

The Tydd St Mary Church of England Primary School

Churchway, Tydd St Mary, Wisbech PE13 5QY

Inspection dates 24–25 May 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has been successful in her relentless drive to ensure that pupils at Tydd St Mary receive the highest standard of education.
- The headteacher and the dedicated staff team go the extra mile to provide a wide range of learning opportunities for the pupils to enjoy, which successfully promotes the pupils' spiritual, moral, social and cultural development.
- Governors are equally as ambitious for the school as the headteacher. They rigorously check the work of the school alongside leaders to make sure that the information they receive is accurate. They provide highly effective support and challenge to leaders in equal measure.
- Teachers and teaching assistants have established clear routines and high expectations for pupils. As a result, pupils of all ages are keen to learn. Classrooms are calm, purposeful and happy places to be.
- Teachers use assessment very effectively to plan lessons that build on pupils' previous knowledge, skills and understanding.
- Teachers match work closely to pupils' abilities. Staff intervene quickly whenever they notice that the pupils need help, or are ready to move on, so that the pupils make good or better progress.
- Pupils' behaviour is exemplary across the school. They listen attentively in lessons, treating each other and adults with respect.
- The highly imaginative curriculum offers a wide range of opportunities for pupils to learn in a variety of ways, which excites and motivates pupils to learn and to achieve well.
- Children in the early years do very well. The leader knows the children as individuals. She makes sure that children's learning follows their interests and builds on what they already know and can do.
- The school environment is bright and lively, with displays that effectively support and celebrate pupils' achievements.
- Pupils attend well because they enjoy going to school.
- Staff have secured highly successful partnerships with parents, who are, as a result, highly satisfied with the quality of their children's education

Full report

What does the school need to do to improve further?

- Increase the proportion of pupils making better than expected progress in writing, by ensuring that pupils' skills in spelling and grammar are developed consistently well.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The inspirational headteacher has successfully shared a vision for Tydd St Mary, with which all staff and governors have engaged. Together, they have strengthened the family feel of this small village school and have focused sharply on improving teaching and outcomes for pupils, while ensuring that the pupils have a broad and rounded education. The impact of the actions that they have taken is that the quality of education at the school has improved significantly and it is now outstanding.
- The headteacher and governors have an accurate view of the strengths of the school because they check the work of the school rigorously and compare it against national benchmarks. They successfully identify the areas they need to improve and implement highly effective actions to secure the necessary improvements. As a result, leaders and governors have secured improved standards of teaching and outcomes for pupils.
- Leaders track the progress of every individual pupil rigorously and know their needs. They implement highly effective bespoke support or challenge for the pupils who need it, including occupational therapy and physiotherapy. Leaders check to make sure the interventions are successful and, as a result, pupils make strong progress from their starting points.
- The leadership of teaching and learning is particularly strong. Alongside the headteacher, leaders of English and mathematics work very effectively with staff to improve the quality of teaching. Leaders make excellent use of performance management arrangements to set challenging targets for teachers. Staff benefit from highly relevant training, based on their targets and whole-school improvements, for example in the successful implementation of a new assessment system. This leads to a consistently high level of teaching quality across the school.
- The leader for pupils who have special educational needs or disability keeps a very close eye on the progress that these pupils are making. She meets regularly and often with teachers and other professionals and so makes sure that the support pupils receive is appropriately matched to their needs. As a result, pupils make strong progress given their needs and starting points.
- Additional government funding for school sport is used very effectively. Teachers receive training to improve their skills. Consequently, pupils can take part in a very wide range of sports, both during lessons and competitively, such as cricket, netball, hockey, gymnastics and rugby.
- Leaders make excellent use of the pupil premium funding to creatively meet the individual needs of the few pupils who are eligible. Leaders track the progress of these pupils very closely to make sure that the funding is used to good effect and has a positive impact on their learning across the whole curriculum.
- The curriculum inspires the imagination and interests of the pupils. Pupils have the opportunity to learn in house teams, where pupils of all ages learn together. This contributes to the 'family feel' of the school. Topics are planned thoughtfully to cover local and national events and themes, such as farming, Shakespeare's 400th anniversary, and the rugby world cup.
- The school's curriculum offers a very broad range of opportunities for pupils to learn about a wide range of countries and cultures. They recognise that voting for their classmates to represent them as house captains or members of the school council helps them to understand about democracy. They relish and value learning about different religions and cultures, in particular listening to stories enjoyed by children with different beliefs from their own. Pupils understand that this aspect of the curriculum helps them to appreciate the views of others and they recognise those views that are not in keeping with British values. This prepares them well for life in modern Britain.
- Parents hold the school in very high regard because they are welcomed into school and are actively encouraged to be key partners in their children's education. Every parent that spoke with the inspector, or responded to the online survey Parent View, would recommend the school to other parents. Parents commented about how happy their children are, what good progress their children make and how impressed they are with the teaching and with the headteacher. One parent captured the views of many by explaining, 'We think it's marvellous.'
- Leaders ardently strive to involve parents in their child's education. They supplement regular parents' evenings with weekly opportunities for parents to come into class to learn alongside their children. Mindful of parents' commitments, leaders rotate the days that parents are invited to come in. Consequently, a large proportion are able to attend and learn new ways to support their child's learning at home. In addition, staff are available on the playground daily and often include additional information

with pupils' homework so that parents know what their children are learning.

- Leaders promote pupils' spiritual, moral, social and cultural development very well. A wide range of trips and visits from outside speakers, including an adventurous residential and a trip to London, enhances pupils' education. Pupils take part in local events, such as the St George's Day parade, with great pride. All pupils visit the theatre and they can learn to play a wide range of musical instruments, such as the violin, viola, cello, ukulele and samba drums. Pupils have the opportunity to play in an orchestra.
- The school values the strong links it holds with the diocese. During the inspection, Year 4 pupils visited the Deanery and Year 6 pupils spent time at Lincoln Cathedral with pupils from schools across the diocese. They celebrated their time at primary school and thought about the forthcoming challenges and opportunities ahead of them, helping them to prepare for life at secondary school.
- **The governance of the school**
 - Governors strive continually to improve the effectiveness of their role. They commissioned a review of governance, which helped them to make sure that they are carrying out their responsibilities very effectively. Highly strategic in their approach, they have sought out new governors with the necessary expertise to enable the governing body both to support and to challenge school leaders in equal measure. Governors are very systematic in their approach to their own training and so ensure that they have the knowledge and skills they need.
 - Governors ask very challenging questions of school leaders. They monitor the use of additional government funding and of the pupils' progress alongside school leaders and so make sure that they have the full picture of how well the pupils are doing. As a result, governors know the school very well.
- The arrangements for safeguarding are effective. Leaders and governors ensure that all staff have up-to-date training and so the staff know what to do to raise any concerns. Leaders undertake the appropriate checks before a new member of staff starts working at the school. When it is necessary, the headteacher liaises closely with external agencies to make sure that pupils are safe. Governors support school leaders well to make sure that safeguarding is a very high priority at Tydd St Mary.

Quality of teaching, learning and assessment is outstanding

- Teachers use their excellent subject knowledge and highly skilful questioning to ensure that pupils make rapid progress in lessons. When teachers and teaching assistants spot that a pupil is ready to move on with their learning, or that they need additional support, they are quick to step in and to provide the right level of assistance or challenge for pupils of all abilities.
- Teachers make very effective use of assessment to plan activities that build on the pupils' previous learning. Teachers make sure that pupils are given work that matches their level of ability closely, providing additional support for pupils who have yet to grasp new concepts fully.
- Pupils of all ages are resilient learners, who are proud of their achievements. For example, older pupils tackled a challenging mathematics reasoning puzzle, never giving up as they were striving to find the solution, while a younger pupil proudly cheered to himself, declaring, 'I did it all by myself!'
- Phonics (the link between sounds and letters) is well taught. Pupils use their phonic skills effectively, along with picture cues and other skills, to help them to read fluently and accurately. As they become more confident as readers, pupils enjoy challenging novels and can clearly explain, and justify their distinct preferences for, different types of books. The school has a well-stocked library, which pupils thoroughly enjoy using.
- Pupils' mathematics books show that teachers plan sequences of lessons that build up pupils' skills in aspects of mathematics systematically. They make strong progress because the teacher gives them time to practise a skill, assesses their understanding and moves them on to a more difficult concept when they are ready to tackle one.
- Pupils' writing books show that teachers generally expect the same high standards of pupils in all subjects as they do in English. Nevertheless, the pupils' books also show that spelling and correct grammar are not developed as consistently well as other aspects of English, when pupils write in different subjects.
- Teachers and teaching assistants encourage pupils to take pride in their work. They have high expectations of what pupils can achieve. They use praise and rewards, such as 'Ninja targets', to encourage pupils to improve their work. As a result, pupils are highly motivated to do their best.
- Pupils' books are presented very neatly and demonstrate clearly the rapid progress pupils make over time in all subjects. Pupils take notice of the advice and comments teachers make when they mark their work

and so they make good improvements.

- The exciting curriculum and opportunities that the school provides ensure that pupils make strong progress in a range of subjects. Observations in lessons and pupils' books demonstrate the rapid progress they are making in all year groups and in a wide range of subjects. For example, in a science lesson, pupils were making great gains in their understanding of ultra-violet light because the teacher made very good use of resources and developed pupils' abilities to set up their own experiments.
- Teachers make effective use of homework, so that pupils continue their learning at home. This contributes to the high standards pupils achieve. Pupils say that they enjoy the homework they are given. Teachers include information for parents about the targets pupils are working towards and parents are invited into school to work alongside their child on a regular basis. This is very effective in helping parents to know how to help their children with their learning at home.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders provide effective support for pupils who have particular needs, which helps them to overcome their difficulties. This builds the pupils' confidence and allows them to access their learning alongside their peers.
- Pupils are confident and eager learners. Pupils of all ages understand what they are learning and how it is helping them to improve. For example, during a topic about keeping healthy, key stage 1 pupils had learned about the importance of a healthy diet and exercise. Through simple Tai Chi and relaxation sessions, pupils in this class were learning about the importance of keeping the mind healthy too. As one pupil explained, 'We are all very busy, so it is important to know how to relax.'
- Pupils feel very safe in school. They say that bullying is rare, but they are justifiably confident that someone would help them if it happened.
- Pupils learn about keeping themselves safe on the roads, through the Bikeability scheme, and when they are using the internet.
- Year 5 and Year 6 pupils can take on responsibilities in many ways, such as being school council representatives, house captains, junior road-safety officers, or librarians. They enjoy raising money for charities. One pupil explained, 'It's important to have a good education, but it's important to help people too.'

Behaviour

- The behaviour of pupils is outstanding, both in classes and around school. Pupils are well mannered. The school is a calm and purposeful place in which to learn.
- In classrooms, pupils are attentive and eager to learn. They cooperate well together, sharing resources and taking turns. Pupils who spoke with the inspector agreed, 'We all look after each other.' No low-level disruption was seen during the inspection.
- At playtime, older and younger pupils play together happily, using carefully the equipment and toys that the school provides. At the end of playtimes, pupils line up sensibly and walk, or skip, into school without delay ready to start their lessons again.
- Attendance is above the national expectations. Persistent absence is below the national average. Leaders are quick to follow up on the attendance of any pupil, if it begins to fall. They provide incentives, such as certificates, badges and trophies, to reward high levels of attendance. Pupils agree that they enjoy coming to school, 'because lessons are never boring'.

Outcomes for pupils

are outstanding

- Over recent years, the school has improved on the already high standards that pupils achieve by the end of Year 6. In 2014, the proportion of pupils achieving the expected standards in all of reading, writing and mathematics was above the national average. This proportion rose by a further 15% in 2015 so that nearly every child achieved the expected standard across all subjects and every child made at least the

progress expected of them, with many exceeding it. This represents a high level of achievement.

- Every pupil achieved at least the expected standard in writing in 2015 and the proportion reaching the highest level was much greater than the national average.
- In 2015, the proportion of pupils achieving the expected standard in reading, mathematics, spelling, punctuation and grammar was higher than the national average. A much greater proportion of pupils achieved the higher level in reading, mathematics, spelling, punctuation and grammar than did nationally. The proportion of pupils achieving the highest level in mathematics was above the national average.
- In 2015, every pupil made at least expected progress by the end of key stage 2 in reading, writing and mathematics. Significantly more pupils make greater than expected progress in mathematics than do nationally.
- School assessment information shows that pupils in all year groups are currently making at least good, and often rapid, progress from their starting points in English and mathematics this year. This rapid progress was seen in pupils' books and in lessons.
- The proportion of pupils achieving the expected standard in phonics by the end of Year 1 has been consistently above the national average for the past three years.
- The proportion of pupils who achieved the expected standard in reading, writing and mathematics by the end of key stage 1 in 2015 was above the national average for the third year.
- The number of disadvantaged pupils and those who have special educational needs or disability in each year group is low. The high-quality support afforded to these pupils results in them making rapid progress from their starting points. Disadvantaged pupils make as much progress as, and often even greater progress than, their peers in reading, writing and mathematics. As a result, the gap in achievement is narrowing.

Early years provision

is outstanding

- The Reception class teacher is the leader for early years. She evaluates the practice in the early years constantly and has brought about improvements to teaching and learning so that provision is now outstanding. She knows all the children very well. She has forged effective links with pre-school settings and so she is able to find out about the children before they start school. This means she is able to plan learning that meets their needs exceptionally well.
- Children get off to a flying start in the early years because the quality of teaching, learning and assessment is outstanding.
- All adults in the Reception class contribute to assessments. The teacher plans learning that specifically builds on what children know, can do and understand. As a result, children make rapid progress from the different starting points. For example, during a mathematics lesson, some children were being supported very effectively to count to 20. Other children were using the resources available in the classroom to work out correctly 'one more and one less' than a given number. Meanwhile, the most able children were investigating numbers up to 100.
- Children have fun when they are learning. Both the classroom and the outdoor environment are bright, stimulating arenas, in which children are encouraged to find things out for themselves. This was evident as children poured water down open pipes and discovered that pouring more water pushed the plastic boat down quicker.
- Children are very enthusiastic about their learning and are proud to show visitors what they have achieved. For example, having read a story with repeating sentences on every page, children had written a similar book using their own ideas and their phonics skills to help them spell the words.
- The teacher and teaching assistants that work with the children expect high standards of behaviour from them, which children live up to. The children are encouraged to be independent. At tidy-up time, for example, the teacher's laptop alarm sounded with a cheerful song about tidying up. The children immediately recognised it, finished what they were doing and packed everything away, ready for the next activity to begin. In this way, the children make a contribution, themselves, to the rapid progress in their learning.
- Most children enter the Reception class with skills and knowledge that are broadly typical for their age in most aspects of learning. By the end of the Reception class, the proportion of pupils achieving a good level of development exceeds that seen nationally. As a result, they are well placed to make a good start when they enter Year 1.

School details

Unique reference number	120614
Local authority	Lincolnshire
Inspection number	10001295

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	100
Appropriate authority	the governing body
Chair	David Maunder
Headteacher	Sonya Ripley
Telephone number	10945 420269
Website	www.tydd-st-mary.lincs.sch.uk
Email address	enquiries@tydd-st-mary.lincs.sch.uk
Date of previous inspection	17–18 March 2011

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be in receipt of the pupil premium funding is below average.
- The proportion of pupils who speak English as an additional language is much lower than average.
- The proportion of pupils from minority ethnic backgrounds is much lower than average.
- The school meets the government’s current floor standards, which set the minimum expectation for pupils’ attainment and progress by the end of key stage 2 in reading, writing and mathematics.
- The school provides a breakfast club that is managed by the governing body.

Information about this inspection

- The inspector held meetings with the headteacher, leaders for English, mathematics, the early years and pupils who have special educational needs or disability. The inspector also met with four governors, including the chair, and held a telephone conversation with a representative from the local authority.
- The inspector met with a group of six pupils and listened to three pupils reading.
- The inspector took account of 31 responses to the online survey, Parent View, and spoke with parents when they brought their children to school in the morning.
- The inspector observed 12 lessons, or parts of lessons, all jointly with the headteacher. She also observed pupils at playtime and visited the breakfast club
- The inspector scrutinised a range of documentation, including that relating to safeguarding, the school's self-evaluation and development plan, reviews of pupil premium spending, the external review of governance, and minutes of governors' meetings

Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

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