

William Hildyard Church of England Primary and Nursery School

Inspection report

Unique Reference Number	120695
Local Authority	Lincolnshire
Inspection number	380090
Inspection dates	26–27 September 2011
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Christine Bish
Headteacher	Fiona Griffiths
Date of previous school inspection	25 January 2007
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Introduction

This inspection was carried out by three additional inspectors, who visited 15 lessons or parts of lessons and observed 8 teachers. Meetings were held with the Chair of the Governing Body, senior and middle leaders and a group of pupils. Inspectors observed the school's work and looked at some of its policies and procedures, pupils' written work, a sample of development plans and records containing details of pupils' attainment and progress. Sixty-eight questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

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

- Are all pupils making enough progress during Key Stage 1, especially in writing and mathematics?
- How well do pupils assess their own work?
- How effective are the leadership and development teams in ensuring improvements in areas of their responsibility and monitoring the impact of the school's plans on outcomes?

Information about the school

This is a smaller-than-average primary school. Almost all pupils come from White British backgrounds. Almost all the remaining very few come from White European backgrounds, and speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of those with special educational needs and/or disabilities, and those with a statement of special educational needs. The school holds Healthy Schools status, the Basic Skills Quality Mark, Artsmark, the ECO-Schools Award, the full International School Award and the UNICEF UK Rights Respecting School Award.

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

William Hildyard CofE Primary and Nursery School continues to provide its pupils with a good quality of education. It enjoys very positive relationships with its parents who are kept very well informed about their children's achievement and the general work of the school. An overwhelming majority of parents and carers are positive about the school. One parent spoke for many by saying, 'My child is happy at school and is making good progress', and 'The school is always happy to discuss any concerns'. Pupils are also extremely pleased with what the school provides for them and the encouragement it gives them to help others in school and beyond. As a result, they make an outstanding contribution to the life of the school and wider community.

Children make a strong start in Nursery and Reception and make good progress. As they move through the school, most pupils continue to make good and sometimes excellent progress in their basic skills. It fluctuates somewhat, particularly during Key Stage 1, but it accelerates later in Key Stage 2. As a result, by the end of Year 6 attainment tends to be at least above average, often significantly above. Standards in reading are particularly strong as a result of the continuing focus on phonics and reading for meaning.

Predominately, teaching is good, but its monitoring is not always focused on evaluating its impact on pupils' progress. This means some inconsistency remains, particularly in the level of challenge provided for the more able in lessons. Senior leaders recognise more could be done to share features of particularly good practice that already exists across the school, to improve teaching overall. In most lessons, and in much of the written work, teachers give informative feedback to pupils on their performance, but this is not consistent across the school. As a result, some pupils are insufficiently clear about what they have to do next to improve their work.

The school's effective self-evaluation has enabled it to establish a set of appropriate priorities for its current development plan. In addition, it has contributed to the detailed development plans in all areas of the curriculum, which have assisted the school in connecting its curriculum better and making it more interesting for pupils. However, some of the benchmarks proposed for checking their impact are not precise and measureable enough to ensure the highest rigour in monitoring. Even so, the school's continuing success in maintaining its strengths since the last inspection and the excellent use of external partnerships that have been developed to extend learning opportunities for many individuals and groups of pupils, demonstrate its good capacity for sustained improvement.

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What does the school need to do to improve further?

- Ensure that the quality of teaching and learning is more consistently good or better throughout the school by:
 - using very effective features of teaching and learning that already exist in school as models of good practice
 - ensuring good challenge to the more able pupils in all lessons
 - giving consistently clear feedback to pupils' on their learning, particularly on their written work, and indicating the next steps they can take to improve it
 - focusing monitoring of teaching and learning explicitly on evaluating the progress pupils make in lessons and through their written work.

- Strengthen the benchmarks being used to check the effectiveness of the school development plan and the plans of the curriculum development teams.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and concentrate on their work. They work well with each other when in groups and work responsibly when they are on their own. Their excitement for learning heightens when they are provided with a challenge. In one such lesson in Year 4, pupils were expected to discuss how characters portrayed emotions in a story. The teacher set the scene through a series of explanations and highly challenging questioning that aroused pupils' enthusiasm for the task. Their eventual response demonstrated that most of them had thought hard and expressed their views and reasoning with conviction.

Children enter Nursery with skills and knowledge that are broadly in line with those expected for their age. The inspection evidence indicates that in lessons, and in the current and the most recent written work, attainment levels in Year 6 are above average. A small number of the more able pupils make slower progress than others because they are not challenged enough in some lessons. Pupils who speak English as an additional language make good progress from their starting points. As the needs of pupils with special educational needs and/or disabilities are carefully analysed and the support they receive is geared toward achieving targets set for them, most of them make good progress.

Behaviour is good in and around the school and it contributes well to pupils' learning. Most of them have a good understanding of how to stay healthy and reflect the efforts the school has made in gaining Healthy School status. Pupils report that they feel safe at school. Good achievement in the basic skills, the promotion of which has been deservedly recognised by the Basic Skills Quality Mark, well-developed personal skills and the above average attendance, prepare pupils well for the next stage of

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their education. They have a strong awareness of right and wrong, and are able to reflect on their own and others’ life experiences. Their understanding of cultural diversity is satisfactory but developing steadily.

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	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons, teachers make their intentions clear to pupils, and display good subject knowledge and questioning skills. Additional adults focus on pupils with special educational needs and/or disabilities and assist them in achieving good outcomes. In most lessons, teachers start with pupils’ prior learning and build on it successfully. In many lessons teachers’ written and oral comments make it clear how well pupils are doing and what they could do to improve their work. In others comments lack clarity, or opportunities are missed to give feedback, and as a result, some pupils continue to make the same mistakes. In most lessons, pupils are prepared well for assessing their own work by the benchmarks given to them by teachers. However, pupils’ confidence in using them varies across the school.

The curriculum is carefully designed to provide a broad range of experiences and to meet the needs of most groups of pupils. In addition to the discrete provision for the basic skills, it is creatively combined into broad areas of learning, which cut across many subjects. These developments have not been embedded for long enough to have a full impact on progress, but even so, they have promoted cross-curricular learning, which is particularly strong in literacy. The use of information and

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

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communication technology is secure and is rapidly growing. Pupils enjoy testing out their mathematical skills by using relevant programs. The provision for art is well established and a good quality of artwork was on display during the inspection. The school’s promotion of art has been deservedly recognised in the Artsmark it has achieved. The enrichment opportunities offered through educational visits, visitors and a good range of extra-curricular activities add to pupils’ enjoyment and enhance their learning. The ECO-School Award and the recently gained full International School Award, both demonstrate the school’s promotion of environmental awareness and the way it is bringing about greater global awareness through its curriculum.

Arrangements for pastoral care are very good and they contribute to all pupils well-being. As a result, pupils feel confident that they would be listened to if they had a problem. Support and guidance is targeted well to meet the needs of most pupils, particularly those who are potentially vulnerable and have specific academic or pastoral needs. Liaison with external support agencies is excellent. Consequently, these pupils overcome barriers to their learning and personal development. Arrangements for transition for new arrivals and for those leaving at the end of Year 6 are well established and run smoothly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
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	2

How effective are leadership and management?

At the heart of the school’s ambition is the headteacher’s aim to maintain all its existing strengths and build on them to secure further improvement. A good range of strategies for monitoring and evaluation are regularly undertaken, including the collection and analysis of good-quality tracking data. The targets set for individual pupils are set at the beginning of the school year and are frequently reviewed and updated. As a result, the school is able to establish ambitious targets for itself. Pupils’ written work is analysed but the scrutiny is not always focused on evaluating pupils’ progress as well as what the teacher has done. As a result, leaders at all levels are missing an opportunity to be sure what they are doing is having an impact, and therefore missing an opportunity to make early changes if it is not. The governing body is effective. Through regular contacts with senior leaders and staff, it keeps itself involved in the life of the school. As a result, the governing body maintains an overview of the school’s performance and is ready to challenge it, if needed.

Safeguarding arrangements meet requirements and follow recommended good

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practice. They are used well to ensure pupils’ safety and welfare. All groups of pupils are treated fairly and discrimination in any form is not tolerated. The school’s commitment to this cause is demonstrated in its achievement of the UNICEF UK Rights Respecting School Award. The school prides itself in being a cohesive community. Its engagement with community groups locally and the immediate community is good. It has taken a range of actions to broaden pupils’ horizons further afield, such as its strong links with India. Senior leaders have identified other work to broaden pupils’ multicultural awareness, as part of their strategy for development, and action is underway.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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

Most children make at least good progress towards the early learning goals in all areas of their learning. They relate well to each other and adults around them. Most enjoy and participate in all the activities planned for them. During the inspection, they demonstrated their excitement in planting beans. Another group was busy constructing a brick wall and were interested in making it as tall as possible. They experimented and their excitement was obvious when the wall came tumbling down. Adults are always looking for opportunities to extend children’s communication skills. Occasionally, children are over prompted, which restricts their opportunities to practise their speaking skills.

Daily and weekly planning caters for activities that children choose for themselves and those which are directed by adults. However, planning does not always indicate specific challenge for the more able. The daily provision for teaching children to link letters with their sounds is preparing them well for early reading. The outdoor provision is regularly used to extend children’s development in all areas of learning.

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Adults are adept in assessing and recording children’s progress. Invariably, these notes include comments on what children were able to do. Rarely were there any comments that show what the child was unable to do. Nursery and Reception both offer a stimulating environment in which children play and learn safely. The leadership of the Early Years Foundation Stage is effective. It has successfully created a good team spirit. Links with parents and carers are vigorously promoted and are used well to exchange valuable information that is mutually useful.

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

The proportion of parents and carers who responded to the questionnaire was below average. Their responses show that, overwhelmingly, they are very happy with their children’s experiences at this school. They appreciate the way the school encourages their children to adopt healthy lifestyles and meets children’s specific needs. They believe that the school is very well led and managed and that the quality of teaching is strong. The inspection also found that these areas were good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Hildyard Church of England Primary and Nursery 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	74	16	24	1	1	0	0
The school keeps my child safe	56	82	11	16	1	1	0	0
The school informs me about my child’s progress	36	53	29	43	3	4	0	0
My child is making enough progress at this school	37	54	25	37	6	9	0	0
The teaching is good at this school	42	62	26	38	0	0	0	0
The school helps me to support my child’s learning	40	59	24	35	4	6	0	0
The school helps my child to have a healthy lifestyle	41	60	23	34	1	1	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)	43	63	21	31	1	1	0	0
The school meets my child’s particular needs	41	60	22	32	4	6	1	1
The school deals effectively with unacceptable behaviour	39	57	20	29	3	4	0	0
The school takes account of my suggestions and concerns	29	43	33	49	4	6	0	0
The school is led and managed effectively	48	71	18	26	1	1	0	0
Overall, I am happy with my child’s experience at this school	49	72	15	22	2	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



28 September 2011

Dear Pupils

Inspection of William Hildyard Church of England Primary and Nursery School, Market Deeping, PE6 8HZ

Thank you all for the warm welcome you gave to the inspection team. We enjoyed talking to you about your school and the work you do in classrooms. The team judged your school to be good.

These are the things we found out about your school.

- You make good progress and reach above average standards when you leave at the end of Year 6.
- You willingly take on responsibility for jobs in the school and do it very well.
- You care about others in the community.
- Adults in the school take good care of you.
- Your behaviour is good in lessons and in and around the school.
- You enjoy coming to school and attend regularly.
- Your school enjoys excellent relationships with your parents.
- Your school uses help from outside very well to improve your work.

To improve the school further, I have asked those in charge to make sure that:

- all lessons are the best they can be in all classes and match the best in school
- those of you who can do harder work are challenged to do so
- all leaders check more thoroughly your progress in lessons and in your written work to tell you how you could improve it
- leaders ensure that they have tighter checks on how well the plans to improve the school are working.

You also have a role to play in working your hardest in lessons and listening to your teachers carefully when they comment on your work.

Yours sincerely

Krishan Sharma
Lead inspector

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