



William Hildyard Church of England Primary and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 120695
Local Authority LINCOLNSHIRE
Inspection number 291834
Inspection dates 25–26 January 2007
Reporting inspector Trevor Watts

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

Type of school	Primary	School address	Godsey Lane
School category	Voluntary aided		Market Deeping, Market Deeping
Age range of pupils	3–11		Peterborough PE6 8HZ
Gender of pupils	Mixed	Telephone number	01778 343119
Number on roll (school)	222	Fax number	01778 341493
Appropriate authority	The governing body	Chair	Mrs Christine Bish
		Headteacher	Mrs Fiona Griffiths
Date of previous school inspection	10 March 2003		

Age group 3–11	Inspection dates 25–26 January 2007	Inspection number 291834
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is slightly smaller than an average primary school. Almost all pupils are White British, and very few do not speak English at home. The proportion of pupils who are eligible for free school meals, or who have learning difficulties or disabilities is below the national average, although the number of pupils who have Statements of Special Educational Need is a little above the average. More pupils than normal join the school other than at the usual time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's view that this is a good, effective school with some outstanding aspects. The school's self assessment is accurate, and is being developed very well by senior staff, with the expertise of the governors. The school has improved well since the previous inspection and largely maintained high standards since then. Pupils achieve well due to the good teaching, effective curriculum and excellent support provided for them.

Children enter the Foundation Stage with skills that are very varied, but are around the level expected nationally. The curriculum and teaching in the Foundation Stage are good. Children make good, steady progress. Most reach the expected standards by the time they join Year 1. Good progress continues in Key Stage 1, and by the end of Year 2 almost all pupils attain above the level expected nationally. Teaching and learning in Key Stage 2 are good. By the end of Year 6, pupils consistently attain above the national average in mathematics and English, and outstandingly well in science. They learn skills to stand them in good stead in the future, and they contribute extremely well to the community.

The curriculum is good, with an exceptional array of additional activities, clubs and visits that add greatly to pupils' enjoyment and learning. Pupils' learning is extremely well guided and supported, enabling all pupils to make good, and sometimes outstanding, progress, regardless of their talents or learning difficulties and disabilities. Pupils are enthusiastic in lessons and other activities. They know how to stay safe and they feel secure. They enjoy school very much and are very positive about it. When asked how many points out of ten they would give the school, a group of pupils answered, 'A hundred!!!' The great majority of parents and carers speak highly of the school. As two parents wrote, 'Staff are extremely welcoming and supportive.' 'There is a lovely community spirit here.' A small minority of parents believe that the school does not pay sufficient attention to their views. However, the inspection team found no evidence to support this view. Pupils say that they are listened to in lessons, in private, and in the school council.

The school is led and managed well. The headteacher has a clear view of pupils' standards, and the school's self-evaluation is largely accurate. Governors provide good support at all levels, including financial planning, challenging plans, and making their own proposals. The school is using the outcomes of its self-evaluation with increasing effectiveness as the basis for undertaking specific developments. Actions are undertaken with the able support of the senior management team. Recently, development teams have been formed; each taking responsibility for organising one area of the curriculum. Inspection findings show that these teams are increasingly effective in raising pupils' standards. The school demonstrates an outstanding capacity to improve. Planning focuses on important issues, although it has not always been clearly linked to self-assessment. Recently, staff and governors have become more fully involved in integrating the overall assessment, planning and development process. The development teams, in particular are becoming progressively more effective in bringing about school improvement. The school gives good value for money.

What the school should do to improve further

- Link school planning even more closely to the outcomes of self-evaluation.

Achievement and standards

Grade: 2

Children settle well, and progress at a good steady rate through the Foundation Stage and Key Stage 1. They attain above the national average in reading, writing and mathematics by the end of Year 2, despite a slight dip in 2006. This was caused by one-off circumstances relating to the make-up of the year group, which included a disproportionate number of pupils with learning difficulties, and some who did not have English as their home language. Also, a third of the pupils who were assessed had joined the school during the year. However, extra, well-focused support actually enabled pupils to attain above national expectations in reading and writing, where the support was concentrated, and only a little below in mathematics. With continuing good teaching and high levels of support, half-termly assessments show that these same pupils are now on track to achieve or surpass the high targets that the school has set for them. In Key Stage 2, pupils' progress continues at a good rate. In mathematics and English, pupils have attained better test results than the national average for several years, both in the proportion of pupils who gain the expected Level 4, but more especially in the higher Level 5. Pupils' attainment in science is outstanding, being among the top 3% of primary schools in the country. Pupils with severe hearing impairment have achieved extraordinarily well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils show excellent awareness of spiritual, moral, social and cultural issues, both of native British culture and of multicultural Britain. Pupils are polite and respectful, as well as being friendly and confident. They attend well, and say that they really enjoy school, and have very good relationships with each other and with staff. They work hard in lessons and take great pride in their work. There are no exclusions because staff have a consistent, positive approach to behaviour management; incidents of misbehaviour are dealt with very promptly. Pupils undertake responsibilities and contribute to the school particularly well, such as when they act as 'peer mediators' to help each other, or join the school council. Pupils feel secure and understand how to stay safe. They enjoy physical activities, especially the wide range of sports provision, such as cross-country and football. Many understand the importance of eating healthily, and appreciate the healthy school lunches. Pupils' good academic skills and very good social skills prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

This aspect is good because senior staff have raised standards of teaching very well through careful observations, feedbacks, guidance and support. The school's approach has been particularly effective during the past two years; especially with the introduction of the development teams for coordinating each subject area. Teachers have warm relationships with pupils. They plan their lessons well to encourage all pupils to work hard, whether towards the aims of that particular lesson or towards the long-term targets for the year. Most pupils enjoy their learning very much; they are keen to answer questions and make suggestions. They discuss problems and tasks sensibly and imaginatively with each other. Teachers and pupils use computers and electronic whiteboards well in making lessons more interesting and exciting. Sometimes, teachers spend too long explaining what is required, and at other times, pupils are allowed to settle to their own, perhaps leisurely, pace of work.

Curriculum and other activities

Grade: 2

The curriculum is good, and it meets all requirements. The school is wisely implementing strategies to make it even better. The curriculum is presently being re-organised into areas of learning, and the school is working hard to make learning even more meaningful, interesting and enjoyable by creating clear and relevant links between subjects. This process is well developed in some areas of the curriculum, but other areas are at an earlier stage of development. The curriculum is supported by an outstanding range and variety of out-of-school activities. Many pupils attend extra activities, such as the signing club which helps pupils to be aware of the needs and skills of classmates with hearing impairment. The curriculum is greatly enriched by visitors to the school, by innumerable visits away from school, and by the school's close and special link with the parish church. Staff with specialist skills contribute very valuably to pupils' progress and enjoyment in several subjects. The focus on personal and social skills has a major impact on pupils' positive behaviour and attitudes, including innovative ideas to help with thinking and problem-solving skills.

Care, guidance and support

Grade: 1

This is outstanding. Several parents rightly praised the dedication and professionalism of staff in looking after children and making sure they were safe, secure and enjoying their education. Children who start in the nursery, and those who join at other times each year, are very well introduced to the school. Parents of nursery children very much appreciate their weekly opportunity to work alongside their children and staff. Excellent liaison between school staff and external agencies means that the needs of vulnerable pupils and those with learning difficulties are identified quickly and their

needs are promptly addressed. Current guidelines for safeguarding pupils are exceeded, and pupils are very well supported when transferring to secondary school. Pupils' academic progress is regularly and accurately assessed. The information is discussed with pupils when setting learning targets for each year, and pupils know how well they are getting on and how they can improve. Pupils who need extra support to 'catch up' with basic personal or academic skills are particularly well supported, often by very effective and capable teaching assistants. The high standard of care is clearly evident in the quality of resources, the cleanliness and maintenance of the premises, and the beautiful displays of pupils' work all around the school. This excellent working environment reflects the pride that pupils and staff take in their school.

Leadership and management

Grade: 2

Leadership and management are good. The head teacher has a clear view of the school's strengths and weaknesses. These are reflected in the school's self-evaluation. Recent developments have involved re-organising the roles of senior managers and the creation of the development teams. These initiatives are already having a positive effect in making teaching and the curriculum more varied, imaginative and enjoyable. In more fully involving the governors, expecting them to ask probing questions and make their own proposals, the headteacher has set the stage for increasing the pace of improvement and raising standards in school. School leaders are beginning to demonstrate their leadership abilities through remodelling the curriculum, improving the quality of teaching, and overseeing a considerable amount of rebuilding work. Valuable links with other agencies and schools exist, contributing a great deal to the pupils' education. The school effectively supports the learning of all pupils, whatever their needs and aptitudes. Leaders have robustly evaluated their own roles in addition to studying how well staff and pupils are performing. As development plans are more and more closely based on an accurate evaluation of how well the school is performing, so the school demonstrates its outstanding capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

27 January 2007

Dear Pupils

William Hildyard C of E Primary and Nursery School, Godsey Lane, Peterborough, PE6 8HZ

I expect you will remember when two inspectors visited your school recently. We would like to thank you for making us feel so welcome, talking with us, and showing us your work.

We think you go to a good school, and that some things in school are especially good. One of your parents wrote and said that your school was, 'A fabulous school.' In many ways we agree with this. Your teachers work hard to make sure that you, in turn, work hard and make good progress. We think it is particularly good that your teachers help you to understand exactly what you need to do to get better results. Almost all of you learn well, and you are ahead of children of your age in most other parts of the country by the time you leave Year 6. Those of you who have more trouble with your learning are helped a lot, both by your teachers, and by your classroom assistants. You are taught a good variety of subjects, and have the chance to do lots of extra things such as clubs and visits. You told us that you love the school, and so did almost all your parents and carers. You are looked after very well, and can look forward to your next school knowing that you will fit in very well and carry on making good progress.

Your school is good because the staff have made it so, especially with the guidance and help of the head teacher and the school's governors. Mrs Griffiths is very good at deciding what needs to be done, so we are asking her to keep up the good work in organising the different subjects and the way they are taught. We think that senior teachers already look closely at what is happening and how well you are learning, so we are asking them to use their knowledge very carefully in deciding exactly what needs to be done in future.

With our best wishes for the future

Trevor Watts

Lead Inspector