

Hopping Hill Primary School

Inspection report

Unique Reference Number	121927
Local Authority	Northamptonshire
Inspection number	359120
Inspection dates	15–16 September 2010
Reporting inspector	Melvyn Blackband

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Glenn Daly
Headteacher	Mrs Sam Phillips
Date of previous school inspection	5 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 23 lessons and 17 teachers. Meetings were held with pupils, governors, and staff. Inspectors observed the school's work, and looked at the school's planning, assessment data and records of curriculum development and the pupils' personal development. Inspectors also took account of 120 parents' questionnaires, 103 pupils' questionnaires and 17 staff questionnaires.

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

- the progress of different groups of pupils at different Key Stages
- the provision for pupils with special educational needs
- the effectiveness of school leaders in driving improvement through the monitoring of provision
- how well the school helps pupils to develop their personal qualities.

Information about the school

Hopping Hill is a larger than average primary school. There is a 78 place nursery and a ten place designated special provision (DSP) for pupils with speech and language difficulties. Some of these pupils are in possession of statements of special educational needs. Overall the school has a higher than average proportion of pupils with special educational needs. The school also provides a 'nurture group' for those pupils who have been identified as needing support for their social and emotional difficulties. Although most pupils are White British in origin, there is a minority of pupils from other ethnic backgrounds. A very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is close to the national average although numbers are rising steadily. The headteacher has been in post for two terms and the deputy headteacher for one term.

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

Hopping Hill Primary is a good school where outstanding care, support and guidance ensure that children make exceptional progress in most aspects of their personal development. Pupils feel valued because of the high quality relationships which exist at all levels. They enjoy school and attend regularly and they report that they all feel safe within the welcoming and attractive environment. Their behaviour is outstanding. As one parent commented, summing up the views of very many, 'There is always someone to talk to about any concerns and my children always come home happy'.

Since the previous inspection, there has been a clear focus on the need to raise standards and to accelerate pupils' progress. Children in the Early Years Foundation Stage make good progress from their low starting points, and catch up so that an increasing number reach average levels by the time they join the main school. Pupils leaving in Year 6 reach the expected attainment for their age. There is a steadily rising trend of year-on-year improvement in the pupils' progress throughout the school. This is a result of good and continually improving teaching accompanied by effective tracking of the pupils' performance. Teaching standards are well monitored and the governors and the senior team are developing specific plans to refine and extend this process to drive up standards further. Assessment information is well used to challenge pupils to do their best, although occasionally the school's robust processes are not used consistently enough to ensure all pupils are stretched sufficiently. The pupils with learning disabilities and those for whom English is an additional language receive good support, from teaching assistants through careful assessment and monitoring of their progress. The school provides a flexible and successful range of intervention strategies to boost these pupils' achievement. Children in the language unit receive a high level of individual tuition. This, together with their full inclusion in all the school's activities ensures they make good progress.

There is good curriculum provision which supports the good outcomes for pupils. In particular, the school has emphasised learning in English, mathematics and science. Refinements to programmes over the last two years ensure that these subjects are included in activities throughout the curriculum. There is effective use of information and communications technology (ICT) which enables pupils to extend their knowledge and understanding, independence and computer skills in many areas of the curriculum. There is an excellent range of extra activities, many based around the local community, which add to the pupils' enjoyment and which promote their excellent awareness and appreciation of their school community as well as that of the local area.

The headteacher, governors and senior team work tirelessly to provide clear direction for the school. There is satisfactory monitoring by governors and middle leaders, self evaluation processes are robust and take account of the views of everyone connected with the school. The good progress since the previous inspection together with the extremely

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capable leadership of the headteacher and governors, demonstrate the school's good capacity to continue improving further.

What does the school need to do to improve further?

- Raise the attainment of pupils by ensuring that current and future monitoring procedures are securely embedded
- Ensure consistency in assessment procedures so that all pupils are challenged to reach their full potential.

Outcomes for individuals and groups of pupils

2

Attainment by the time pupils leave the school is average and levels are gradually rising, shown, for instance, in the good increase of pupils over the previous year who attained the higher Level 5 in reading. National tests show a rising trend over the least three years. Girls do slightly less well than boys in mathematics and this remains a school priority. The school has set challenging targets for 2010 to further raise standards and these have been exceeded in English and mathematics. There has been particular progress in reading and in boys' writing. Wherever possible pupils are encouraged to use literacy skills. For instance in a Year 4 history lesson, pupils read contemporary material, use their speaking and listening skills in debating issues arising from the material and then wrote both a summary of the information as well as their opinions on the meaning of the extracts given to them. The school's assessment data shows that pupils are on track to reach higher standards still in 2011. Pupils with learning difficulties and those who speak English as an additional language make good progress as a result of effective specific planned intervention delivered by well trained teaching assistants. By the time they leave many have narrowed the gap considerably between their attainment and that expected nationally.

The school provides a calm, happy and safe environment where pupils enjoy their learning. Their behaviour is excellent and they demonstrate positive attitudes to their work. Their attendance is above average. Pupils reported that they felt very well cared for by staff and they are confident in the levels of support they receive so that any problems they may have can be sorted out quickly. Pupils have an excellent understanding of the importance of keeping healthy. They prepare, cook and serve healthy meals to parents and other children and they engage in a wide range of physical activity. The school is a hub of the local community. There are many activities for pupils and their parents. There are, for example, very close links with the adjacent elderly peoples' home. Pupils visit and are visited by residents, many of whom take a full share in activities. The school council is active and also forms part of the school council formed from the local cluster of schools. As a result, pupils make an outstanding contribution to their local community. Their spiritual, moral, social and cultural understanding is good. Pupils display high levels of tolerance and understanding for others and as a result, pupils of different backgrounds socialise well together. They have a clear understanding of their moral responsibilities illustrated by their outstanding behaviour. They learn about other religious and ethnic cultures. The pupils are well prepared for the next stage in their education. They make good progress in basic skills and their curriculum ensures that they apply these skills in a variety of practical situations. There are good links with the local high school and the pupils are very well prepared for the transition.

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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	3
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	1
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

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?

Teaching is good and occasionally outstanding. At its best pupils of all abilities are challenged to do their best through skilful adaptation of learning activities. This was seen in a Year 2 literacy lesson on 'connectives' which was well structured to provide a very well pitched writing activity matched outstandingly well to the pupils' interests and levels of attainment. The pupils were riveted and made excellent progress. The great majority of lessons are well planned and activities are appropriately matched to pupils' ability. Teachers maintain a brisk pace and have good subject knowledge so that they ask questions which successfully extend the pupils' understanding. The pupils find their work interesting; they behave very well and remain on task for long periods. Pupils understand and follow their clear individual targets. They have a good understanding of their progress and what they need to do to improve further. In a few lessons however, assessment is not used as consistently to match work to pupils' ability and this can sometimes slow down the pace of learning.

The curriculum effectively promotes basic skills and through good planning, reinforces these skills throughout the curriculum. ICT is fully embedded in each unit of work and this successfully extends the pupils' understanding and confidence. Leaders are aware that further work is necessary to ensure outcomes for pupils continue to improve. One of the school's strengths lies in the effectiveness of many focused intervention groups where

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pupils at risk of falling behind are given the necessary support and individual tuition to enable them to catch up. The Nurture group for pupils with developmental or social and emotional difficulties is particularly successful. Each pupil receives a high degree of personalised learning in academic and personal skills. This enables the pupils in time to rejoin their class. There is an excellent range of extra-curricular activities including 'creative days' where pupils may pursue a wide range of creative options. Sporting and cultural activities abound as well as residential experiences which help to develop the pupils' very good personal skills.

Support for the individual, underpins the exceptionally high standards of care and support and this results in happy children who enjoy school life. The school works very well with a range of outside agencies and as a result, pupils with learning difficulties/disabilities and those who find themselves in vulnerable circumstances receive excellent support which enables them to get the best out of their learning. The highly successful work carried out by the family support officer is having a positive impact on these pupils and their families particularly in improving the pupils' attendance, confidence and behaviour. There are excellent arrangements for introducing young children into the nursery provision and again as they leave for the High school.

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?

Leadership and management are good because leaders effectively ensure that everyone connected with the school is fully involved in shaping and reviewing provision. The headteacher has made a significant impact on the school since her appointment and she has led the process of change and improvement with considerable skill and energy. She receives exceptional support from the governing body and senior leaders. Together they are making a positive improvement to the school's performance because they strive to ensure that all aspects of provision are monitored and evaluated and improvements made where necessary. Leaders are aware of the continuing need to maintain this level of monitoring to ensure that outcomes continue to improve for all pupils.

The school works outstandingly well with parents. The parents feel very confident in the school and as one parent commented, 'The school has gone from strength to strength'. Parents are encouraged through clear information, joint reading sessions and social gatherings to engage fully with their child's learning. The school works extremely effectively with outside agencies and other schools to support pupils' health, welfare, social and learning needs. For instance the school works very productively as part of multi agency teams over child protection issues. Child protection, safeguarding and risk

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assessment are all very secure and meet current statutory guidelines. There is a strong commitment to the equal opportunities of all pupils. Intervention strategies for pupils with learning and/or emotional needs are well developed and this enables every child to get a 'good deal' and take part in the life of the school. The school makes a good contribution to community cohesion. It promotes cohesion well within the school and as a focus for the community, the school engages with a wide range of local partners. Projects, for instance, on Africa, which included exploration of the culture, human rights and slavery, help pupils to understand aspects of the global community.

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	1
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	1
The effectiveness of safeguarding procedures	1
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

Children enter the school with skills that are well below the levels expected for their age. The effectiveness of the Early Years Foundation Stage is good because the teaching, care and curriculum enable children to make good progress. Children settle extremely well into the Nursery and Reception classes because of excellent induction processes. As a result, children get off to a good start in their learning, particularly in developing their independence and confidence. All staff are enthusiastic, well organised and have a clear understanding of how young children learn best. As a result, children are well cared for, show positive attitudes to their work and have the confidence to initiate activities for themselves as well as to follow clearly established routines. They quickly learn to take turns, to share and to work together because these experiences are integrated into all their learning activities. Adults have good relationships with children and inspire confidence and success.

The variety of the curriculum and the excellent facilities indoors and outdoors, provide the children with pleasure, excitement and adventure. Safeguarding procedures are secure and the children's welfare is promoted well. Staff regularly assess how well children are

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achieving and use the information to plan further challenges. This means that by the start of Year 1, increasing numbers of children are approaching the levels expected for their age and they have made good progress from their low starting points. Parents are kept well informed and are encouraged to become involved in their children's learning. The Early Years Foundation Stage is well led and managed.

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

Parents are overwhelmingly positive about all aspects of the school. They appreciate the improvements that have been made since the previous inspection. They particularly like the way their children enjoy school, are kept safe, the way staff are so approachable and the effective communication systems that are in place. A very small proportion of parents were concerned about behaviour but this was not confirmed by the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hopping Hill 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 392 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	68	39	33	0	0	0	0
The school keeps my child safe	86	72	34	28	0	0	0	0
My school informs me about my child's progress	57	48	61	51	1	1	1	1
My child is making enough progress at this school	51	43	64	53	4	3	0	0
The teaching is good at this school	70	58	47	39	1	1	0	0
The school helps me to support my child's learning	63	53	54	45	2	2	0	0
The school helps my child to have a healthy lifestyle	55	46	63	53	0	0	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)	56	47	59	49	1	1	0	0
The school meets my child's particular needs	60	50	58	48	2	2	0	0
The school deals effectively with unacceptable behaviour	55	46	57	48	6	5	0	0
The school takes account of my suggestions and concerns	52	43	63	53	3	3	0	0
The school is led and managed effectively	72	60	48	40	0	0	0	0
Overall, I am happy with my child's experience at this school	80	67	40	33	0	0	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.



Friday 17 September 2010

Dear Pupils,

Inspection of Hopping Hill Primary School, Northampton, NN5 6DT

Not long ago we came to the school to see how you were getting on and whether we could suggest anything to make the school better. You made us very welcome and we enjoyed talking to you in your classrooms and in a meeting. We could see that you all enjoy school. We were pleased to discover that you go to a good school.

Here is a list of some of the things we particularly liked about your school:

- you work hard and make good progress in your learning and very good progress in your personal development, especially in learning how to keep safe in appreciating the value of a healthy lifestyle and in your contribution to the school and local community
- the many different people at the school look after you extremely well.
- you do many interesting activities including those that help you become independent learners
- teaching is good and all the adults work hard to give you as much help as possible and they are good at preparing interesting work for each of you.
- your headteacher, together with her deputy headteacher and senior staff, runs the school very well.

We think the school could improve even further in two ways;

- by using all the information about the improvements you make in your work to always give you activities which challenge you to do your best
- by the headteacher, senior staff and governors constantly making sure that everything you do is of high quality.

You can help too by continuing to work hard and by supporting each other.

Please thank your parents for the helpful comments they made on the questionnaires.

Yours sincerely

Melvyn Blackband

Lead inspector

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