

# The North Hykeham All Saints C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	120533
<b>Local Authority</b>	LINCOLNSHIRE LA
<b>Inspection number</b>	313656
<b>Inspection dates</b>	31 January –1 February 2008
<b>Reporting inspector</b>	John Brennan

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 on roll</b>	
School	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Richard Eyre
<b>Headteacher</b>	Mrs Elizabeth Redfern
<b>Date of previous school inspection</b>	14 June 2004
<b>School address</b>	Moor Lane North Hykeham Lincoln Lincolnshire LN6 9AB
<b>Telephone number</b>	01522681417
<b>Fax number</b>	01522681417

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves the North Hykeham area of Lincoln and the surrounding area. The economic background of pupils is mixed. The proportion of pupils entitled to free school meals is below average. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The proportion of pupils with statements of special educational need is broadly average. Attainment on entry to school varies from year to year but is marginally below average. The school has received the Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Improvement since the last inspection has been satisfactory. Key issues raised then have been dealt with and standards remain largely the same. They are broadly average and pupil achievement is satisfactory. Pupils do well in reading, science and, more recently, mathematics but they are capable of achieving more in writing.

In the main pupils do better in Reception, Year 2 and Year 6 than elsewhere in the school. Teaching and learning in these classes are good and are characterised by lively and engaging tasks. Although lessons have a clear sense of purpose, teaching and learning are satisfactory overall because they do not yet consistently reflect the characteristics found in the Reception, Year 2 and Year 6 classes. The curriculum is also satisfactory. Efforts to make learning interesting by linking work across subjects are at an early stage. This is achieved well in Reception, where provision is good, and in some other classes, to ensure that key skills such as writing are developed in other subjects. Where pupils have fallen behind it is more often than not lower and middle attaining pupils. Until recently, as the headteacher says, some pupils 'slipped through the net.' A tightening of assessment procedures has helped the school spot underachieving pupils. A better-organised curriculum for literacy and numeracy, helped by the strong contribution of teaching assistants, is having a positive impact on pupil achievement. Arrangements for teaching pupils in small groups are working well with work, in the main, well matched to need. Overall, the quality of care, support and guidance given to pupils is satisfactory.

Pupils' personal development is satisfactory. Most pupils behave well, especially during lessons, and get on well with their peers. Many have taken to heart work by the school aimed at helping them understand how their actions affect others. 'Tears fell like boulders on my shoulders,' typifies the sensitive writing of some older pupils. However, despite a better understanding, not all pupils yet put principle into practice. There are times, particularly outside lessons, when some pupils become boisterous, so that overall behaviour is only satisfactory. Pupils have a good understanding of how to live a healthy lifestyle. Many are active and, through recently improved school meals, opt for healthy eating options

Leadership and management are satisfactory. There has been a strengthening of systems to help the school achieve its mission of 'valuing each child.' However, these are yet to be fully effective. Regular monitoring of teaching and improved analysis of performance give the school an accurate picture of how well it is doing. However, the strategic plan to take priorities forwards lacks detail. The governing body offers the school help but is only just beginning to ask searching questions and monitor the work of the school for itself. For example, it has not yet responded fully to the views parents have expressed. Whilst a sizeable majority of parents express confidence in the school, a significant minority are less satisfied.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's education gets off to a good start. From a starting point marginally below expected levels children achieve well in all areas of learning. By Year 1 many reach expected levels and a significant number have gone beyond them. Key language and counting skills are woven into everyday learning and many involve children working together. Support staff and the class teacher form a strong team. Staff are skilled at teasing talk from children during the activities

they lead. A good balance is struck between learning indoors and out and between teacher-led and child-led learning. On occasion, children working independently are left to their own devices too much. They can then flit from one activity to another without getting the most from the activity or without working with other children.

### **What the school should do to improve further**

- Improve the achievement of middle and lower attaining pupils, especially in writing
- Ensure that the strategic plan is sharply focused on short term, measurable outcomes
- Ensure that school leaders and especially the governing body respond purposefully to the views of parents.

A small proportion of schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards overall by the end of Year 6 are broadly average. Results in the national tests at the end of Year 2 and Year 6 usually match the national average. Although pupil achievement is satisfactory, it is patchy. Children achieve well in Reception, Year 2 and in Year 6. Pupils achieve well in reading to reach above average standards but standards in writing are lower and are not as high as they once were. Concentrated efforts to improve mathematics have worked well. Standards now nudge above the average for the first time in several years and pupil achievement has quickened. The school has also met with success in science, where standards are above average. Here, as in other key subjects, the performance of higher attaining pupils compares well with the national picture. However, the needs of some middle attaining and lower attaining pupils, including pupils with the particular learning difficulties, have not until recently been given sufficient attention. Although this has now changed, progress up until this point has been mixed. As a result, some parents are pleased with the progress of their children whilst others are not.

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

### **Grade: 3**

Suitable opportunities for pupils to contribute to their school, through the School Council and buddy system, for example, help them to develop a sense of responsibility. Their spiritual, moral, social and cultural development is good. Pupils' spiritual development is particularly strong, but their understanding of multicultural issues weaker. Pupils are taking increasing responsibility for their work and actions. Many are able to appraise their own work and that of their peers. Older pupils, in particular, show great pride in the presentation of their work and, after mastering the use of fountain pens, say they feel 'proud' of their efforts. Most pupils enjoy their education and behave well but some still find it difficult to be self-disciplined. Pupils report some name-calling and teasing. However, they feel this is dealt with by the school. Attendance rates are satisfactory. Pupils make satisfactory progress in acquiring key skills needed for the next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Work on improving assessment procedures has resulted in lessons that have clarity of purpose and pupils knowing what is expected of them. Marking, which is increasingly evaluative, is helping pupils to reflect on the success of their work and to see what they need to do to improve. Some teaching dresses learning intentions up in engaging tasks which give pupils scope to make decisions for themselves, to devise strategies or organise their own work. When this is allied to questioning that enables pupils to explain and deepen their thinking, pupils work with relish. However, there are still occasions when teaching is concerned with giving instructions to the detriment of developing pupils' thinking. This can lead to too little pupil talk and to overly long sessions in which pupils increasingly switch off and to tasks that require too little thought.

### Curriculum and other activities

#### Grade: 3

The recent reorganisation of learning, in which pupils work in smaller groups, often taught by teaching assistants, is working well and has strengthened provision in literacy and numeracy. Provision for pupils' personal development has also been strengthened through programmes which help pupils reflect upon their own feelings and how their actions affect others. Good partnerships exist with a nearby language college to add the study of a foreign language to the curriculum. There is a satisfactory range of clubs for pupils to join and a good range of visitors and visits to enliven learning. Some efforts have been made to utilise subjects such as history and geography to help develop pupils' writing skills. However, efforts are piecemeal and are hampered by the overuse of worksheets in some classes.

### Care, guidance and support

#### Grade: 3

Until the recent strengthening of systems to track pupils' progress more closely, some underachievement by individual pupils went unchecked. Staff now have a more detailed knowledge of the performance of individual pupils and identify underperformance speedily. Flexible pupil grouping and the more considered use of teaching assistants are helping pupils to catch up. Whilst pupils' needs are catered for in a general sense within 'booster' groups, the needs of the most vulnerable are not given sufficient thought. Individual plans are of very variable quality and are not sufficiently tailored to pupils' specific needs. Occasionally, personal plans for pupils with the most acute and learning difficulties are not effectively created and lack detail. Statutory requirements for safeguarding pupils meet the latest government guidelines. This, and the generally caring attitude of staff, mean that for the most part pupils feel safe, listened to and looked after.

## Leadership and management

#### Grade: 3

Most leaders have responded positively to a culture, stemming from the headteacher, that has reviewed leadership roles and raised aspirations. However, the impact on pupil outcomes is

mixed. The capacity to improve is, therefore, satisfactory. Regular monitoring of teaching and learning helps school leaders gain a broadly accurate picture of strengths and weaknesses. However, despite this, the strategic plan is missing some priorities. Some general approaches to boosting achievement, such as involving pupils in their own learning, have worked well but the picture for specific subjects is mixed. Where priorities, such as mathematics, have enjoyed a high profile and have been carefully planned and monitored, improvement has followed. Success criteria have been sharp and training and development time well directed. On the other hand, shortcomings in writing have not been acted on promptly enough nor given a high enough priority. Governors are supportive of the school. They are proactive in reviewing key policies and in putting together a financial and staffing plan in response to a falling roll. They are beginning to ask searching questions of the school. However, their monitoring role is yet to be closely linked to the school's strategic plan or issues most pressing for the school. Attempts have been made to seek the views of parents but the response to these has been piecemeal. As a result, some parents, understandably, feel that their views are not acted upon effectively.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

4 February 2008

Dear Children

Inspection of North Hykeham All Saints Church of England School, Lincoln, LN6 9AB

Thank you for welcoming us to your school when we visited recently. I would like to share with you what we thought about your school.

We could see that many of you were trying hard with your lessons and we were impressed with how much you know about your own learning and how much you help each other by marking your friends' work. You know a lot about healthy living and many of you were eating healthy foods and were energetic. Most of you have tried hard to put into practice the things you have learnt about how to behave properly. Most of you play well and get on well with each other. However, you told us there was some name-calling and we could see some children rushing around without thinking of others at playtimes. You could help the school become better still by continuing to try hard to join in lessons, to behave well at all times and to think about each other's feelings.

The school is trying hard to make sure that it finds out all it can about what you know and what you need to know next. This is helping teachers and teaching assistants set work that is about right for you. We think the school still needs to keep an eye on those of you who need extra help and to be clear about what more it could do to help you. In some classes the work is made very interesting and we could see how much you enjoyed it. We were impressed with the writing some of you have done about bullying. Not all of the writing you are asked to do is interesting enough and we have asked the school to improve this.

You were good at telling us what you thought about your school and we know that the headteacher and staff have also asked you about what you think about. The school is trying hard to act on your views. Your parents have also told the school what they think. We have asked the school to make sure that it does something about these views. Your headteacher, staff and governors are working hard to make your school better still and have some good ideas about how to do this. We have asked them to make sure that these thoughts are written down and followed through carefully.

Good luck and thank you once again.

John Brennan

Lead inspector