

Haxey Church of England Primary School

Inspection report

Unique Reference Number	118011
Local Authority	North Lincolnshire
Inspection number	326739
Inspection dates	16–17 June 2009
Reporting inspector	Mrs Ann Wallis

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 on roll	
School (total)	188
Appropriate authority	The governing body
Chair	Mr Pete Tully
Headteacher	Miss Lynne Messom
Date of previous school inspection	7 March 2006
School address	The Nooking Haxey Doncaster DN9 2JQ
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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited 8 lessons and made four visits to the Early Years Foundation Stage. They talked with parents, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at documentation including the school improvement plan, school policies, records of pupils' progress and individual education plans for those with learning difficulties and/or disabilities. The parental questionnaires were also read and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils are achieving, particularly at KS1, in mathematics and the higher attainers
- how well pupils use their initiative and how creative and independent they are in their learning
- how effective the schools strategies have been to improve satisfactory teaching to good and to increase expectations and challenge across all subjects
- whether pupils' personal development and the care, guidance and support they receive are strengths of the school
- how well boys and girls are achieving across all areas of learning in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school which serves a rural area in North Lincolnshire including Haxey and the surrounding villages. The Early Years Foundation Stage consists of one class of Reception-aged children. An above average number of pupils have learning difficulties and/or disabilities. The proportion of children eligible for a free school meal is below average. Almost all the children are White British. The school has gained Activemark, Basic Skills Quality Mark and Healthy Schools Awards.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Haxey Church of England Primary is a good and improving school where the standards pupils reach are rising. It has some outstanding features which include:

- the care, guidance and support it provides for its pupils
- pupils' excellent social, moral, spiritual and cultural development which are underpinned by strong Christian values
- the clear and determined leadership of the headteacher which has been pivotal in bringing about improvement.

Pupils enjoy coming to school. They behave well and attend regularly. Their safety, health, enjoyment, achievement and well-being are truly at the heart of the school's work. Relationships between staff and pupils are excellent. The talents of all pupils are valued and nurtured in this very inclusive school. Pupils with learning difficulties and/or disabilities and the most vulnerable are particularly well cared for. Good relationships with outside agencies, partner schools, parents, the local community and the church all support pupils' learning and contribute to the good progress they make.

All pupils achieve well. From broadly typical starting points for their age in Reception they make good progress as they move through the school to reach above average standards when they leave. The school uses the results of tests and assessments well to track the progress of its pupils very carefully. Those who need extra help are quickly identified and given appropriate support. Pupils achieve well because teaching and learning are good. The quality of lessons is carefully monitored, and although the school recognises some satisfactory practice remains, most lessons are now briskly paced, tasks are varied and interesting and consequently pupils enjoy learning. In less effective lessons tasks are not as well matched to the needs of the pupils and are less challenging. Work is marked regularly and usually gives pupils good pointers for further improvement. However, this good practice is not yet consistent across all classes and subjects. Pupils are beginning to learn from assessing their own and each other's work but the school recognises the need to find ways to develop this further.

The headteacher, well supported by senior leaders, evaluates the work of the school rigorously. Most middle leaders monitor the work of their areas effectively but their roles are not yet fully developed to initiate change and bring about further

improvement. The senior team quickly identify weaker areas and take action to bring about improvements. Consequently, teaching and learning are improving and standards are rising. The curriculum has been reviewed and is now well suited to the needs of the pupils. It links subjects together in innovative ways which allows pupils to be more independent and creative in their learning. These improvements along with a strong determination to raise standards further, which is shared by the headteacher, governors and staff mean the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Deliver consistently good or better teaching and learning and accelerate pupils progress by:
 - ensuring that tasks are well matched to pupils needs so that all are sufficiently challenged
 - improving the quality and consistency of marking and further developing ways to enable pupils to assess their own and each other's learning.
- Develop the role of middle leaders so they are more involved in evaluating the work of their areas, initiating change and bringing about improvement.

Outcomes for individuals and groups of pupils

2

All groups of pupils achieve well. Standard reached by pupils by the time they leave in Year 6 are above average overall. Although this can vary year-to-year due to small numbers in each group. In 2008 national tests and assessments, pupils reached average standards at the end of Year 2 and above average standards in Year 6. Year 6 pupils gained their best results in English and science. Although some challenging targets were narrowly missed, pupils' achievement was good, given their starting points. The school has recognised that some pupils have achieved less well in mathematics and has taken strong action to address this. Consequently, pupils in the current Year 2 have now gained above average results in their assessments in mathematics. The school's detailed monitoring data shows that Year 6 pupils are on track to meet their targets in both English and mathematics. Pupils with learning difficulties and/or disabilities are well supported and make equally as good progress as their peers.

Above average attendance indicates how much pupils enjoy school. They say they feel very safe and well protected by the systems the school has in place. Even the youngest children talk with confidence about the importance of fire alarm practices and listening to teachers. Older pupils know where support is available to deal with issues of cyber-bullying. Pupils have an excellent understanding of how to stay healthy. They really enjoy participating in sport and know how to make sensible choices at mealtimes. They behave very well in lessons and treat each other with courtesy and respect as they move around the school. Pupils views are taken seriously and changes have been made in the light of their feedback to ensure that

everyone plays a part in school events.

The spiritual, moral, social and cultural development of pupils is an outstanding element of their personal learning. They respond well to the opportunities for discussing the bigger issues facing humanity in assemblies and lessons. Overseas links are rich and mutually beneficial. These enable pupils to be reflective about global issues and develop an accurate grasp of the difficulties that face children in communities different to their own. This stimulates their work in fundraising where they willingly take responsibility to develop important skills in organising events. They become very sensible and responsible individuals who have good basic skills and hence are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

How effective is the provision?

Pupils enjoy learning because teaching is good. In most lessons teachers use a variety of interesting resources, including information and communication technology to engage the interest of pupils so they concentrate well and work hard. Year 5 pupils were very enthusiastic about a field trip they had been on, connected with their work on the Second World War. Their classroom with its Anderson shelter, gas masks and other artefacts has provided a real stimulus for their learning. The school recognises through its own careful monitoring of the quality of lessons that some satisfactory teaching and learning remains. In these lessons, pupils' progress is slower because work is not as challenging and well matched to the needs of individual pupils.

Pupils work is marked regularly and, although largely good, the quality of written feedback about pupils' progress towards their targets varies between subjects and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

classes. The school is now further developing opportunities for pupils to learn by assessing their own and each other’s work.

The curriculum has been reviewed and has improved significantly since the previous inspection. Pupils are successfully encouraged to become more creative and independent learners and to link together their learning in different subjects. Cross-curricular study days such as a trip to Lincoln Cathedral and a day of intensive work in art, all add to pupils’ enjoyment of learning and contribute to their good progress and personal development.

The Christian ethos shapes the excellent care the school takes of all groups of pupils including the most vulnerable. Tracking of pupils’ progress is extremely detailed and thorough in picking up where pupils may not be coping well, both in lessons and in their personal lives. Staff know their pupils really well especially those who find learning difficult. Their watchful eye ensures concerns are raised at an early stage and very well targeted support is put in place so that pupils remain fully engaged in learning. Early morning study sessions are highly valued by pupils and parents because they are tailor made to the needs of each child and underpin their work in lessons. The school provides a very imaginative range of projects that give pupils excellent guidance in how to keep themselves safe and lead healthy lifestyles. Partnerships with the police, raising awareness of cancer, the ‘a bit of a do’ event and practical sessions to plan and cook healthy meals are typical examples and leave a lasting impression on pupils.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are good; consequently standards are rising and the rate at which pupils make progress is increasing. The governors, headteacher and senior team monitor the work of the school carefully and are clear about its strengths and areas for improvement. They have clear priorities for further improvement and communicate these well. This is a very inclusive school where all pupils really do matter. All are given equal respect, consideration and support and so achieve equally well. All safeguarding procedures are very robust and staff are very well trained in assessing risks and protecting children.

The school has worked very hard to keep parents informed about its work and involve them in their children’s learning. For example, parents are invited into lessons and the school holds literacy and numeracy workshops for them. Parents spoke highly of individual support they and their families had received from the

headteacher and her staff. The school has good links with partner schools, specialist agencies and other organisations which support vulnerable pupils, enrich the curriculum and ease pupils transition between schools. Governors know the school well and are very supportive of it. They are involved in monitoring its work and shaping its strategic direction.

The school makes a good contribution to community cohesion. Links with other countries such as Nepal, work with charities, partnerships with schools in urban areas and the taught curriculum, are all ensuring pupils have a good understanding of the needs of global, national and local communities whose faiths and cultures differ from their own.

Resources are well deployed and the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Foundation stage with abilities that are broadly typical for their age but the skills they need for reading and writing are less well developed. Letters and sounds are taught well so that pupils make good progress towards challenging targets. Standards in the Reception class are now rising and current pupils, both boys and girls, were seen to be reaching at least average and sometimes above average standards. The weaker areas have improved because the school has made good choices about where to focus attention.

Relationships are warm and supportive. Children play well together and work hard to ensure everyone is included. A few with learning difficulties and/or disabilities were equally welcome in the army tank a group had built from recycled crates. Routines are well established especially for personal hygiene and moving around safely. Children know what adults expect of their behaviour so sessions run smoothly and minor disagreements are quickly resolved.

Parents are very positive about the way children settle into school. The 'I can do' books keep them well informed and many provide helpful comments for teachers in return.

The outdoor area has been transformed since the last inspection. Stimulating activities are planned to prompt children to design their own games because careful observations show that they still rely too much on adults for ideas. The 'surprise visit by Martians' successfully captured their interest and challenging number activities spilled out of the classroom in the search for 'moon rocks'.

The headteacher has played a key role in improvements since the last inspection and shares with staff a clear understanding of where to next focus their attention. Training is arranged for staff in areas that will be of the greatest benefit to children to ensure that the newly established practice is well embedded.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Of the parents who returned the questionnaire most were supportive of the school and appreciated the good quality of education it provides. They commented on how safe their children felt, how well they have been encouraged to develop their individual talents and on the good progress they have made. They also appreciated how well pupils including those with learning difficulties and/or disabilities were cared for and that pupils behaved well.

The school implements consistently the Local Authority policy of not authorising pupils' absence (except in exceptional cases) to take holidays during term time. This has caused some dissatisfaction amongst parents which was expressed on approximately a third of the questionnaires returned.

Ofsted invited all the registered parents and carers of pupils registered at Haxey Church of England Primary to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 50 completed questionnaires. In total, there are 146 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	31	15	4	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



18 June 2009

Dear Pupils

Inspection of Haxey Church of England Primary School, Haxey. DN9 2JQ

Thank you for making me and my colleague so welcome when we visited your school this week. A particular thank you to those of you who took time to talk with us and tell us about the progress you are making and all the things you enjoy at school. Please also thank your parents for returning the questionnaires and letting us know what they think about your school.

These are the main findings included in our report.

- Haxey Church of England Primary is a good and improving school with some outstanding features.
- The care, guidance and support you receive are outstanding and your spiritual, moral, social and cultural development are excellent.
- You have an excellent understanding of how to live a healthy lifestyle.
- The leadership and management of your school is good and the clear and determined leadership of your headteacher has brought about real improvements to the school.
- Your personal development and your achievement are good and you reach above average standards in your work.
- Lessons and the curriculum you follow are good.

These are some of the things we have asked your school to do now.

- Improve lessons even more by making sure that the work you are asked to do is at exactly the right level for you.
- Mark your work even more carefully and allow you more opportunities to assess your own work and that of your fellow pupils.

You can help your school improve even further by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours faithfully

Ann Wallis
Lead inspector

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