

Hilperton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	126328
Local Authority	Wiltshire
Inspection number	360051
Inspection dates	3–4 November 2010
Reporting inspector	Diane Wilkinson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Pam Turner
Headteacher	Ruth Farrell
Date of previous school inspection	5 June 2008
School address	Newleaze, Hilperton Trowbridge, Wiltshire BA14 7SB
Telephone number	01225 755343
Fax number	01225 755343
Email address	head@hilperton.wilts.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed five teachers. They held meetings with governors, staff and pupils, and a small number of parents and carers bringing their children to school were also spoken to. Inspectors looked at analyses of pupils' progress, development planning, records of monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding and curriculum planning, and a small sample of pupils' work. They also scrutinised questionnaires returned by 74 parents and carers, 80 pupils and 18 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The consistency in the quality of teaching and learning.
- How effectively the school is working to improve attainment in the younger classes, especially for boys in mathematics and writing.

Information about the school

Hilperton Church of England Voluntary Controlled Primary School is a small primary school in which pupils are taught in five mixed-age classes. There is a breakfast club, which was also inspected. The vast majority of pupils are of White British heritage with very few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. However, the proportion with significant needs and/or disabilities is above average. The most commonly identified of these needs relate to specific and moderate learning difficulties, behavioural, emotional and social problems, and speech, language and communication needs. In addition, a small number of pupils are on the autistic spectrum or have a physical disability. The school holds the Activemark, Healthy School and Gold International School awards.

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

Hilperton Church of England Voluntary Controlled Primary School is a good school. It has improved well since its last inspection and continues to do so, and some aspects of its work are already outstanding. In particular, the level of care, guidance and support provided for pupils is of high quality. As a result, pupils feel exceptionally safe in school. Vulnerable pupils, especially those with special educational needs and/or disabilities, are included exceptionally well in school life and achieve as well as their classmates. High priority is given to pupils' personal development and they progress especially well in this area. The vast majority of pupils behave exceptionally well and relationships are very harmonious. Independence and responsibility are promoted really well, with pupils making an excellent contribution to school life in many important areas. The school has also been extremely successful in forging partnerships with a range of schools and agencies, including some overseas, that benefit all pupils especially well. The school's contribution to community cohesion is outstanding. Involvement in local activities is very good and, through the work undertaken to achieve the International Schools' award, pupils develop an excellent awareness of different cultures and world citizenship. They are well aware of how they can make a difference.

The school has worked successfully to achieve consistently good teaching and develop a curriculum that meets pupils' needs and capitalises on their interests. As a result, pupils greatly enjoy their learning. They achieve well and attainment is above average. The relatively recent tracking system has been especially good at identifying any pupils whose progress has slowed. This has been backed up over the last year with more comprehensive and rigorous assessment in English to pinpoint the weaker aspects of attainment more precisely. However, this approach to assessment has only just been introduced in mathematics and has yet to be introduced into other subjects such as science.

A major reason for the school's success is the headteacher's exceptional skill at getting the best out of staff and governors. Teamwork between them is excellent and all share a vision of providing a school where pupils thrive in all aspects of their development. Self-evaluation is good and improvement strategies have raised attainment in mathematics in the younger classes well, including that of the boys. The younger boys' attainment in writing has also improved, although more slowly, so this remains a priority. Nevertheless, the school is well on the way to achieving its aims, with attainment on an upward trend that is well placed to continue rising. Strengths such as these indicate that the school has a good capacity to improve further.

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What does the school need to do to improve further?

- Build on and extend the strategies to raise boys' attainment in writing in the younger classes by:
 - enhancing pupils' imagination through role play and other oral language activities
 - providing more opportunities that motivate boys to write for a range of different purposes.
- Develop the comprehensive systems used for assessing attainment in reading and writing in other subjects, especially in mathematics and science.

Outcomes for individuals and groups of pupils

1

Reception children get off to a good start, and achieve well from starting points that are slightly below average when they join the school. Pupils make good progress across the other year groups. By the time they leave, attainment is above average, with an above average proportion of pupils reaching higher levels. Pupils become skilled at using their literacy and numeracy skills in a range of subjects, for example in carefully drawn graphs to compare the effect of wind resistance on different sized parachutes. Their writing is enlivened by effective vocabulary, drawing the reader in, for example, with eloquent descriptions such as 'a ramshackle, tatty and cramped' room. The play Year 6 pupils wrote about fair trade made a very effective contribution to the harvest service. Pupils' roles in assemblies and church services significantly support their very good spiritual development. From an early age, pupils become skilled at using computers to support their learning. For example, Year 2 pupils very successfully used a program to write an animated story. Pupils' work is normally well presented and well organised, which significantly aids their accurate calculations in mathematics. A range of activities to engage boys' interest and motivate them is beginning to help them catch up with girls in the younger year groups, although the full effect of this is not yet apparent, especially in writing.

Pupils' excellent personal development is a key factor in their good achievement. The school is an exceptionally happy and safe place because pupils are aware that poor behaviour is rare and always sorted out by an adult. Without exception, all pupils spoken to say they love school and attendance is above average. The school's very caring, Christian ethos is evident in the way older pupils look out for the younger ones, as in the breakfast club, and pupils have an excellent awareness of how to keep safe in different situations. Pupils relish their roles as school councillors, peer mentors and junior sports coaches. They recognise how they can make a difference in the wider world; for example, by working with the Wiltshire Wildlife trust or with a charity to help provide sanitation for schools in Burundi. Pupils are enthused about the variety of cultures and religions in other communities. During the inspection, Reception children thoroughly enjoyed their Divali celebration. Strengths such as these are an excellent preparation for pupils' future lives.

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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	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	1
Pupils' behaviour	1
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	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?

Staff are very skilled at adjusting learning programmes to meet the needs of different groups of pupils in the mixed-age classes. Teaching assistants support learning exceptionally well, especially when working with different year or ability groups. Subjects are effectively linked together in topics or themes and activities capitalise on pupils' interests so learning is relevant and interesting. The school building, and the grounds in particular, have been developed exceptionally well to support learning, for example by allowing teachers to plan practical tasks that benefit boys especially well. Despite the successful measures being undertaken to promote the achievement of younger boys, they do not have enough motivating opportunities to use language orally or to write for a range of purposes.

A concerted effort over the past year has seen teaching improve well. It is consistently at least good and often outstanding. Teachers explain and demonstrate things clearly and are very vigilant throughout group or individual tasks so they can swiftly intervene if pupils find work difficult. Pupils' work is very carefully marked. Excellent behaviour management ensures class or group discussions are managed very well, with pupils becoming skilled at testing out their ideas with a partner. Teachers have high expectations of what pupils can achieve and set challenging targets and tasks to help them do well. Pupils are well aware of what is expected of them, although some teachers are more skilled than others at continually revising targets and upping the pace of learning so that it is rigorous and

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highly challenging. All teachers have particular areas of expertise, for example in using the interactive whiteboard to achieve excellent learning. They are beginning to share these skills effectively with other staff, although this is still at the early stages.

The high quality care, guidance and support for pupils include prompt and extremely effective intervention programmes, based on regular and rigorous monitoring, for any pupils at risk of underachieving. The success of this is evident in the fact that the school exceeded the targets set for last year's Year 6 pupils. Induction and transfer procedures are very good and pupils are well cared for in the breakfast club. All members of staff provide excellent support for those pupils who have significant learning, behavioural or physical needs.

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	1

How effective are leadership and management?

Staff and governors have been especially successful in creating a very close and supportive community which benefits pupils' education and welfare exceptionally well. The promotion of community cohesion is an outstanding feature of the school's work. No pupil is discriminated against and their equality of opportunity is good. Parents and carers are very appreciative of this and feel very much part of their children's education.

Without exception, staff and governors praise the headteacher's support and encouragement, which has allowed them to play an effective role in monitoring the school and developing its work. Together with their commitment and enthusiasm this ensures they support school improvement well. For example, subject leaders effectively audit provision in their area, provide an action plan and meet with their link governor to discuss progress. Systems for monitoring the quality of provision and pupils' progress have improved especially well over the past year. They have already had a marked effect on improving the consistency of teaching and raising attainment, although the full effect of this is not yet apparent. The provision for special educational needs and/or disabilities is particularly well managed, with strong support obtained from outside agencies for those pupils who need it. Partnerships such as those with the church, local sports college and schools in France and Burundi bring real benefits to pupils. Joint initiatives with schools in the local area have helped to bring about innovative approaches to classroom practice.

Governors are well informed, providing good challenge and support to senior leaders and willingly sharing their expertise in important areas such as health and safety. Rigorous attention is paid to ensuring that pupils are safeguarded well and free from harm. The school fully meets government requirements in important areas such as child protection and staff vetting procedures. Financial planning is good and resources are used very

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wisely to support pupils' education, for example in the employment of skilled teaching assistants.

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	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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage benefits from strong leadership which ensures that children's learning is supported. Very effective induction procedures help children get off to a good start. Children benefit from a high level of care, so they feel very safe and secure in their environment. They settle in quickly and enjoy school very much, developing curiosity and an interest in learning new things. The accommodation, especially outdoors, is arranged exceptionally well to support learning. Children love growing things in the garden plots or looking for minibeasts in the habitat area.

Assessment of children's progress is very good, and as a result provision is adapted well to meet their individual needs. Literacy, numeracy and social skills are given high priority. Speaking and listening skills are promoted especially well and the programme for learning letter sounds enhances early reading skills. Activities that promote children's imaginative language and engage their interest in writing, especially with regard to the boys, is an area for development. Children's independent learning skills are encouraged well, with very many practical activities to achieve this. For example, children loved riding carefully round a triangle, recognising its shape and knowing that it has three sides in order to 'pass their driving test'. The breakfast club provides a good level of care for the children who attend and the activities support their physical development especially well.

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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

A very large majority of parents and carers have positive views. Almost all agree that their children enjoy school and are well taught. They also think their children are prepared well for the future and are helped to have a healthy lifestyle.

Only a few parents and carers expressed concerns. Of these the most common related to the way in which the school responds to their concerns and deals with unacceptable behaviour. A few also thought that they are not helped well enough to support their children's learning. Inspectors found that parents and carers are regularly surveyed about their views, which are responded to well, and the headteacher and other staff are available on most days to discuss their concerns. Inspectors judge the information provided for parents and carers to support their children's learning to be good and found that the school deals very well with the small number of incidents regarding unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hilperton 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	62	25	32	2	3	0	0
The school keeps my child safe	41	55	29	39	3	4	0	0
My school informs me about my child's progress	40	54	30	41	3	4	0	0
My child is making enough progress at this school	34	46	36	49	4	5	0	0
The teaching is good at this school	42	57	30	41	2	3	0	0
The school helps me to support my child's learning	30	41	37	50	7	9	0	0
The school helps my child to have a healthy lifestyle	39	53	33	45	2	3	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)	32	43	37	50	1	1	1	1
The school meets my child's particular needs	31	42	36	49	4	5	2	3
The school deals effectively with unacceptable behaviour	35	47	28	38	6	8	1	1
The school takes account of my suggestions and concerns	19	26	44	59	6	8	2	3
The school is led and managed effectively	43	58	25	34	3	4	2	3
Overall, I am happy with my child's experience at this school	42	57	27	36	3	4	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



5 November 2010

Dear Pupils

Inspection of Hilperton Church of England Voluntary Controlled Primary School, Trowbridge, BA14 7SB

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I especially want to thank the pupils who gave up their lunchtime to talk to us. We are glad you enjoy school so much.

We think your school is good, and here are some of the reasons why.

- Teaching is good and staff plan lots of interesting activities to help you achieve well and attain above average standards.
- Those of you who have particular needs or who have fallen behind in your work have excellent support.
- Behaviour is outstanding. Older pupils are very good at looking after the younger ones and you all get on very well together.
- You undertake many responsible jobs as school councillors, junior sports coaches or peer mediators and you take part in lots of activities in your local area.
- You have learnt a great deal about what it is like to live in different communities and you are very good at helping some of them.
- Adults take especially good care of you. You feel very safe in school and know lots of ways about how to keep yourselves safe.
- Staff and governors have set up excellent links with other schools and organisations that help to make your education better.

Here are the two things we have asked the school to improve:

- help those of you in the younger year groups, especially the boys, to improve their writing skills.
- use assessment systems in subjects like mathematics and science that are as good as those for reading and writing.

Yours sincerely

Diane Wilkinson (on behalf of the team)

Lead inspector

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