

Hyde Church of England Primary School

Inspection report

Unique Reference Number	116294
Local Authority	Hampshire
Inspection number	379229
Inspection dates	12–13 October 2011
Reporting inspector	Susan Gadd HMI

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	66
Appropriate authority	The governing body
Chair	Mrs Anne Edwards
Headteacher	Mrs Julie Dalziell
Date of previous school inspection	3 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed seven lessons taught by three teachers. Meetings were held with pupils, staff and governors. The inspectors observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner and questionnaires completed by 42 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment, learning and progress for all groups of pupils who are currently in the school.
- Whether pupils understand how to improve their work.
- The extent to which teaching and assessment consistently meet the needs of all pupils.
- The impact of leaders and managers at all levels, including members of the governing body, in ensuring that effective steps are taken to embed ambition and drive improvements forward.

Information about the school

Hyde Church of England Primary School is a smaller than average primary school. The school consists of three classes. In one classroom children from Reception to the end of Key Stage 1 are taught. During the inspection a supply teacher was responsible for the teaching that took place in this class. In the other two classes pupils from Key Stage 2 are taught in mixed age ranges: Years 3 and 4 in one and Years 5 and 6 in the other. In the Early Years Foundation Stage there are five part-time and five full-time children on roll. The percentage of pupils known to be eligible for free school meals is lower than the national average, along with the number of pupils from minority ethnic groups and those who speak English as a second language. The proportion of pupils with special educational needs and/or disabilities is also lower than the national average. These pupils include a child with Down Syndrome and others that require speech and language therapy.

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

Hyde Church of England Primary School provides its pupils with a satisfactory education. It is a small village school with a warm family atmosphere. The school's good care, guidance and support ensure that pupils feel very safe and thoroughly enjoy coming to school. As one parent stated: 'The school has a strong pastoral care ethos. It knows its children as individuals.'

Inspection evidence shows the following.

- Children in the Early Years Foundation Stage arrive with varying skills each year. The current children in Reception started school with skills generally above those expected for their age and are making satisfactory progress. The indoor classroom is linked to a wide range of learning areas. However, this spread of learning opportunities is not always reflected in the outdoor classroom. Although daily communication systems are in place for parents and carers, the school is now considering introducing a more systematic approach to this.
- Year groups within the school are so small that national tests at the end of Key Stage 2 do not always provide a meaningful picture of pupils' achievement. Inspection evidence indicates that as pupils move through Key Stages 1 and 2 the progress made by some of the more-able and middle-ability pupils is inconsistent in writing and mathematics. However, by the end of Year 6 pupils make satisfactory progress in English and mathematics and attainment is broadly average based on their varying starting points.
- The school has faced a number of staff challenges and in such a small school this has had a disproportionate effect on pupils' outcomes. Subject leaders are relatively new to their responsibilities and have varying levels of expertise. Action planning and monitoring have taken place although this has not always been sharp enough to help identify and evaluate the impact of whole-school initiatives on pupils' outcomes. Despite this, there are green shoots emerging indicating the school is beginning to successfully accelerate the progress made by pupils. Past inaccuracies in assessments have been addressed through moderation meetings. There is some evidence that improvement in the quality of assessment, guided reading and opportunities for pupils to apply their writing skills in a range of contexts are leading to a growing number of pupils making good progress. Efforts to improve the attainment of pupils in mathematics through new benchmarks in assessment are beginning to have a positive impact on outcomes in some classes. This, combined with accurate self-evaluation, indicates that the school's capacity for sustained improvement is

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satisfactory.

- Teaching and assessment are satisfactory overall with pockets of good practice. These consist of open-ended questions, very strong relationships, links to prior learning and opportunities for pupils to work collaboratively which ensures that pupils are keen and eager to learn. On occasions, however, work set does not always meet the needs of individuals. Learning support assistants are used well to support pupils during group work but are used less effectively during the introduction to lessons. As a result, pupils do not always achieve as well as they should.
- Pupils are very clear about the importance of being healthy. They enjoy taking regular exercise and understand the importance that healthy eating plays in keeping them fit. As one child said, 'Being healthy is important because it means you feel better about yourself, come to school regularly and are excited to learn.'

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.

What does the school need to do to improve further?

- Raise achievement in mathematics and writing and improve the consistency and quality of teaching and assessment by:
 - developing planning so that accurate assessments are used as a basis for setting work in lessons that stretches the more-able and middle-ability pupils
 - ensuring that classroom assistants are used effectively to support pupils' learning during the introduction to lessons.
- Ensure leaders and managers at all levels are effective in driving forward improvements by:
 - improving the quality of action planning so that monitoring is sharply focused on measuring the impact of initiatives on pupils' progress
 - developing subject leaders' expertise in managing and leading their subject.
- Improve the quality of provision within the Early Years Foundation Stage by:
 - ensuring that the outside classroom provides children with the full range of learning experiences
 - developing greater opportunities for parents and carers to become more involved in children's learning through a systematic approach to communication.

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

- Children in Reception make satisfactory progress and enter Year 1 with the skills necessary for the next stage of their education. Achievement by the end of Year

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6 is satisfactory despite the inconsistent progress made by different groups of pupils as they move through Key Stages 1 and 2. This in part is due to tasks that are not appropriately matched to pupils’ needs.

- Pupils with special educational needs and/or disabilities make satisfactory progress as a result of adults’ intervention during group work and individualised programmes.
- Pupils make the best progress in lessons when they understand the focus of the lesson, when teachers capture their interests through links to prior learning and when they are given opportunities to work in small groups. However, this practice is not consistent across the school.
- The school has a very caring atmosphere in which pupils feel safe. Behaviour in lessons and around school is good. As one child stated, ‘I’m happy in school, we all look after one another.’
- Good opportunities exist for pupils to contribute to the school and the wider community. Within the school pupils take on a range of responsibilities. For example, older pupils become buddies for children in Reception. Other pupils help and support each other by becoming library monitors or being responsible for playground equipment. The school council has been instrumental in organising fun activities such as ‘Talent shows’ to help raise money for charities. Beyond the school pupils contribute to the community in a variety of ways, for example the Christmas ‘Link lunch’ for the elderly and harvest festival donations in this country and abroad.
- Pupils demonstrate good social skills through their caring attitudes towards one another. Pupils were very clear about the importance of learning about a range of religions. As one child stated, ‘We are all a part of the human race and need to learn about each other.’ Through circle time pupils are given important opportunities to talk about their feelings. They understand the difference between right and wrong actions and the value of the school rules in helping them to learn and stay safe.

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	2
The extent to which pupils contribute to the school and wider community	2

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

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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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

- Where teaching is effective, planning draws on information about pupils' learning and work set is well matched to pupils' needs. Learning is based in a meaningful context. In one lesson, pupils were eager to develop their persuasive writing through their own research about the New Forest. Effective use of the interactive whiteboard ensures that pupils are engaged in their learning and develop their skills well. However, this practice is not embedded across the school. In English, marking and target setting is beginning to support pupils in improving their work. However, this is not always the case in mathematics.
- The school's care, guidance and support are good. Pastoral care is a particular strength. All adults know the pupils well and use their understanding of pupils' personal needs to ensure they develop into well-rounded individuals who feel confident about themselves. The school can point to some striking examples where vulnerable pupils have made good progress in their well-being and learning. Careful monitoring and intervention with particular pupils have led to significant improvements in attendance which is now above average.
- The curriculum is broad and well balanced. Subjects are taught through termly themes providing a meaningful context in which to learn. Where possible the school uses the outdoor environment to support pupils' learning. Currently, the local common is being used for physical education instead of the village hall, while 'Welly Walks' take place through the New Forest. The recent introduction of 'philosophy for children' in Years 5 and 6 is helping to provide greater opportunities to develop pupils' learning skills. A particular strength of the curriculum is the provision for music where every child learns to play a musical instrument. Extra-curricular clubs currently exist for pupils in Key Stage 2 but the school is looking at expanding these to encompass younger pupils. Last week pupils from the orienteering club represented the school at the 'national orienteering championships' in which some pupils gained second place.

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

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How effective are leadership and management?

- Leaders and managers have undertaken some monitoring of the work of the school including the quality of teaching and learning. As a result a new tracking document has been introduced to help provide an overview of pupils’ progress as they move through the school. Book scrutiny by subject leaders has led to more focused marking in English and consistent reference to learning objectives in English and mathematics. However, the fact that many of these initiatives are relatively new, along with staff turbulence, means that the full impact on pupils’ outcomes is yet to be seen.
- The school is aware that different groups of pupils at various times make inconsistent progress as they move through the school. Consequently, the school’s ability to promote equality and tackle discrimination is satisfactory.
- The governing body has established a number of committees to review the work of the school and is beginning to hold the school to account through asking questions and discussing reports. Governors have ensured that all statutory requirements are met and regularly review safeguarding systems.
- The school has carried out an audit of its needs and has a satisfactory plan of action to promote community cohesion. The school is eager to develop links with other learning communities within the United Kingdom where there are a range of pupils from different cultural contexts.
- The school engages with parents and carers satisfactorily through weekly newsletters and a termly overview about class themes. Each year a parent workshop is run to ensure that parents and carers feel involved in their child’s learning. Despite these opportunities, the school is fully aware that some parents and carers would like more information about the progress their child is making and how they can support their child in the learning journey. The school is in the process of considering how best to address these issues.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
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

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The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

- Children in Reception have settled well into their new learning environment. Appropriate transition arrangements and daily contact with parents and carers have helped to create a smooth transition into the Early Years Foundation Stage. The school is now considering developing further opportunities to engage parents and carers in the assessment process.
- Lesson observations and work scrutiny indicate that the majority of children start school with skills above those expected for their age, especially in personal, social and emotional development, numbers as labels for counting and writing. Currently, they are making satisfactory progress.
- Children enjoy learning in a safe and secure environment. They work well with the mixed age range within their class. They enjoy the support given to them by older pupils and happily make independent choices, working by themselves and with partners.
- There is an appropriate balance of adult-led activities and those initiated by the children themselves. Effective questioning by adults, observations and use of practical resources result in children eager to participate in their learning. Adults are now considering how best to use their observations to adjust future lesson planning.
- Links between the indoor learning experiences and those outside are strongest in number work and in the development of children’s letter and sound correspondence. In one lesson children were observed reinforcing their number bonds through playing hop scotch. However, the school recognises that children require more planned opportunities to develop their writing and mathematical skills to improve outcomes.
- The Early Years Foundation Stage leader provides satisfactory leadership. Resources are used effectively to support children’s learning and safeguarding arrangements are in place. Effective transition arrangements ensure that children are confident and happy to learn.

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

The majority of parents and carers who responded to the questionnaire were positive

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about the school. All parents and carers were particularly positive about how their children enjoyed school and how they were kept safe. Inspection evidence concurred with this. A small minority of parents and carers were rightly concerned about the uneven progress that their children make as they move through the school. A few parents and carers were concerned about the level of homework their child received. Inspectors found little evidence to support this during the inspection. Many of the other comments made by parents and carers have been addressed within the body of the report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hyde 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	50	20	48	0	0	0	0
The school keeps my child safe	20	48	20	48	0	0	0	0
The school informs me about my child’s progress	6	14	20	48	9	21	1	2
My child is making enough progress at this school	6	14	15	36	11	26	1	2
The teaching is good at this school	9	21	22	52	5	12	0	0
The school helps me to support my child’s learning	9	21	19	45	7	17	1	2
The school helps my child to have a healthy lifestyle	14	33	21	50	3	7	1	2
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)	9	21	22	52	3	7	0	0
The school meets my child’s particular needs	6	14	25	60	6	14	1	2
The school deals effectively with unacceptable behaviour	6	14	28	67	4	10	0	0
The school takes account of my suggestions and concerns	7	17	25	60	2	5	1	2
The school is led and managed effectively	10	24	23	55	5	12	2	5
Overall, I am happy with my child’s experience at this school	10	24	25	60	5	12	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 2011

Dear Pupils



Inspection of Hyde Church of England Primary School, Hyde, Fordingbridge, SP6 2QL

As you know, I visited your school recently with one other inspector. We would like to thank those of you who talked to us about your work and life at the school. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming; you made our visit very enjoyable.

We found that your school provides you with a satisfactory education and these are the best things about it.

- You make satisfactory progress in your work by the time you leave Year 6 and reach broadly average levels.
- You really enjoy coming to school as seen through your good attendance and you feel very safe.
- You appreciate the opportunity to talk about your feelings in school and enjoy raising money for charities.
- Your headteacher and staff know you very well and work closely together to support you.

We have asked your school to do the following things.

- Improve the quality of teaching and learning in lessons to help you make better progress, particularly in writing and mathematics.
- Get better at knowing how well adults are helping you to make progress as you move through the school.
- Ensure that all adults help to improve your learning during the introduction to lessons.
- Make sure that the outside area is used well to help children learn in Reception.
- Improve communication with parents and carers of those of you in Reception.

All of you can help by continuing to work hard in lessons.

Yours sincerely
Susan Gadd
Her Majesty's Inspector

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