

The North Hykeham All Saints Church of England Primary School

Ravensmoor Close, North Hykeham, Lincoln, LN6 9AB

Inspection dates 29–30 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is improving well and attainment by the end of Year 6 is above average, overall, and very high in mathematics.
- Pupils learn to calculate quickly in their heads and use their skills very well to solve difficult problems.
- The very good teaching of word-building skills, particularly in the Reception and Key Stage 1 classes, gives pupils the confidence to tackle challenging books.
- Pupils' learning is enhanced by their good behaviour and concentration during lessons. They say they have fun at school and feel safe from any form of bullying.
- Consistently good teaching means that pupils make good progress in all classes. Teachers plan effectively to make sure that pupils of all abilities achieve well.
- The topics planned for pupils give them lots of good opportunities to improve their reading and number skills in all subjects.
- The school is led well, and leaders at all levels check on pupils' progress rigorously so that any weaknesses can be rectified quickly.
- The leaders evaluate the quality of teaching and learning rigorously so that teachers know clearly how to improve their work.
- The governing body supports the school well and takes a full part in its improvement.

It is not yet an outstanding school because

- Achievement in writing is not as good as in reading and mathematics, and some of pupils' writing in their topic work is careless.
- While pupils have good ideas for their writing, they are not always given enough time to complete their work in lessons. Not all boys enjoy writing, and some find the tasks boring.

Information about this inspection

- The inspectors observed 17 lessons, of which one was a joint observation with a senior leader. The inspectors also made a number of brief visits to lessons.
- Meetings were held with pupils, senior and middle leaders, members of the governing body, and a representative of the local authority.
- The inspectors took account of the 15 responses to the online questionnaire (Parent View) at the time of the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, use of the pupil premium, behaviour records and documents relating to attendance and safeguarding.

Inspection team

Terry Elston, Lead inspector

Additional Inspector

Stephen Palmer

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The vast majority of pupils are of White British origin and very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, including those supported at school action and school action plus or with a statement of special educational needs, is average.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.
- The school is jointly led by two headteachers.
- Recent achievements include the Food for Life Bronze award and National Healthy Schools status.

What does the school need to do to improve further?

- Ensure achievement in writing is as good as in reading and mathematics by teachers routinely:
 - spending less time telling pupils how to organise their ideas and leaving them more time to write in lessons
 - having higher expectations of the quality and quantity of pupils' writing in all subjects
 - making sure that boys get on with their writing quickly
 - plan topics that are as interesting for boys as girls.

Inspection judgements

The achievement of pupils is good

- Children in the Early Years Foundation Stage make good progress from starting points below those typical of their ages. They enjoy school and thrive on the exciting activities provided for their academic work and play. One group had great fun mixing substances together and gasped with delight when the vinegar hit the mixture of food colouring and bicarbonate of soda to make an effervescent 'magic potion'.
- Children do particularly well in reading and number work because of the good teaching of basic skills and plentiful opportunities to develop them further in all activities.
- At Key Stage 1, pupils make good progress. Their attainment is improving, and is above average in reading and mathematics and average in writing by the end of Year 2. Their scores in the recent phonics test at Year 1 were well above average. Pupils read confidently and develop good skills at building sounds into words. In mathematics, the good teaching of basic number skills is evident as pupils count quickly in multiples of two and three, and use data to draw graphs.
- Progress in writing is steady, and pupils do well when writing about topics that they find interesting, such as the hospital conditions at the time of Florence Nightingale. Boys' attainment tends to be lower than girls, and they sometimes struggle to put their good ideas on paper.
- At Key Stage 2, pupils maintain this good progress and attainment is very high in mathematics and above average in English by the end of Year 6. Some pupils are working at levels associated with those in their third year of secondary school. This attainment continues the upward trend seen over recent years.
- In mathematics, pupils are confident using number and enjoy interesting challenges such as charting the speed of a racing cyclist in graphical form, or calculating the speed of a snail up the side of a well.
- Pupils read fluently and with good expression. They make good use of the many opportunities to read in all subjects, and enjoy using the internet to research topics such as how to build a house typical of those in Tudor times.
- Pupils' writing is full of exciting words and best when they are motivated by tasks such as producing 'newspaper reports' of the beheading of Anne Boleyn. Boys, however, are sometimes slow to get started, and some are still writing the date when girls have written most of a paragraph. Writing in subjects other than English is too brief and sometimes careless. Pupils miss out punctuation and the presentation of their work is untidy, for example when writing up their science experiments.
- Disabled pupils and those who have special educational needs achieve well. Those with reading difficulties make rapid progress because teachers and teaching assistants give them the skills and confidence to tackle unfamiliar words.
- Pupils eligible for the pupil premium make good progress. The school uses the designated funds well to support these pupils, including by providing booster sessions in English, individual learning sessions and support for parents and carers to show how they can help their children at home.

- The few pupils who speak English as an additional language make good progress, particularly in mathematics and in their use and understanding of English.

The quality of teaching is good

- Teachers use their good knowledge of pupils' skills to plan lessons and build on their prior learning. They make it clear to pupils what they are expected to learn in each lesson and revisit these goals to ensure that pupils are on track to achieve them.
- Teachers mark pupils' work very well so they know clearly how to improve. In a good recent initiative, teachers invite pupils to respond to their comments and say whether they understand the work. One pupil made good use of this opportunity when writing, 'Miss, I really got it. My maths is so much better. I am so happy!'
- Expectations of pupils are high, and they know that only their best is good enough. For example, when the work of one class fell below the standard required, the teacher made this very clear. Pupils had to do the task again, and their extra efforts meant that it was of a much higher standard.
- In most subjects, teachers ensure that lessons move at a fast pace and this helps maintain pupils' interest. Starter sessions, particularly in mathematics, are followed by good opportunities for pupils to work individually or in groups. In writing, however, pupils sometimes have to sit for so long learning how their stories should be written that they have little time left to write.
- Teachers provide more-able pupils with good opportunities to attain high standards in their work. They learn how to organise their own learning and discover things for themselves.
- Teachers set clear rules for behaviour, and pupils respond well. As one commented, 'My teacher is strict but fair, and we know where we stand.'
- The teaching of reading skills is very good. Pupils learn quickly how to tackle unfamiliar words and this gives them the confidence to read challenging texts. Pupils read widely and teachers give them good opportunities to research their topics using books and computers.
- The teaching of disabled pupils and those who have special educational needs is good. In lessons, the teachers plan tasks that are challenging yet achievable and ensure that they have every opportunity to ask and answer questions. Teachers use teaching assistants effectively to support pupils, while ensuring they have opportunities to work independently.

The behaviour and safety of pupils are good

- Pupils enjoy school, arrive punctually and attendance rates are around the national average. The school works closely with parents and carers to emphasise the importance of regular attendance, which is improving steadily.
 - Pupils feel free from all forms of aggressive behaviour and racism. They say how well staff respond to rare instances of bullying, and records show that such acts are decreasing year by
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year.

- Pupils show courtesy towards adults and one another. They listen carefully in discussions, and accept opinions different to their own.
- They know how to keep safe and have a very good awareness of the potential dangers of using the internet without adequate supervision.
- Pupils feel that adults will help them if they have troubles. They particularly appreciate the 'Listening Service' that provides them with adults who listen to their problems and suggest ways to resolve them.
- Pupils behave well because they know what is expected of them. Teachers make good use of rewards and sanctions, and disruptions in lessons are uncommon. Pupils concentrate well, although some boys' attention starts to wander when having to sit too long on the carpet. This is particularly the case in writing lessons.

The leadership and management are good

- The two headteachers work well together to drive school improvement. They set ambitious targets for the school to achieve and manage change at a sensible pace. They are supported well by subject leaders, who share the headteachers' commitment to high standards.
 - Leaders use data on pupils' progress well to see where improvements need to be made. This has helped improve achievement steadily over recent years, particularly in mathematics, where the extra focus on calculation skills has raised attainment from average to very high.
 - The very good systems to evaluate the quality of teaching provide teachers with clear guidance on how to improve their work. Annual reviews of teachers' performance arising from these observations are rigorous. They provide challenging targets for staff development and help leaders and governors to make informed decisions about their pay.
 - The leaders' use of progress meetings that hold teachers to account for pupils' achievements over the year are particularly effective. These have helped to raise attainment greatly since the last inspection and show the school's capacity to improve further.
 - Leaders make good use of local schools to share expertise. The schools provide joint, cost-effective training and enable teachers to learn from each other's best practice.
 - Safeguarding systems are robust and meet all requirements. These are reviewed regularly by leaders and the governing body.
 - The school has a good partnership with parents and carers. Their comments to inspectors and responses to the online questionnaires were very positive, particularly in terms of the information provided about their children's progress, the quality of teaching and the way the school is led.
 - Pupils generally find the activities provided for them interesting. They appreciate the many clubs
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at lunchtime and after school that enhance their skills in music and sport. Pupils have many good opportunities to practise their reading and number skills in all subjects, but this is less the case in writing.

- Pupils enjoy many opportunities to reflect on issues such as the wonders of nature and how it must have felt to be an evacuee during the Second World War. They learn much about diverse cultures through studying different religions and learning about life in contrasting countries in Africa and Asia.
- The school has made good use of the expertise from the local authority in the past to improve the teaching and make the marking of pupils' work more effective. This support is less evident now that the school has made such considerable improvements.
- **The governance of the school:**
 - The governing body has a good awareness of the school's strengths and weaknesses, including its performance compared with other schools, gained through regular visits and meetings with the headteachers and subject leaders. Governors have the knowledge to challenge leaders and they take a full part in school improvement. They are closely involved in the evaluation of teachers' performance and the decisions about their promotion. Governors have benefitted from useful training based clearly on the school's needs. They have a good awareness of the school's budget and have helped maintain a healthy surplus despite a fall in the number of pupils on roll. They know how the funding for disadvantaged pupils is spent, why it is allocated in this way and the impact it has on their academic and personal development.

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	120533
Local authority	Lincolnshire
Inspection number	405938

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Clare Gilman-Abel
Headteacher	Elizabeth Durward and Lesley Norton
Date of previous school inspection	12 October 2010
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