

The North Hykeham All Saints Church of England Primary School

Inspection report

Unique Reference Number	120533
Local Authority	Lincolnshire
Inspection number	358783
Inspection dates	12–13 October 2010
Reporting inspector	Krishan Sharma

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	164
Appropriate authority	The governing body
Chair	Clare Gilman-Abel
Headteacher	Elizabeth Durward
Date of previous school inspection	31 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed seven teachers and made 14 classroom visits. Meetings were held with four governors, senior and middle leaders and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' current and past written work and the tracking data used to monitor pupils' progress. Thirty-five parent and carer questionnaires were analysed, as well as those completed by Key Stage 2 pupils and by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do pupils make progress as they move through the school in reading, writing and mathematics, particularly in Key Stage 1?
- How effective is the quality of teaching in ironing out inconsistencies in pupils' progress?
- Are the school's monitoring and evaluation procedures rigorous and accurate, and to what extent do they contribute to its capacity to secure and sustain improvement?

Information about the school

This is a smaller-than-average primary school. An overwhelming majority of pupils come from White British backgrounds and few are from minority ethnic groups. There are a small number of Traveller pupils, and a very small minority of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these relate to specific learning difficulties or behavioural, emotional and social difficulties. The school holds the Healthy School Status and the Activemark in recognition of its work in sport.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The North Hykeham All Saints CofE Primary School provides a satisfactory quality of education. Its relationships with parents and carers, and with the local community it serves, are good. Effective partnerships it has established with local services and schools are used well to improve its provision for pupils with specific needs. Senior leaders and the governing body are committed to ensuring that pupils of all faiths and cultures are valued.

The progress pupils make is satisfactory overall but varies as they move through the school. Children get a sound start in the Early Years Foundation Stage but their knowledge, understanding and skills remain below average on entry to Year 1. Progress is satisfactory in Key Stage 1 but gains momentum towards the end of Key Stage 2. As a result, pupils' attainment is broadly average by the end of Year 6. It is stronger in English than in mathematics. Pupils are becoming more confident writers and are beginning to tackle more complex mathematical problems. However, some pupils' progress is restricted when they repeat mistakes in the use of routine but essential practical skills, such as basic punctuation, spellings of familiar words, construction of complex sentences and handling of mathematical operations. Opportunities for pupils to practise these and other key skills in wider, meaningful contexts are limited, although the recently redesigned curriculum is beginning to promote them in different subject areas.

Teaching is satisfactory overall. Most of the best teaching is found in Key Stage 2. In all lessons teachers regularly assess pupils' progress, but they do not use the outcomes of such assessment to adjust subsequent planning consistently well to meet the needs of all pupils. In the good lessons, teachers ensure that the most able pupils are sufficiently challenged to produce their best work and make comments that are precise and clearly point to areas where pupils can improve their work. In the satisfactory lessons, pupils are not challenged or guided well enough to make good progress. Similarly, the marking of pupils' written work is not consistently good enough to direct pupils effectively in their learning.

Sound self-evaluation has helped the school to secure improvement in areas identified in the previous inspection and underpins its satisfactory capacity for further sustained improvement. Data collection and analysis are now embedded features, as are the monitoring of teaching and learning and scrutiny of pupils' written work. Even so, they are not yet carried out sufficiently rigorously, and the monitoring of teaching and learning does not always focus enough on the impact of teaching on the quality of pupils' learning.

What does the school need to do to improve further?

- Accelerate pupils' progress to improve attainment in reading, writing and mathematics, particularly at Key Stage 1, by:

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- ensuring that routine and essential practical skills are firmly consolidated in literacy and numeracy sessions so that pupils are secure in their use
- planning regular opportunities for pupils to apply their key skills across the curriculum.
- Improve the quality of teaching and learning, especially at Key Stage 1, so that by July 2011, 75% is good or better by:
 - ironing out inconsistencies in the use of assessment
 - ensuring that planned lesson activities challenge all pupils to make the best possible progress, but particularly the most able pupils
 - giving consistently precise feedback in lessons and through marking to show pupils exactly how to improve their work.
- Strengthen the effectiveness of monitoring and evaluation by:
 - checking more rigorously the impact of teaching on pupils' learning and progress in lessons and in their written work
 - sharpening the focus of monitoring and evaluation findings on outcomes, in order to secure improvements in classroom practice.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils work steadily in lessons and are interested in their work. They behave well and work responsibly with their peers when asked to do so. Their enthusiasm for learning is greater in lessons where teachers present challenging and interesting tasks. In a Year 5 French lesson, for example, pupils responded well to the teacher's enthusiasm for the subject and most learnt rapidly to tell time of the day and name the days of the week with fluency and accuracy. More typically, however, teachers do not fully maximise possibilities for extending pupils' learning. For example, in a Key Stage 1 lesson, the use of natural materials and the outside environment in a writing task had limited success in eliciting exciting vocabulary from pupils because adults accepted superficial responses.

Children join Reception with skills and understanding that are below the levels expected for their age. Observations of lessons and pupils' work confirm that despite the unevenness of progress, attainment in Key Stage 2 is broadly average and rising, particularly in English. Pupils with special educational needs and/or disabilities, those learning English as an additional language and the Traveller pupils all make satisfactory progress in response to dedicated provision and good support.

Pupils feel safe at school and say so. They have a sound and improving

- understanding of the need to stay healthy. Pupils are keen to play their part in the smooth running of the school by taking on responsibility for a range of small tasks in and around the premises. Their understanding of, and their contribution to, the wider community is not as strong. Pupils' sound acquisition of basic skills by the time they leave the school, their good social skills and their satisfactory attendance prepare them appropriately for the next stage of their education. They are keen to

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reflect on their life experiences and actions, and to learn lessons for their future conduct. They have a strong sense right and wrong and bring it to bear on their engagement with different religious, ethnic and cultural groups.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching observed during the inspection ranged from satisfactory to good. In most lessons, teachers maintain pupils' interest by giving them worthwhile work to do. The interactive whiteboards are used well to illustrate ideas teachers want pupils to learn. The additional adults are judiciously deployed to maximise their support for those pupils who have been identified as having short- or long-term additional needs, ensuring that they make progress in line with their peers. In the better lessons, teachers have high expectations of all pupils, focus on checking pupils' work closely during the lesson, and comment clearly on pupils' ongoing learning. There is not yet enough of such good practice. Although some examples of effective marking were seen, it is not always helpful in guiding pupils to the next steps in their learning.

The curriculum is adequately matched to pupils' needs and interests. Recent developments are beginning to offer a wider and more relevant set of learning skills and opportunities across the curriculum whilst maintaining a focus on improving basic skills, but the impact on pupils' progress is yet to be fully seen. The range of extra-curricular activities offered, educational visits and visitors to school add to pupils' learning and enjoyment.

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Pastoral care is well established and successfully supports pupils with identified needs. Staff trained in counselling provide a listening ear to those who would benefit from confidential, individual guidance. Strong links with external agencies, including the Traveller Education Service, have effectively assisted the school to ensure that vulnerable pupils overcome barriers to their education and well-being. The school's actions have resulted in improved attendance and better outcomes in terms of pupils' behaviour, confidence and achievement. Induction arrangements are working well and ensure a smooth transition for Year 6 pupils when they move on to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's current priorities for development, such as improving pupils' achievement at Key Stage 1, reflect senior leaders' commitment to continuing improvement. This commitment extends to improving pupils' personal development, where the school has achieved some success since the previous inspection. Targets set are becoming increasingly challenging and reflect the school's determination to improve standards. A range of data is collected, analysed to monitor pupils' progress, both individually and in groups, and used to identify the pupils who would benefit most from additional support. However, the checking of teaching and learning is not always sufficiently focused on pupils' progress in lessons and in their written work. Occasionally, this results in the school gaining a generous view of teaching quality. The effectiveness of the governing body is satisfactory. They provide support and have a broadly accurate knowledge of the school's strengths and weaknesses, but do not always challenge the school's leaders enough to detail the scale of the weaknesses or the reasons behind them.

Relationships with parents and carers are positive; they are kept regularly informed about their children's progress and the work of the school. Good use is made of local partnerships to enhance the school's own provision for the small groups of pupils' who are learning English as an additional language and the Traveller pupils. The school tackles any racial discrimination promptly and ensures that no pupils are disadvantaged. Safeguarding procedures are effective and met all statutory requirements at the time of the inspection. They are modelled on good practice and staff are fully trained in their use and apply them consistently to ensure pupils' well-being. The school is a harmonious place. A clear action plan to promote community cohesion has been partially implemented, but the impact of many of the actions the school has already taken is yet to be ascertained.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children make satisfactory progress from their starting points on entry to Reception. They make steady gains in their knowledge and understanding of letters and the sounds they make. Children settle quickly to the routines and learn to behave well. They are keen to join in, particularly in practical activities which offer them some independence. They move around safely and relate well to each other. Planning caters for all areas of learning and steps are being undertaken to improve the outdoor provision to ensure that it fully supports children's learning. Whereas planned activities meet the needs of most pupils, the more able children are not always challenged to achieve their best. During the inspection, children were seen to enjoy counting and taking on different roles in the home corner. Adults intervene to promote children's communication skills; often they do this well. Occasionally children do not get enough time to respond and this restricts their opportunities to develop talking skills. Children are observed closely and assessed regularly. Leaders remain focused on improving children's progress in all areas of learning. The annual assessments at the end of Reception clearly show that children's progress has been gradually improving over the last three years, particularly in their communication and literacy skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over one in five parents and carers returned their questionnaires; this is below average. Of those who responded, the vast majority are satisfied with the school's provision, particularly in ensuring that their children are kept safe and that they enjoy being at school. The vast majority also believe that their children make enough progress at school, and that teaching, and leadership and management are good. Although inspectors judged that there are some strengths in all three areas, the recommendations made in this report also reflect weaknesses in each area.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The North Hykeham All Saints Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	80	7	20	0	0	0	0
The school keeps my child safe	28	80	7	20	0	0	0	0
My school informs me about my child's progress	18	51	15	43	1	3	0	0
My child is making enough progress at this school	20	57	13	37	1	3	0	0
The teaching is good at this school	20	57	14	40	0	0	0	0
The school helps me to support my child's learning	20	57	12	34	2	6	0	0
The school helps my child to have a healthy lifestyle	24	69	11	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	43	13	37	1	3	0	0
The school meets my child's particular needs	24	69	9	26	1	3	0	0
The school deals effectively with unacceptable behaviour	17	49	13	37	3	9	0	0
The school takes account of my suggestions and concerns	21	60	13	37	0	0	0	0
The school is led and managed effectively	19	54	15	43	0	0	0	0
Overall, I am happy with my child's experience at this school	24	69	11	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



14 October 2010

Dear Pupils

Inspection of The North Hykeham All Saints Church of England Primary School, Lincoln, LN6 9AB

Thank you for welcoming us to your school. We enjoyed talking to you and looking at your work in classrooms and around the school. We judged your school to be satisfactory. Like all other satisfactory schools, your school does some things well and there are some things it could do better.

Here are some of the things the team found out about your school.

Most of you make satisfactory progress, but as you move through the school your progress gets better.

Teaching is satisfactory overall, but we found many good lessons in Key Stage 2 classes.

You behave well in lessons, and in and around the school.

You say you enjoy being at school and feel safe. Your parents and carers agree with your views.

Adults take good care of you.

You like being helpful to adults in the school.

To improve the school further, the adults in charge should make sure that:

- you make faster progress in reading, writing and mathematics, particularly those of you who are in Key Stage 1
- teachers provide you with more good lessons to improve your progress, particularly for those who are capable of doing more demanding work
- senior leaders check more carefully the progress you make in lessons and in your written work.

We are sure you can also help your school by working harder. What about asking your parents to help with your work at home?

Yours sincerely

Krishan Sharma

Lead inspector

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