

Inspection of The North Hykeham All Saints Church of England Primary School

Ravensmoor Close, North Hykeham, Lincoln, Lincolnshire LN6 9AB

Inspection dates: 23 and 24 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders want all pupils, including those with special educational needs and/or disabilities (SEND), to achieve their personal and academic goals. Pupils' respect for the school values, which includes compassion, perseverance, courage, respect and friendship, helps to create an atmosphere in which pupils can learn. Pupils have a positive experience of lessons and wider school life. They feel safe.

Pupils know and follow the school rules, which ask them to 'respect our community, be kind and try our best'. Pupils have positive relationships with staff. They say they would share any concerns or worries. Pupils have confidence in staff to address bullying and behaviour issues. Staff help pupils to develop the skills to independently solve problems. In the early years, staff know the children well. They have positive and trusting relationships.

Leaders provide pupils with wider opportunities. Pupils take part in clubs, including football, kickboxing and craft club. They develop their resilience when accessing the forest school. They gain skills such as how to gut and cook fish. Pupils vote for representatives in the school council. They join in with community projects such as litterbugs in the community.

What does the school do well and what does it need to do better?

In most subjects, curriculums are well sequenced. Leaders have identified what pupils should learn and when they should learn it. The English and mathematics curriculums in particular set out the precise steps of learning that are followed by pupils. Leaders have thought about the most complex aspects of what pupils study. Early years leaders have carefully mapped out when and how teachers will help children to develop the knowledge and skills they will need to be ready for Year 1.

Teachers have secure subject knowledge and clearly share important knowledge with pupils. They check pupils' understanding. However, in a few subjects, teachers do not always provide work that helps pupils to learn important knowledge promptly and securely. This is especially the case in relation to the most complex aspects of pupils' learning, such as how to think like a scientist or a historian. Pupils develop their knowledge of the subjects they study. In some subjects, leaders have identified the precise knowledge they want pupils to know and remember. Where this is the case, pupils remember what they have learned.

Staff promptly identify pupils with SEND. Teachers and teaching assistants often provide effective tailored support for these pupils. On occasion, the impact of this support is not always evident in pupils' work and recall of what they have studied.

In the early years foundation stage, staff check what children know and can do. They share examples of children's work and activities with parents and carers.

Leaders have organised phonics workshops. They share tips with parents about how to support their child with their reading. Teachers adapt learning for children with SEND so they can develop their knowledge alongside their peers.

Leaders have prioritised reading. They have adopted a phonics scheme, which helps pupils to develop the accuracy and speed of their reading. Pupils learn how to improve their reading fluency. Children in the early years quickly learn to read. Staff check pupils' understanding. They provide extra support for pupils who need it. Pupils enjoy reading. They know how to choose books that they will like by reading the blurb and the first page. All staff have completed training in early reading.

Pupils are calm and focused in lessons. Children in the early years behave calmly and purposefully. Staff have established clear routines, which helps children to settle well to their learning. Pupils feel enthusiastic about the rewards system. They can spend house point tokens in the school shop.

Leaders have established a well-sequenced personal, social, health and economic education curriculum. Pupils learn about mental and physical health, as well as respectful relationships. They benefit from leadership opportunities. Some pupils are digital leaders. They take the lead during the school production by helping to organise the lights and sound system. Pupils talk confidently about respecting others. However, they are less confident in their understanding of British values and protected characteristics.

Leaders identify priorities and take action to improve pupils' experiences of school. They have reviewed and developed certain areas of the curriculum. They have simplified the behaviour system, so all pupils understand leaders' expectations. Monitoring of the provision for pupils with SEND and pupil premium helps leaders to make improvements, when necessary. Leaders have only just begun to put into practice monitoring systems for all areas of the curriculum. They have not yet been able to identify priorities in some areas of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a comprehensive programme of training in place for staff. Staff know how to report and record safeguarding concerns. Leaders keep detailed records of safeguarding concerns and the timely actions they take to ensure that pupils are safe.

Leaders work effectively with wider agencies. They secure help for pupils when necessary.

Governors complete appropriate training. They conduct thorough safeguarding monitoring visits. This supports leaders in ensuring that safeguarding policies are effective.

Pupils learn about how to keep themselves safe. They talk confidently about a range of topics, including online safety, water safety and first aid.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, teachers do not always provide work that helps pupils to achieve the ambitious aims of the curriculum. As a result, pupils are not always able to build their knowledge as effectively as they could over time. Leaders should ensure that teachers have the knowledge and skills to provide work for pupils to help them to learn the intended curriculum.
- Some subject leaders are not yet regularly and rigorously monitoring the implementation and impact of their curriculums. This means that leaders are not always aware of the precise strengths and areas for development in the teaching of each subject that pupils study. Leaders should ensure that the monitoring processes that have been applied successfully to reading and the provision for pupils with SEND are utilised across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120533
Local authority	Lincolnshire
Inspection number	10254845
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Claire Gilman-Abel
Headteacher	Lesley Norton
Website	www.allsaints-northhykeham.lincs.sch.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in June 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, science, history and religious education. As part of deep dive activities, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- An inspector met with those responsible for the early years provision, and inspectors visited the early years provision.
- Inspectors also met with those responsible for behaviour, personal development and the provision for pupils with SEND.
- The lead inspector met with governors, including the chair of governors. He spoke with a representative from the local authority by telephone.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and a range of policies.
- Inspectors considered responses received to Ofsted's parent questionnaire, Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Angela Kirk	Ofsted Inspector
Cat Thornton	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023