

# The Edward Richardson Primary School, Tetford

## Inspection report

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<b>Unique Reference Number</b>	120481
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	301775
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Patricia Walsh HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert England
<b>Headteacher</b>	Mr Andrew Hyde
<b>Date of previous school inspection</b>	12 November 1999
<b>School address</b>	East Road Tetford Horncastle Lincolnshire LN9 6QQ
<b>Telephone number</b>	01507 533686
<b>Fax number</b>	01507 533686

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Education, Learning and Skills.

## Description of the school

This popular small primary school serves a scattered rural community centred on Tetford and the surrounding villages. All pupils are of White British background and speak English as their first language. No pupils are known to be eligible for free school meals. The proportion with learning difficulties or disabilities (LDD) is below average, and a very small minority of pupils have a statement of special educational needs. The school has achieved the Basic Skills Quality Mark, the Healthy Schools Award, the International School Award and the Activemark for Sports.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It has improved significantly since the last inspection and has an excellent capacity to improve further. The exemplary leadership of the headteacher has successfully promoted the ethos of excellent achievement and the outstanding personal development of the pupils. Pupils grow to be mature, articulate and responsible individuals who are a credit to the school. They are courteous, polite and helpful. All staff have excellent relationships with pupils and encourage them to do their best at all times. The pupils thoroughly enjoy school and benefit from outstanding care and guidance to support their learning and well-being. Parents have very positive views of this welcoming school. One parent, whose comments are echoed by many others, wrote that this is 'a very good, well run school that is a big part of the community'.

Pupils make outstanding progress. The children benefit from a good start in the Reception class, introducing them well to school routines. Their curriculum provides a good range of interesting activities and encourages independent learning. By the end of Year 6, many pupils have exceeded their targets, although their achievement in writing is not as good as in the other core subjects. The school has, quite rightly, prioritised this as an area for improvement and the impact of the measures introduced has begun to show in better results. The good quality of teaching, the effective curriculum, pupils' excellent attitudes to learning, and outstanding parental support are significant factors in the high standards achieved by pupils. Pupils with LDD also make outstanding progress because of the very high quality support provided by all staff.

Leadership and management is good. The headteacher provides excellent leadership. He has motivated and empowered his colleagues to settle for nothing but the best. Teamwork is at the heart of the school's success. Governors do a good job and work tirelessly in the interests of the school in the local community.

### What the school should do to improve further

- Improve the quality of pupils' writing by providing more exciting opportunities in lessons and all areas of the curriculum.

## Achievement and standards

### Grade: 1

Pupils' standards are well above average and achievement by the end of Year 6 is outstanding. The children start school with a wide range of skills and abilities. In Reception, they enjoy a well planned balance of adult directed and independent activities which helps them to make good progress. On entry to Year 1, most have reached the expected levels for five-year-olds. Pupils maintain this good progress, so that by the time they leave Year 2, standards in the core subjects are above average. In recent years, standards for seven-year-olds in the school have been higher in reading and mathematics than for writing because the quality of learning is more exciting in these subjects and stimulates pupils' interest. In Years 3 to 6, the rate of progress increases and pupils' achievement is outstanding by the time they leave the school. Pupils with LDD achieve very well as a result of carefully targeted, effective support.

## Personal development and well-being

### Grade: 1

The pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. The main reason for this is the strong ethos of mutual respect and trust between all adults and pupils. The pupils' grasp of cultural diversity has been strengthened by the international links and projects, such as the partnership with a school in India. Their behaviour is exemplary around the school and in lessons; this is an improvement since the last inspection. The pupils enjoy school and feel safe from bullying, trusting the staff to deal with any problems that may occur. As one pupil commented 'I like it here, the teachers care about us'. They understand very well the importance of leading a healthy lifestyle and most enjoy exercise and eat healthily. The school's swimming pool provides excellent additional opportunities for physical exercise and enjoyment. Attendance is broadly average. The pupils make a highly significant contribution to the school community through, for instance, the work of the school council. The members of the council take their responsibilities seriously and have introduced fruit only snacks for staff and pupils at break times. They manage a budget and negotiate with adults when undertaking a project, for example, designing and approving the bicycle shelter. Pupils contribute exceptionally well to the wider community and most gain the range of skills that equip them very well for the next stages of education and adult life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is consistently good across the school and is underpinned by good subject knowledge, high expectations of what pupils can achieve and rigorous planning. Interactive whiteboards are used well to make learning visual. Teachers are open to new ideas but only take them on after careful consideration of how they can improve pupils' achievements. Currently they are investigating how to inspire all pupils to produce better writing across all areas of the curriculum. Assessment is an area of strength in all areas of the school. Teachers use their good knowledge of outcomes from previous lessons effectively to ensure that tasks are matched to particular abilities. Effective teaching assistants undertake a wide variety of support tasks which contribute positively to pupils' learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and well tailored to meet the needs of the pupils. It is enriched in a variety of ways, including sport, special themed days, musical performances and opportunities to interact with schools in Europe and further afield. There is an impressive range of visitors to the school and regular opportunities for pupils to go out into the community. Recently the Year 6 pupils enjoyed a day sampling a range of sports and physical activities. One commented, 'it was wicked, I had never played rugby before'. All pupils in Years 4, 5 and 6 have the opportunity to join a residential visit to another part of the country. These visits are linked to learning in several subject areas and this supports their learning very well. The school has begun to look more closely at the links between all subjects so that pupils find learning even more fun. Information and communication technology has improved significantly since the school was last inspected and is used very effectively to support learning throughout the school. Whilst

staff provide many opportunities for pupils to write, they do not always make the best use of these opportunities to fully develop pupils' writing skills.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding because the school is an inclusive, caring community. There is a strong emphasis on nurturing and developing each child as an individual. Parents speak warmly about the care that is taken to ensure that their children settle quickly into school routines. The pupils are confident in the knowledge that adults will help them should problems occur. Pupils' progress is monitored very effectively and speedy and appropriate action is taken if any pupil is seen to be falling behind. Teachers set targets with pupils to help them improve their work and this is effective in helping them to move to the next steps in learning. The school works very closely with parents and support agencies to ensure that pupils who need extra help receive the necessary support to help them do as well as they can. Procedures for child protection, risk assessments, and health and safety are rigorous.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The leadership of the headteacher is outstanding because he has successfully led his dedicated team in their drive for very high standards and outstanding personal development of the pupils. He constantly strives to provide the best possible opportunities for all the pupils and he is very well supported by his senior teacher. The evaluation of the strengths and weaknesses of the school is accurate and places the school in a very good position to make the identified improvements. The strong staff team ensure that all subjects are carefully monitored and reviewed. Governors actively support the school, and have a good strategic view of its work. They make well-informed decisions based on their visits to the school. The school uses its resources well and provides excellent value for money.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

24 May 2007

Dear Pupils

Inspection of The Edward Richardson Primary School, Tetford, LN9 6QQ.

Thank you for making me so welcome when I visited your school. I really enjoyed looking around and meeting you, your teachers and teaching assistants and seeing what you achieve in school. I found talking to you very interesting and these discussions helped me to come to decisions about how good your school is.

You go to an outstanding school and your parents are very pleased with what you are doing. Everyone I spoke to likes the way everyone works together and cares for each other. Your teachers go to great lengths to help you improve your work and do the best you can. I know from talking to you that you appreciate this and enjoy learning new things. The links your school has with children in India and other parts of the world is helping you understand how different people live and work. It is very clear that you enjoy school and this shines through in your excellent behaviour and in the way you help one another around school. I was particularly impressed by the way children on the school council have worked together to get new toilets and a bicycle shelter.

The school is in excellent hands under the leadership of your headteacher. The way all your teachers and governors work together will help the school to get even better in the years to come. I have asked Mr Hyde and your teachers to help you to make your writing even better, so that it is as good as reading, mathematics and science. I know that many of you would like this to be more fun so that you are really interested in what you are writing about. Your teachers have started to think how they are going to do this so I hope you will do your very best to help them.

I wish you all well for the future.

Yours sincerely

Pat Walsh Her Majesty's Inspector of Education, Learning and Skills