

# The South Hykeham Community Primary School

Inspection report

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<b>Unique Reference Number</b>	120388
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380006
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Lois Furness

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolle Kerry
<b>Headteacher</b>	John Richardson
<b>Date of previous school inspection</b>	13 February 2007
<b>School address</b>	Wath Lane South Hykeham Lincoln LN6 9PG
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## Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were visited and five teachers observed. Meetings were held with staff, the Chair of the Governing Body and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation, including the school improvement plan, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the Professional Advisor to Schools. In total, 104 parents and carers' questionnaires were analysed. The team also analysed responses to the Key Stage 2 pupil survey, and the staff questionnaire.

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

- Has the decline in attainment seen since 2009 in English and mathematics been halted, and is attainment set to rise in 2012?
- How well has the key issue of the previous inspection regarding attainment in writing been rectified?
- How effectively is assessment information used to ensure pupils make good progress?

## Information about the school

In this smaller-than-average primary school almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is broadly average, but the proportion with a statement of special educational needs is above average. Provision is made for children in the Early Years Foundation Stage in the Reception class. There are four other classes, each consisting of pupils from two year groups. The school has achieved a number of awards including Healthy Schools status, the bronze Food for Life award and Investors in People.

**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 South Hykeham Primary School provides a satisfactory quality of education. All pupils are known well to staff, and parents and carers rightly feel that the school provides a secure welcoming environment in which pupils feel safe. Strengths in pupils' personal development include their behaviour, their awareness of how to lead a healthy lifestyle and their contribution to the community. They have a very good understanding of right and wrong, and relationships throughout the school are good.

Children get a good start to their education in the Early Years Foundation Stage, where they make good progress. However, progress is not as fast in other year groups and is satisfactory overall. A decline in attainment in English and mathematics over the past two years has now been halted. Attainment at the end of Years 2 and 6 was broadly average in 2011, and current school data and the work seen in lessons show that it is on track to rise in 2012. Throughout the school attainment in reading is higher than in writing, although as result of improved provision the gap is narrowing.

Teaching and learning are satisfactory. Although a useful system for tracking pupils' progress and showing attainment levels is available, teachers do not consistently use the resulting information to accurately match work to pupils' differing learning needs. Teachers' expectations of the quality and quantity of work, especially in subjects other than English and mathematics, are not always high enough. For example, too often ideas are recorded on worksheets, limiting pupils' independent recording skills, and limited time is given to the teaching of number, including calculation. Marking is regular but its style and follow up do not consistently help pupils to improve. Even so, good features were seen in all lessons. Good levels of enjoyment are evidenced by pupils' above-average attendance. All staff use strategies to involve pupils in their learning through sharing learning objectives and the criteria for success. Pupils say how much they enjoy talking through their ideas with a partner.

School leaders are committed to improvement and the school is moving in the right direction, based on a clear understanding of how to improve further. The school improvement plan addresses the correct priorities, and self-evaluation is broadly accurate, but sometimes lacks sharpness. This is because lesson observations and resulting feedback focus too much on what the teacher is doing, rather than how well all groups of pupils are learning. Although weaknesses are known to leaders, for example the overuse of worksheets, follow-up checks are not always made regularly. Even so, the improvements since the last inspection in development planning,

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alongside high staff morale and rising attainment, mean that the school has satisfactory capacity to improve further.

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?**

- Accelerate pupils' progress in writing and mathematics to consistently good by:
  - ensuring assessment information is used rigorously by teachers to inform the planning of pupils' learning
  - increasing pupils' opportunities to independently write and record their ideas
  - increasing the proportion of time spent teaching number and calculation
  - ensuring marking links to the intended learning of the lesson and gives pupils useful information about how to improve, and time is given for pupils to respond to the comments made
  - ensuring teachers demand more in terms of the quality and quantity of pupils' written work across the curriculum.
  
- Sharpen monitoring and evaluation procedures by:
  - ensuring the feedback given to teachers focuses on the effect of teaching on pupils' learning
  - establishing a cycle of regular work scrutinies linked to planning and pupil progress information.

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

**3**

Achievement is satisfactory in Years 1 to 6, although progress is good in lessons where expectations are high and teaching is good. For example, good progress was seen in a Year 2/3 mathematics lesson where pupils developed their understanding of fractions. The teacher's good questioning skills ensured pupils confidently found fractional parts of shapes, and identified equivalent fractions. In a good English lesson for Year 5/6 pupils, film was used well to engage pupils' interest. The clip of 'Scooby Doo' provided them with an interesting resource to consider the features necessary to include in a detective story. Throughout this clip, pupils were enthusiastically 'spotting' relevant detail to use in their own pieces of writing. However, good progress is not consistent throughout the school, as work is not matched carefully enough to pupils' learning needs. Pupils with special educational needs and/or disabilities make similar progress to their peers, although it sometimes accelerates when they are working in withdrawal groups or receiving additional support.

Pupils enjoy school, saying teachers are kind and they have lots of friends. They are confident the very few instances of bullying are dealt with fairly. Pupils are

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enthusiastic about taking responsibility and say they do a good job as school or class councillors. They are aware of the needs of others and willingly collect for charity. For example, during the 'Shoebox' appeal approximately 60 shoeboxes of presents were collected for distribution in Eastern Europe. Behaviour is good, both in and outside the classroom. Some pupils express a strong moral code, recognising that 'honesty is the best policy'. The strong link with the church also supports children's moral and spiritual development. Through music, art and literature pupils gain a good understanding of a wide range of cultural influences. Although the multicultural aspect of their cultural development is satisfactory, pupils' overall spiritual, moral, social and cultural development is good. Many are involved in the gardening club, which gives them the opportunity to grow food to be cooked in school, and take part in after-school exercise activities. Their good personal skills, alongside satisfactory literacy and numeracy skills, ensure they are appropriately prepared for the next stage of their education and for the future.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Almost all lessons are characterised by good relationships between adults and pupils. Praise is used effectively to build up pupils' self-esteem and give them confidence to answer questions. Teaching assistants are deployed well to ensure that pupils with special educational needs and/or disabilities, and others who sometimes find the learning difficult, are able to access all aspects of the lesson. Marking is carried out conscientiously, but the feedback does not always link to the intended learning and although sometimes useful development points are identified, pupils do not

<sup>1</sup> 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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consistently have time to respond.

Staff are working hard to provide a curriculum that engages pupils’ interests which involves visits and visitors to the school. Theme weeks such as ‘Roald Dahl’ link subjects such as English, design and technology and art together. Science activities taken by teachers from the local secondary school are also experienced. A good variety of extra-curricular activities are available, including football, choir and cookery. However, although enrichment is good, pupils have limited opportunities to apply their literacy and numeracy skills in different subjects. Also, within mathematics, the balance between different aspects is skewed. For example, work scrutinies showed that in some classes there was extensive evidence of shape and space, measures and data handling, but limited evidence of calculation and number work.

Strong staff teamwork and close partnerships with parents, carers and other professionals underpin the school’s caring and supportive environment. All pupils are known as individuals. Case studies show that pupils whose circumstances make them particularly vulnerable are given good support. Pupils who join the school partway through the year or in different year groups quickly feel a part of the school community. Parents and carers appreciate the ‘family feel’ to the school. For example: ‘My son has just started school, and I know he is safe and well cared for throughout the day,’ and, ‘We are very happy in how my child was welcomed; it is such a warm and friendly school and the head, teachers and secretary are fantastic.’ These comments, typical of many, show the high regard parent and carers have for this aspect of the school’s work.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has a clear vision for the school, which is shared by the governing body and by all staff. A high priority is given to ensuring pupils’ well-being and strategies for ensuring good care, support and guidance are effective. All statutory requirements regarding pupils’ health and safety are met. Safeguarding procedures are good, and the checks made when recruiting staff and welcoming visitors are robust. The school site is safe and secure. However, while regular monitoring of teaching takes place, leaders do not evaluate the effect of teaching on pupils’ learning well enough. Work scrutinies in particular are insufficiently rigorous. The governing body has a realistic view of the school’s effectiveness and the areas for

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improvement. It is influential in determining the strategic direction of the school, and the Chair of the Governing Body in particular provides good support and challenge. Governance is good.

Equality of opportunity is satisfactorily promoted and performance monitored carefully to ensure there is no discrimination. This work has done much to ensure equal opportunities for those with specific needs, but it has been less successful in providing consistently good progress for all. The promotion of community cohesion is satisfactory. Pupils have extensive opportunities to work with others in their own and local communities. The opportunities to engage with others in the United Kingdom and more globally are not as extensive, but are increasing. There is good engagement with parents and carers, who value the work of the school and appreciate how staff enable them to support their children’s learning.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Effective induction arrangements help children to settle happily into everyday routines and to thrive in a supportive and caring environment. As a result, children quickly become confident, independent learners. Teaching and learning are good. There is a good balance between activities where children make choices and select activities, and those where they are directed by an adult. Relationships with adults are good and this is a view shared by parents and carers. Activities are interesting, such as making sandwiches, birthday cards and party bags in preparation for ‘Louies’ party. Reading sessions and the teaching of letters and sounds or ‘phonics’ are carried out regularly, but opportunities for children to practise their newly acquired skills are occasionally missed, so sometimes the pace of learning slows. While very small numbers mean that there is variation year on year, children generally enter



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Reception with the expected skill levels for their age. They make good progress in most areas of learning, although progress in writing last year was only satisfactory. Through working closely with the local authority, provision has improved and the opportunities for writing are now maximised both in the indoor and outdoor environments. Leadership and management of this key stage are good, and all welfare requirements are securely met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A well-above-average proportion of parents and carers responded to the Ofsted questionnaire, and their positive views confirmed the good partnership working between the school and families. All parents and carers think that the teaching is good and the school helps their children to lead a healthy lifestyle. The inspection found pupils have a good understanding of the importance of a healthy lifestyle. However, although there is some good teaching, it is satisfactory overall resulting in satisfactory progress. No aspects of the school’s work concern a significant number of parents and carers, although the very small number of individual concerns were followed up by the inspection team.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The South Hykeham Community 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	65	35	34	1	1	0	0
The school keeps my child safe	69	66	33	32	1	1	1	1
The school informs me about my child’s progress	56	54	46	44	0	0	0	0
My child is making enough progress at this school	61	59	40	38	3	3	0	0
The teaching is good at this school	64	62	40	38	0	0	0	0
The school helps me to support my child’s learning	58	56	45	43	0	0	0	0
The school helps my child to have a healthy lifestyle	63	61	41	39	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)	51	49	43	41	2	2	0	0
The school meets my child’s particular needs	57	55	43	41	3	3	0	0
The school deals effectively with unacceptable behaviour	52	50	42	40	5	5	3	3
The school takes account of my suggestions and concerns	51	49	47	45	4	4	1	1
The school is led and managed effectively	73	70	29	28	2	2	0	0
Overall, I am happy with my child’s experience at this school	71	68	30	29	3	3	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	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 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 December 2011

Dear Pupils

**Inspection of The South Hykeham Community Primary School, Lincoln, LN6 9PG**

Thank you for the welcome you gave us when we visited your school. We enjoyed talking to you and looking at your work. Thank you also for completing your questionnaires; these were very helpful. We judged your school as satisfactory, with a number of good things happening but also some weaker aspects.

Your behaviour during the inspection was good and we thank all of you who so kindly held doors open for us, and checked we knew which classrooms we were visiting. You are all eager to learn and try hard in lessons. We were impressed with the way you work well together, listening to each other's ideas and sharing resources. You say you feel safe in school and your parents and carers agree. You also told us adults take good care of you and will help if you are worried or upset. You know the importance of leading a healthy lifestyle and it is good to know you attend the gardening club and grow and eat your own vegetables. Those of you in the Reception class make good progress and are happy, enthusiastic learners. I hope you enjoy your party with 'Louie'. Some of you told us how much you enjoy helping others, either by being a school or class council member or by collecting for different charities.

We know The South Hykeham wants to be better, and the school's leaders agreed with us on what they should do next to improve further. This includes improving the quality of teaching to make sure all of you make the best possible progress year on year, and giving you more opportunities to practise your skills in writing and mathematics. We have asked your teachers to give you clearer advice about why your work is good, and how to make it better. We have also asked school leaders to check very regularly that you are all learning as well as you can.

All of you have a part to play in helping your school to be even better by making sure you continue to attend regularly. Also, when you are given useful advice about how to improve your work, ask your teachers for the time to make the changes. Thank you again for making us feel welcome, we really enjoyed our time with you all.

Yours sincerely  
Lois Furness  
Lead inspector

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