

The Tydd St Mary Church of England Primary School

Inspection report

Unique Reference Number	120614
Local Authority	Lincolnshire
Inspection number	358804
Inspection dates	17–18 March 2011
Reporting inspector	Lynne Blakelock

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

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	David Maunder
Headteacher	Sonya Ripley
Date of previous school inspection	23 January 2008
School address	Churchway Tydd St Mary, Wisbech PE13 5QY
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Age group	4–11
Inspection dates	17–18 March 2011
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**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors who observed four teachers in seven lessons. Meetings were held with subject leaders, a group of pupils and representatives of the governing body. The inspectors observed the school's work, and looked at documentation relating to the achievement of pupils, samples of their work, the school development plan and the minutes of the governing body. They analysed staff and pupil questionnaires and the 44 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It sought evidence that the pupils' improving progress through Key Stage 1 is being sustained.
- It investigated how effectively pupils' targets are driving achievement.
- It determined the extent to which more able pupils are challenged from the Early Years Foundation Stage onwards.

Information about the school

This is a small school compared to others of its type, which serves the village and surrounding areas. Most pupils are of White British heritage. A well above average proportion have special educational needs and/or disabilities, of which most are moderate learning difficulties. A below average portion is known to be eligible for free school meals. The proportion joining or leaving the school at other than the expected times is well above that which is typical. Fifty eight per cent of the present Year 6 pupils joined after the Early Years Foundation Stage.

The school was awarded Activemark and achieved national Healthy Schools status in 2008. It holds the award for the Centre of Good Practice in the Management and Development of Support Staff. The school works in partnership with seven primary schools in the Long Sutton area. It is part of a wider network of 17 schools in the Holbeach district, including two secondary schools.

The headteacher was appointed as acting headteacher in September 2008. She became the permanent headteacher in March 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher's effective leadership and management have resulted in a continuing improvement in the quality of education, which was satisfactory at the last inspection. The school has moved forward significantly because it took very seriously the areas which were highlighted at the last inspection. As a consequence, regular and detailed monitoring and on-going reviewing of the school's performance are key tools in the school's work. Subject leaders are playing an important role and are effectively acting on the information about pupils' good progress to improve provision further. The governing body's well-organised monitoring of many aspects of the school's work means that they are increasingly able to influence its direction. Altogether, the school demonstrates a good capacity to move further forward.

The starting point of the school's work is the secure and happy environment it promotes, in which pupils grow into confident young citizens. The development of their spiritual, moral, social and cultural understanding is at the forefront of the school's work. Its impact on their approach to each other, and their attitudes, is outstanding.

Effective teaching leads to both good progress from pupils' individual starting points on entry to the Early Years Foundation Stage, and their average attainment. There is a steadily improving picture of attainment in Key Stage 1. It is based particularly on effective co-ordination between the Early Years Foundation Stage staff and Year 1 staff. Activities are carefully chosen to enable pupils to develop secure skills in literacy and numeracy, at the pace, and via the means, most suitable for their needs. This includes flexible organisation of classes and effective support. Pupils move into Key Stage 2 with secure knowledge and understanding on which to build, including in mathematics, which has been a focus for the school.

Throughout the school, children of all abilities are given work that regularly challenges them and accelerates their progress. More pupils are achieving higher levels by the end of Key Stage 1 and 2 because they are also provided for accurately. It is particularly so by the end of Year 6 because activities in Key Stage 2 ensure that pupils apply the skills they have learnt, through specific problem-solving tasks. In the best lessons, pupils are required to hypothesise and evaluate their learning. Marking of pupils' work is sometimes very helpful in telling them how to make further progress but in some subjects, particularly numeracy, no advice is given. Pupils enjoy evaluating their own learning from the Early Years Foundation Stage onwards. While class targets are established, many pupils do not have individual or small group targets to focus on, to take ownership of, and to drive, their progress as quickly as possible.

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What does the school need to do to improve further?

- Raise attainment in literacy and numeracy throughout the school by ensuring that:
 - marking regularly informs pupils of the next steps in learning, especially in numeracy
 - pupils know, understand and have ownership of individual or small group targets for literacy and numeracy, which are regularly reviewed.

Outcomes for individuals and groups of pupils

2

Children's levels of knowledge and skills vary on entry to the Early Years Foundation Stage. They are generally below in communication skills and numeracy. Teaching through the school takes into account well the individual needs of the pupils, including any previous gaps in their learning. It has resulted in a three-year upward trend in attainment. Pupils who find some aspects of learning difficult achieve well, with focused personalised learning plans and one-to-one and group support, building up secure skills in both English and mathematics. Similarly, pupils who join the school late make good progress because their needs are identified promptly and appropriate provision put in place. Pupils in a Key Stage 2 numeracy lesson achieved well in calculating the perimeter of a rectangle. The teacher had planned effectively with the teaching assistants to ensure that activities were matched well to pupils' needs. They were engaged throughout because they could relate to the task, the pace was brisk, and they were given interesting problems to solve. Pupils were able to work independently and cooperated well in pairs and groups. Links with literacy extended learning.

Pupils behave well and show support towards other pupils. They feel safe in school, demonstrating a good understanding of how to stay safe through a very comprehensive programme. It ensures that they know how to avoid danger in a wide range of situations and they put their knowledge into practice. Their attendance is above average, reflecting their enjoyment of school and the value they place on it. There are many opportunities for pupils to develop as young citizens, including regular chances to take responsibility, such as the school council and road safety leaders. Through the curriculum, which incorporates regular discussions about moral and ethical issues, they demonstrate their ability to make considered judgements, such as our rights and responsibilities in society. This is one example that leads to pupils' excellent overall spiritual, moral, social and cultural development. They show concern for those in less favourable circumstances than themselves, and act upon their feelings, for example, through regular fund-raising. Pupils respond enthusiastically to a range of sporting activities, including popular after-school clubs. Cooked meals are nutritious, with a good take-up because pupils understand the importance of eating healthy foods. By the end of Year 6, taking into account their average attainment, they are soundly prepared for secondary education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

The start of lessons is often lively, engaging pupils' interest and motivating them. Learning is also encouraged by positive relationships between staff and pupils. The purpose of learning is made clear to pupils and is often revisited to ensure that they remain focused. Planning is based on pupils' achievement in previous lessons which is facilitated by detailed recording of their levels, particularly in Years 3 and 4. Written feedback to pupils is variable. In the best practice, which is in literacy, it is often helpful in telling them what they have achieved and the next steps in learning. In numeracy, it gives little information. Guidance in lessons, however, is consistently helpful in promoting progress. Pupils' targets are generally the same for the class and are not a major focus in lessons. As a result, opportunities are missed to give pupils ownership of their learning and to accelerate their progress. Pupils are, however, increasingly evaluating the quality of their own learning and that of their peers, encouraging their critical thinking.

The curriculum is carefully thought out. The three year plan for the joint Early Years Foundation Stage and Key Stage 1 programme has brought about greater continuity of learning. Pupils enjoy learning through themes, which are resulting in regular links across subjects and more active and creative learning, which enables pupils to practise numerous skills. It is a key factor in promoting pupils' good progress and enjoyment of learning, including in their computer competences. It supports the school's focus on literacy and numeracy by providing relevant tasks to improve writing, reading and mathematical skills.

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This was the case in the 'chocolate' theme, which has also incorporated enterprise activities and promoted pupils' good personal development. The visit to a chocolate manufacturer enabled pupils to consider the world of work and their place in it. Partnerships with schools in the network broaden the curriculum, including challenge days for those with specific gifts and talents. Provision for them in lessons is a developing aspect. Sports partnerships extend the range of activities. Provision for pupils with special educational needs and/or disabilities is good because it is based on specific needs. There is a wide range of popular after-school clubs, including the film club.

The staff know the pupils well. Pupils feel very confident that the staff will help and support them if they have concerns. This is backed up by good communication between staff, who co-operate effectively to provide support for pupils, ranging from behavioural issues to raising attainment. They are well-qualified and make a significant difference, for example, to pupils' confidence, self-esteem and their motivation to work. Arrangements for pupils to move to secondary schools take place over time, cater well for individual needs and result in pupils looking confidently forward. The breakfast club provides a nutritious start to the day and opportunities for pupils to socialise and begin learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has planned changes very carefully, resulting in sustained improvements. Although she is leading the changes and overseeing them, subject leaders, through their rigorous monitoring and recording, are driving improvement effectively. As an example, the provision for pupils with special educational needs and/or disabilities has been overhauled and improved. The governing body is making an important and broad contribution to the sustainability of improvements through its regular involvement in the school, particularly through its collection of data about pupils' progress, its following-up of findings and its identification of areas for development. Similarly, it oversees safeguarding procedures well by regular safety checks and discussions with staff. All adults work effectively as a team and are ambitious about the school's potential.

The school's involvement of parents and carers in their children's learning is an important contributory factor in pupils' good progress and parents' and carers' positivity about the school. Parents and carers have relevant and numerous opportunities to be involved in their children's learning such as through information sessions for numeracy and writing. Likewise, the breadth of partnerships, including those with the network of schools, and the school's constructive working relationships with outside agencies benefit pupils and parents and carers significantly, both in extending pupils' academic learning and their

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personal development. The range of monitoring emphasises the school's strong focus on equality of opportunity so that different groups of students achieve, and are involved in activities, equally well. The school tackles discrimination effectively, with no reported incidents. It promotes community cohesion well, especially in the local community, although there is some unevenness in the provision for different aspects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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 enjoy learning, which results from a good balance between activities taught by the teacher, and children learning for themselves. In all activities, children's independence is encouraged. The discrete provision for the Early Years Foundation Stage, which was not in place at the last inspection, and the new exciting outdoor area, are ensuring children's progress is good in all areas of learning. There is a focus on writing from the start, with lots of examples of early writing. The children learn and cooperate well outdoors and were suitably clothed during the inspection, for the cold weather. Teaching is good and includes careful questioning to help children extend what they are finding out. The staff have clear expectations of the children's behaviour, which are reinforced daily. Learning and playing safely and caringly are everyday priorities as well as teaching about healthy lifestyles.

Leadership and management of the stage are effective. Parents and carers and children are well-prepared for school, through a range of information and opportunities to sample the Early Years Foundation Stage before they join. A key feature of this is advice on how to support their children's learning and development. Staff strengthen their own knowledge through links with the pre-school providers. Assessments of the children's activities take place each day and are recorded carefully so that the staff are clear about the coverage of learning and needs for the next lesson. Good communication with Year 1 staff encourages a smooth transition into Key Stage 1 learning, by which time many

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children achieve their early learning goals and an increasing proportion are exceeding them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

Of the parents and carers who responded to the questionnaire, there was unanimous agreement with several statements. Almost all strongly agreed or agreed with the other statements. Several added comments, which were overwhelmingly positive. In particular, parents and carers praised the family atmosphere in the school. One summed it up by saying, 'The whole school is a big family and I, for one, enjoy being part of it.' Other comments related to the good range of after-school clubs and the transformation of the school by the headteacher. All responses, including the very few queries, have been shared with the headteacher, while preserving the anonymity of the writers. The inspection team looked into two comments about safety. Inspection evidence demonstrated the school's effective systems, and the pupils' good understanding of safety and how to deal with any unsafe situations.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Tydd St Mary Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	75	11	25	0	0	0	0
The school keeps my child safe	34	77	8	18	2	5	0	0
My school informs me about my child's progress	29	66	15	34	0	0	0	0
My child is making enough progress at this school	31	70	12	27	0	0	0	0
The teaching is good at this school	36	82	8	18	0	0	0	0
The school helps me to support my child's learning	29	66	13	30	1	2	0	0
The school helps my child to have a healthy lifestyle	30	68	13	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	48	20	45	2	5	0	0
The school meets my child's particular needs	28	64	16	36	0	0	0	0
The school deals effectively with unacceptable behaviour	24	55	18	41	2	5	0	0
The school takes account of my suggestions and concerns	27	61	15	34	0	0	0	0
The school is led and managed effectively	34	77	10	23	0	0	0	0
Overall, I am happy with my child's experience at this school	31	70	12	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 March 2011

Dear Pupils

Inspection of The Tydd St Mary Church of England Primary School, Wisbech, PE13 5QY

Thank you on behalf of the inspection team for your friendliness, helpfulness and politeness when we spent two days at your school recently. We enjoyed watching you learning and playing, and hearing from you about what you do and learn at school. It was fun to be with you on a fundraising day and good to see how much you want to help those children less fortunate than yourselves. Congratulations on your above average attendance. We were pleased to see that you behave well and treat each other kindly. Your spiritual, moral, social and cultural understanding is excellent overall.

Your school is a good school, in which you make good progress and reach average standards. This is made possible by good teaching and an interesting curriculum. You have lots of opportunities to learn for yourselves, including through themes. The school is well led and managed by the headteacher, and the staff work hard to help you to achieve your potential. They work closely as a team to improve the school, helped by the governing body, which knows a lot about what is going on. You told us that you enjoy school and feel safe. We and your parents and carers agree. There is a good choice of popular after-school clubs.

Your school can be better. The levels that you reach in English and mathematics could be higher. I have asked your headteacher to provide you with small group or individual targets in these subjects. They will be a focus in lessons so that you know and understand them and they will help you to manage and quicken your progress. I have also asked the headteacher to check that marking of your work tells you the next steps in learning.

I hope that all of you will help the staff to make these improvements by continuing to work hard.

Yours sincerely

Lynne Blakelock

Lead inspector

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