

Hyde Church of England Primary School

Inspection report

Unique Reference Number	116294
Local Authority	Hampshire
Inspection number	326358
Inspection date	3 June 2009
Reporting inspector	Norma Ball

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	69
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Anne Edwards
Headteacher	Mrs Julie Dalziell
Date of previous school inspection	8 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hyde Fordingbridge SP6 2QL
Telephone number	01425 653350

Age group	4–11
Inspection date	3 June 2009
Inspection number	326358

Fax number

01425 657655

Age group	4-11
Inspection date	3 June 2009
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues in particular:

- the effectiveness of strategies to raise attainment in writing in Key Stage 1, especially for more-able pupils
- whether pupils' progress is carefully assessed and tracked effectively to guide lesson planning, so that all pupils are suitably challenged and involved in their own learning
- the quality of the Early Years Foundation Stage provision in terms of the learning environment, the curriculum and the progress that children make in their learning and development.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussion with staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This very small primary school serves the village of Hyde and the surrounding rural community. All pupils are of White British heritage and very few are eligible for free school meals. The proportion of pupils with learning difficulties is below average; these pupils' challenges include behavioural, social and emotional needs, and speech, language and communication difficulties. One pupil has a statement of special educational needs. The size of the school means that mixed-age classes are necessary. In the Early Years Foundation Stage a small number of Reception children share a class with Year 1 pupils. The school holds the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hyde Church of England Primary is a good school, where pupils achieve well because they greatly enjoy their learning. The school has a tangible Christian ethos that is reflected in the happy family atmosphere and good relationships that exist at all levels. The overwhelming majority of parents are pleased with the school, the progress that their children make, and the quality of the teaching and care. One parent said, 'The school is a rare gem.' Pupils' enjoyment of school is shown by their good attendance, and they value all that it provides. One pupil told inspectors, 'I love my school because we learn interesting things, and it gives me a chance to share my talents.'

Standards fluctuate from year to year because the numbers in year groups are small and the ability of individuals within a year varies. Children make good progress in their learning in Reception and, by the time they enter Year 1, their attainment is generally above average in most areas of learning and broadly average in aspects of language. In recent years, progress in writing, while satisfactory overall, has been slower, especially for more-able pupils. Current teacher assessments as well as inspection evidence indicate that, because of a sustained structured approach to teaching phonics and making writing fun, progress in writing is now good for all pupils including those who generally find learning easy. Good progress continues through Key Stage 2 and, despite year-on-year fluctuations, at the end of Year 6 pupils reach standards that are above average in English, mathematics and science. Pupils with learning difficulties also make good progress because of the carefully planned support they receive. As a result of the good standards that pupils attain and their good personal development, they are well prepared for the next stage in their education.

Teaching is good because lessons are carefully prepared and well paced. Pupils are clear about what they are going to learn, and enjoy reviewing their work at the end of lessons. They settle quickly to their tasks, enjoy discussions, and are confident to express their ideas because what they say is respected. Teachers are gaining skill and confidence in the use of assessment data to guide lesson planning. The frequency and care with which pupils' progress is monitored is improving, and areas of underachievement are identified quickly. Within each of the three classes, the broad age and ability range provides specific challenges for staff in structuring tasks that extend learning and provide appropriate challenge for all pupils. The structure does not ensure, to a sufficient extent, that all pupils have work that is matched to their needs and extends their learning. This is especially so for older pupils, who feel that they are not always stretched by the work given to them. This leads to some inattention during lessons.

The curriculum is well balanced and meets the needs of pupils well. Cross-curricular links, and the development of pupils' information and communication skills, add to their interest and enjoyment of learning. The extra-curricular provision is excellent, resulting in an extensive range of exciting opportunities to extend learning beyond the classroom. Pastoral care is of a very high order and is given a high priority by all staff. Pupils have good involvement in their own learning. Marking and targets based on monitoring of their progress show them how well they are doing and what they need to do next. Pupils said they found targets '...mostly helpful, but not always'. This is because targets are based on broad ability groups in literacy and numeracy. They are too general to be of maximum benefit to pupils in classes with a very wide range of ages and abilities.

Pupils' personal development is good. Behaviour is mostly good in lessons and around the school, especially for younger pupils, who are absorbed in their learning. There is a sincere and caring Christian ethos throughout the school. It is particularly well reflected in the way that older pupils take care of younger children, help them to settle in school, and act as buddies during playtimes. Parents appreciate this, and one noted '...the strength of the community spirit, where the eldest children feel responsible for the very youngest, which is a great example to the up-and-coming years.' Attendance has improved and is good, because of careful monitoring and a diligent approach to reducing holiday absences in term time. Pupils have an excellent understanding of all aspects of a healthy lifestyle and especially value the opportunities to join in sports, as shown by the Activemark award. They also have an extremely well developed sense of behaving safely, both in school and on their many excursions. Pupils accept a wide range of responsibilities in class and the school with pride and efficiency. Their social, moral and spiritual development is good, and they have a growing awareness of other faiths and cultures beyond their small school community.

The headteacher provides high-quality leadership that is reflected in the accurate evaluation of the school's strengths and areas for development, and careful planning to promote continued improvement. Subject leaders work in close partnership with the headteacher to monitor all areas of the work of the school. They are keen to promote improved standards and help the headteacher to subtly adapt initiatives so that they are applicable and effective in the small-school setting, where classes cater for a range of ages. Community cohesion is promoted well and is a focus for the school. Plans are now actively being made which will ensure that pupils develop an appreciation of the cultures and faiths in British society and add to their knowledge of other areas of the world. The recent project on India, much enjoyed by pupils, has already begun to develop their curiosity about the world beyond school. Governors are knowledgeable about the school, and provide a well-judged balance of support and challenge to ensure that the school continues to improve and develop for the benefit of all pupils. Areas identified for improvement in the last inspection have been addressed well. Leaders and managers ensure that resources are used to maximum efficiency and that the school provides good value for money. The school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in Reception is good because they are well taught and well cared for. Children enter Reception with skills and abilities that are broadly in line with expectations. However, their language skills, especially writing, are less well developed. They make a good start to their learning, and enter Year 1 with standards that are just above average in most areas of their learning. A sustained emphasis on phonics, careful encouragement of speaking skills, and development of vocabulary is helping to improve literacy and writing skills. Children's personal development is good. They are encouraged to become independent, share, and consider the needs and feelings of their classmates. Children enjoy playing and learning together, because activities are well planned and provide a good range of learning experiences in both the classroom and the outside learning area. Resources are good and although the outside play space is limited in size, it is attractive and safe. Staff have risen with enthusiasm to the challenge of providing a good range of learning experiences in this tight space, but are aware of the relative lack of opportunities to promote children's physical development. The leadership and management provided by the headteacher are very good, and staff work as a close and

committed team. Children's development is carefully monitored and parents are kept well informed about their child's progress.

What the school should do to improve further

- Make sure that work is matched to the various needs of different pupils, so that they are all consistently and appropriately challenged in English and mathematics.
- Improve assessment and monitoring to identify clearly for pupils the next steps in their learning.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 June 2009

Dear Pupils

Inspection of Hyde Church of England Primary School, Fordingbridge, SP6 2QL

You may remember that two inspectors visited your school recently. We thoroughly enjoyed our time with you and do thank you for being so welcoming and helpful. You are rightly proud of your school, and this is very clear from your good attendance and all the many good things you told us about Hyde. You and your parents told us that your school is good, and you are right.

We saw that you get on very well together and are polite and kind to each other, which gives your school the atmosphere of a happy, lively family. In your lessons, you work well both alone and in groups. You are confident in sharing ideas, and you all want to do as well as you can. Everyone works hard to make sure that you are well cared for and safe in school. You understand what you need to do to keep healthy and keep safe, especially at playtimes on the common. Your teachers work hard to make sure that your lessons are interesting and enjoyable. We were especially pleased to learn that you have excellent opportunities outside of school to take part in many club activities and go on lots of interesting visits. Your school is well led and managed. Your headteacher, the teachers and the governors are doing a good job in making sure that the school keeps improving.

We have suggested two ways in which your teachers could make things even better.

- We have asked that they plan activities in your literacy and numeracy lessons more carefully so that you all have tasks which are closely matched to your age and ability, and are both interesting and challenging for you.
- We have suggested that they use the information that they collect about the progress you are making more precisely, to make sure that the targets set for you are more personal and will not only help you see what you must learn next, but also guide you to make better progress.

We know you will continue to work hard and help your teachers to make your school even better. We wish you every success for the future.

Yours faithfully

Norma Ball

Lead Inspector