

Heckington St Andrew's Church of England School

Howell Road, Heckington, Sleaford, NG34 9RX

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress because they are taught well in all year groups. Pupils exceed national expectations in English and mathematics, and perform well in English at the higher levels.
- Disabled pupils and those who have special educational needs do well because their needs are understood and they have good support in school.
- Provision in the Reception class is good and from starting points that are slightly below average, children make good progress.
- Teachers communicate their high expectations for work and behaviour, and plan lessons well. Some teaching is outstanding.
- Pupils receive good advice on how to improve their work through teachers' spoken and written comments.
- Behaviour is outstanding. Pupils feel very safe and show exceptional attitudes to learning.
- The school is led and managed well. The headteacher has successfully improved the quality of teaching, and this has led to results improving steadily over the past three years.
- Governors know the school's strengths and weaknesses. They provide good support and also ask demanding questions to make sure it keeps on improving.
- Pupils' spiritual, moral, social and cultural development is a particular strength. Pupils in all years support each other well.

It is not yet an outstanding school because

- Not enough pupils reach the higher National Curriculum levels in tests in mathematics as well as in English.
- Teachers do not always make sure that the work set in lessons is demanding for all of the pupils.
- The high quality marking seen in writing is not found in all subjects.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 20 lessons or parts of lessons, and additional support sessions for pupils. One of the lessons was seen jointly with the headteacher. Inspectors also observed two whole-school assemblies and an after-school club led by a visiting African drummer.
- Meetings were held with various senior and middle leaders, and the Chair of the Governing Body. The local authority representative was spoken to on the telephone.
- Pupils' views were sought throughout the inspection, during lessons and break times, and inspectors met with two groups of pupils, including members of the school council.
- Staff views were noted during the inspection and staff questionnaires were also analysed.
- The inspectors observed the school's work and looked at a number of documents. These included the school's own data on pupils' progress, policies, planning and monitoring information.
- Inspectors paid close attention to school information on attendance, behaviour and all aspects of safeguarding.
- The views of parents and carers were taken into account through the 45 responses to the online Parent View questionnaire, and discussions in the playground at the start of the school day. Two parent governors also met with an inspector.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Lynn Lowery

Additional Inspector

Full report

Information about this school

- Heckington St Andrews is slightly smaller than the average-sized primary school.
- The majority of pupils are from White British backgrounds. The proportions who speak English as an additional language, and those from minority ethnic groups, are well below average.
- The proportion of pupils who are known to be eligible for additional funding through the pupil premium is well below average.
- The proportion of pupils supported at school action, school action plus or through a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make teaching and achievement outstanding, particularly in mathematics, by:
 - making sure that the work set in lessons is always demanding for all of the pupils
 - ensuring that the high quality marking seen in writing is extended across all subjects.

Inspection judgements

The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills in English and mathematics are often below national expectations for their age. Pupils make good progress through the school, and by the end of Year 6, results are above average. Some pupils make outstanding progress, particularly in reading and writing.
- Parents, carers and pupils themselves say that progress is good. There are no significant variations in the achievement of boys and girls. Pupils known to be eligible for free school meals also achieve well. Extra funding through the pupil premium is well used to provide additional teaching support and ensure that their learning needs are met. This enables pupils who join the school part way through the year to catch up with those who have had more time to settle in and benefit from the good quality teaching.
- Standards of reading are above average. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skills above those expected for their age. Less-able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' success in learning.
- Pupils make at least good progress in most lessons. In some of the lessons observed, progress was outstanding. Pupils are keen learners and rise to the challenges set for them by their teachers. In a typical science lesson, pupils had to plan and carry out their own experiment, making all of the choices for themselves. They then had to record and present their own data in preparation for a future assessment.
- Pupils' progress in writing has been a particular strength and their achievements have been at least good. Pupils' successes in phonics (the sounds that letters make) mean that they exceed results seen nationally.

The quality of teaching is good

- Lesson observations and the work seen in pupils' books show that good teaching enables pupils to make good progress and achieve well. They also show that teaching has improved over time, and is now outstanding in an increasing number of lessons.
- Teachers plan carefully, taking account of what pupils already know, understand, and can do. This ensures that tasks are demanding, engage the interest of both boys and girls, and motivate them well.
- In the Early Years Foundation Stage, children benefit greatly from exceptionally well-organised activities. Skilful staff create opportunities for children to extend their thinking and make good progress. Even the youngest children show how confident they are in the Reception class and are able to take more responsibility for their own learning.
- The needs of disabled pupils and those who have special educational needs are identified early. The progress of every pupil is tracked carefully. They receive high quality support from teachers and specialist teaching assistants, either within lessons or in one-to-one or small group activities nearby.

- Activities in lessons are lively and varied. Teachers use computer technology, visual aids, activities where pupils work in groups or pairs, and many 'hands-on' tasks so that pupils do not have to sit and listen passively for long periods of time. Their resulting motivation and enjoyment of learning contribute to their good progress.
- Where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and work independently. All pupils are challenged and rise to meet the high expectations of the adults steering their learning.
- Marking is good, especially the marking of writing, and pupils say that they value this as it helps them to reach their targets. Good quality feedback makes sure that pupils know how to improve their work. Pupils are very keen to write neatly and accurately, so that they can earn their 'pen licence'. Ensuring that all marking, in all subjects is of consistently high quality is key to driving up standards even further.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own and each other's behaviour very well and play an active part in maintaining the positive atmosphere in the school. School councillors, play leaders, buddies and trained mediators all act as positive role models for others in the school.
 - Pupils' attitudes enable teachers to teach effectively and pupils to learn rapidly. Clear routines and high expectations are communicated from the start of the Early Years Foundation Stage, where children are very responsive because staff treat them with warmth and encouragement.
 - Relationships between adults and pupils are based on mutual respect and regard. Pupils are proud to be a part of the school and school councillors are excellent role models for others to follow. They show great sensitivity to the needs of others and willingly offer their help and support.
 - Pupils and their parents and carers are confident that the school is a safe place to be. Pupils show a good awareness of different types of bullying, including internet-based bullying. They have absolute confidence that the school will respond well to any such instances if they should arise.
 - The school's core values are at the heart of its work and the behaviour policy is well understood by pupils and applied consistently by all staff, ensuring excellent behaviour management. Parents and carers express satisfaction with the way staff manage any unacceptable behaviour from individual pupils and ensure that it does not disrupt the education of others.
 - Attendance rates have risen and are consistently above average.
 - The school gives good support to pupils whose circumstances make them potentially vulnerable. This has enabled them to maintain good standards of attendance, behaviour and work, and make good progress in line with that of their peers.
 - Pupils from different backgrounds get along noticeably well together. Pupils offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues during assemblies and in lessons. They show respect for, and interest in, the views of others.
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The leadership and management are good

- The headteacher has been successful in establishing and communicating a clear vision of improvement for the school. Members of the leadership team work well together, and their high expectations are reflected throughout the school. All teachers are considered as leaders and have responsibilities within subject teams.
- The school keeps all aspects of its work under constant review. School improvement plans are realistic and sharply focused. They illustrate well the school's ambition to seek ongoing improvement, and have been particularly successful in raising the standards of reading and writing across the school.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress, and in turn staff salaries. This has raised the quality of teaching in the school, including the proportion of outstanding lessons.
- Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, and pupils enjoy the different themes and topics they study. Pupils greatly enjoy learning Spanish, street dance and African drumming.
- Equal opportunities are rigorously pursued. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination against any pupil.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. A strong pastoral programme in the school is at the heart of its commitment to the development of each pupil. The school has strong links with the local community, and boosts cultural knowledge with a series of visits and trips.
- The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time. As the school has improved and is now good, support is at a much lighter level.

■ The governance of the school:

- Governors work in close partnership with the school and the local authority. They show a clear determination to drive forward standards, while retaining their strong commitment to support each pupil's emotional and pastoral needs. Governors ensure that financial resources continue to be efficiently managed, for example in the way that pupil premium money is spent on providing additional teaching support for those pupils who are known to be eligible for pupil free school meals and who are behind in their literacy and numeracy. Governors make frequent visits to the school and as part of their attachment to specific subject areas, work with and challenge staff over what is happening currently. Governors regularly meet with groups of pupils and increasingly seek their views. This informs their next steps in continuing to improve the work of the school. Governors see that staff performance management is checked carefully, so that improved teaching remains the key to driving up standards of achievement. Frequent visits and thorough training help governors to understand how well the school is performing and to make helpful comparisons with other schools nationally. Governors ensure that all necessary checks are in place and that the school meets current safeguarding requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120526
Local authority	Lincolnshire
Inspection number	401946

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	201
Appropriate authority	The governing body
Chair	Linda Broomfield
Headteacher	Lesley Tyreman
Date of previous school inspection	11 March 2010
Telephone number	01529 460633
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