



# Hyde Church of England Primary School

Inspection Report

**Unique Reference Number** 116294  
**LEA** Hampshire LEA  
**Inspection number** 279785  
**Inspection dates** 8 June 2006 to 9 June 2006  
**Reporting inspector** Peter Thrussell AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hyde
<b>School category</b>	Voluntary controlled		Fordingbridge
<b>Age range of pupils</b>	4 to 11		Hampshire SP6 2QL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01425653350
<b>Number on roll</b>	48	<b>Fax number</b>	01425657655
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Anne Edwards
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mrs J Dalziell

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 June 2006 - 9 June 2006	<b>Inspection number</b> 279785
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This very small primary school serves the New Forest village of Hyde. Its size necessitates the need for mixed age classes. There is very little deprivation amongst pupils, with the majority coming from professional homes and very few known to be eligible for free school meals. All have British White heritage. The proportion of pupils with learning difficulties is below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The inspection confirms the school's view that it is a good school with some outstanding features. It provides good value for money. A pupil stated, 'We are a unique school'. Pupils' personal development is outstanding. Their excellent behaviour and attitudes to learning and school life contribute considerably to their success. The school works extremely well in partnership with others to ensure that pupils are very well-cared for, feel safe and enjoy coming to school. One parent commented, 'Hyde provides a caring environment, with a simple ethos which puts the child and their well-being as top priority'. Outstanding curriculum enrichment provides additional exciting and worthwhile learning experiences.

Children receive a good start to their education in Reception and make good progress. The quality of education throughout the rest of the school is also good. Pupils, including those with learning difficulties, make good progress. Standards overall are above average. Performance in writing at Key Stage 1, especially for the more able, is not as good as in reading and mathematics although the school has begun to tackle this issue. Teaching is good. Effective learning is promoted through well prepared and focused lessons. Teachers are improving their use of assessment data, which is currently satisfactory, to identify and plan what pupils need to learn next. Individual targets help pupils to see how they can improve their work.

The leadership of the head teacher is very good. She is well supported by her staff and governing body. The school has clearly identified its strengths and where it could improve further, and is well placed to build upon its success.

### What the school should do to improve further

andmiddot; Improve standards in writing at Key Stage 1, particularly of the more able pupils.andmiddot; Make fuller use of assessment information to plan the next steps in pupils' learning.

## Achievement and standards

### Grade: 2

With very small numbers in each year group, depending on individual ability, overall standards fluctuate from year to year. On entry to Reception they are generally above average. Children get a good start to their education, make good progress, and most achieve the learning goals expected by the time they start in Year 1, with some exceeding them.

In Years 1 and 2, pupils continue to make good progress in reading and mathematics. Progress in writing is slower, particularly for more able pupils. Statutory assessments for pupils in Year 2 have shown standards overall to be above average in recent years. This shows good improvement since the last inspection when low attainment by Year 2 was an issue. Writing is the weaker element, due in part to lower expectations of the quality of work produced. Throughout Key Stage 2, pupils mostly make good progress

in meeting the challenging targets set for them in English and mathematics. At the end of Year 6, in recent years, standards have been above average, despite a weaker start for these pupils in Key Stage 1. Pupils with learning difficulties make very good progress due to the high level of care and support they receive.

The school continually works to raise standards. It identified weaknesses in mathematics, particularly for more able pupils. With extra support, these pupils now make good progress. Weaknesses in writing, particularly at Key Stage 1, are being addressed through a project involving other local schools, which has yet to have a full impact.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding, equipping them very well, with their academic skills, for their move to other schools and for their future. Parents wholeheartedly agree that their children enjoy school, and pupils confirm this. They enjoy all lessons and particularly appreciate lunch-time and after-school clubs. They make enthusiastic use of the adjoining common at playtimes, demonstrating that they know how to play sensibly and safely. Their eagerness is demonstrated in their regular attendance at school, although holidays taken in term time by some pupils reduce overall attendance to average. Pupils' behaviour is very good and they always act in a confident and polite manner. They express their views confidently and contribute well to the life of the school community, particularly through the school council. Pupils were pleased that their idea for installing a cycle rack was carried through. The school takes an active part in many village events. Pupils have a very good understanding of healthy living. They know the importance of eating the right things and taking plenty of exercise.

There are strengths in pupils' moral and social development. This is seen in the excellent relationships and in their frequent charity fund raising. They have a genuine concern for each other's well being and safety, helped by the 'buddy' system. One pupil commented, 'We all look after each other'. Their very good spiritual development is seen in their appreciation of daily assemblies and their pride in receiving certificates during celebration assemblies. Pupils' cultural development is good. Older pupils understand the need to avoid racism and appreciate cultural differences.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall, helping pupils to make good progress in their learning. In all classes, relationships are very good and pupils want to learn. Where teaching is more effective, lessons are well planned and prepared; there are clear learning objectives that are shared with pupils, enabling them to understand the purpose of the lesson and, at the end, to assess how well they have

done. Good use is starting to be made of assessment information to plan challenging work that fully meets the learning needs of all pupils. However, this practice is not yet fully established. Pupils with learning difficulties are ably supported by the learning support assistant so that they also make good progress in their learning.

Where there are weaknesses in teaching, the pace of lessons is at times too slow and teachers' expectations of the quality and quantity of work produced are not always high enough.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that meets the learning needs of all pupils. Currently, in conjunction with other local schools, opportunities are being identified to provide more relevant and purposeful opportunities for writing in different curriculum areas. The school successfully incorporates the essential elements of the Foundation Stage curriculum within the planning for the Year R/1/2 class. Planning takes good account of health and safety, through visits by the emergency services, a healthy eating week and the many opportunities for sport. Provision for information and communication technology (ICT) has improved since the last inspection, so that pupils now make good progress in this subject.

An excellent range of enrichment activities adds further interest and enjoyment to pupils' learning. Very good use is made of visits, including residential ones, to broaden their experiences and develop their social skills. 'Themed' weeks make good use of visitors and provide new and exciting learning experiences. A very good range of clubs, drawing on the support of both staff and parents, extends pupils' learning. Regular school productions encourage pupils to work together, and effectively develop their speaking, acting and musical skills. Parents comment how much they and the local community value and enjoy these productions.

## **Care, guidance and support**

### **Grade: 2**

Parents and pupils wholeheartedly agree that this is a very happy and extremely caring school. Pupils know that adults have their well-being at heart. Staff know all the children well and provide good role models. Children's confidence and self-esteem are nurtured throughout the school.

Health and safety routines and risk assessments are fully in place and conscientiously observed. Child protection procedures are clear and widely understood and followed.

Pupils with learning and behavioural difficulties have very good support. The school works extremely closely with parents and other agencies to ensure that these pupils' needs are carefully supported and that they are fully included in the life of the school. Targets are set for all pupils each term in English and mathematics. These closely involve pupils and are shared with parents. Pupils mostly know their targets and understand how they give guidance for improving their work. End-of-year target levels

are set for pupils, but progress towards them is not monitored effectively enough during the year.

## **Leadership and management**

### **Grade: 2**

The head teacher provides very good leadership and management. She gives a clear direction for the school's work and focuses very strongly on the all-round development of pupils. The school assesses itself accurately and makes good use of information to plan its improvement, for example to raise standards in mathematics, improve the quality of writing and review the curriculum for Reception children. Teaching and learning are regularly monitored and any weaknesses are addressed and linked to performance management. There has been good improvement since the last inspection. Overall standards have improved in Key Stage 1, spending decisions are linked to the school's priorities and provision for ICT is now good. The head teacher has been keen to involve other members of staff in school leadership and management. They now take a lead in developments in ICT and numeracy, but are not fully involved in monitoring teaching and standards in their subjects. The provision for pupils with learning needs is very well led and managed.

The work of the governing body is good. Governors have a clear understanding of the strengths and weaknesses of the school and are involved in monitoring its improvements. Links and consultation with parents, other local schools and the community are excellent. This is shown in the very strong support given to the work of the school and to children's learning.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

I am writing to let you know what I found when I visited your school. Thank you for taking part in the inspection. I spoke to many of you during my visit and you were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Hyde is a good school.

I liked these things the most: • You behave extremely well, work hard and enjoy your lessons and playtimes. • The school is extremely caring; pupils who need extra help always get it. • The school provides you with an excellent range of clubs and other activities. • You understand the importance of eating the right things and taking plenty of exercise. • The school encourages you to be responsible. It listens to you when you suggest how things could get even better. • Your parents and the community are keen to help you and give very good support to all that the school does. • Your head teacher does a very good job and is well supported by the staff and governors.

I have asked the school to work on these things now: • Help pupils in the youngest class to do better in their writing. • Use the information they have on how well you are doing to plan more carefully what you each need to learn next.

Yours sincerely

Peter Thrussell

Lead Inspector