to an adult.
- We also looked at other school documents, visited the breakfast club and spent time on the playground.
- We considered the 37 responses to the pupil survey, 15 responses to the parent survey and 10 responses to the staff survey.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

John Lucas

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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