

# St Hilda's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	105351
<b>Local Authority</b>	Bury
<b>Inspection number</b>	355763
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Pat Kime 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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Armitage
<b>Headteacher</b>	Mrs Adele Gaunt
<b>Date of previous school inspection</b>	11 January 2007
<b>School address</b>	Whittaker Lane Prestwich Manchester M25 1HA
<b>Telephone number</b>	0161 798 6227
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed seven lessons and made short visits to a further four lessons, including sessions of one-to-one support. They observed all seven teachers. The inspectors held meetings with staff, pupils, members of the governing body and a representative of the local authority, and they spoke informally with many parents and carers. They observed the school's work, and looked at a range of documentation provided by the school, including curricular planning, records of pupils' progress and planning for school improvement. The inspectors took account of responses to the inspection questionnaires that were received from pupils and 39 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has pupils' progress improved sufficiently to overcome underachievement?
- Has the quality of teaching improved sufficiently?
- Have the school's senior staff and governing body shown the capacity to drive school improvement?

## Information about the school

St Hilda's Church of England Primary School is much smaller than the average primary school. It is an ethnically mixed school with around one in every seven pupils being from a minority-ethnic background. Children in the Early Years Foundation Stage are taught in a class with some of the Year 1 pupils. There are three other classes, each catering for two school years. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils with special educational needs and/or disabilities is above average. A higher than average proportion of these pupils has significant learning difficulties, including several with emotional, behavioural or social difficulties. The proportion of pupils joining and leaving the school part way through their primary education is much higher than in most schools. There have been changes to the school's staffing since the inspection in February 2010, including two new class teachers and a part-time support teacher. The school has Healthy School status and an Activemark.

An after-school club is run on the school premises. This is inspected separately from the school. The latest report on this provision is available on Ofsted's website:

[www.ofsted.gov.uk](http://www.ofsted.gov.uk).

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

St Hilda's has improved a lot in the last year. It now provides a satisfactory standard of education and good pastoral care. Children get off to a good start in the Early Years Foundation Stage (Reception). Pupils' progress in learning in Key Stages 1 and 2 has improved. For most, it is at least satisfactory progress. Some pupils have made rapid progress since September. For some others, a legacy of underachievement remains and a few have aspects of their learning in which they are not making the progress they should. Test results for last year's leavers were well below the national average but, nonetheless, much higher than the previous year. Year groups are small and attainment varies from one to another but the underlying trend in attainment across the school is upward.

The quality of teaching has improved and is now satisfactory overall. There is good teaching, but not enough to enable all pupils to catch up lost ground. At times, work is not tailored closely enough to pupils' different stages in learning. Occasionally, pupils have to sit listening to the teacher for too long before getting down to work. Much of the extra teaching for pupils with special educational needs and/or disabilities is of a good quality. Topics have been introduced in which study of several subjects is linked to a theme. Pupils enjoy this 'linked learning' but work remains to be done to ensure it is planned with sufficient rigour.

The staff and the governing body are clearly committed to improving the school further. Their evaluation of its performance is accurate and, importantly, they have much better ways of keeping track of how well pupils are doing. These factors, along with what has been achieved in the last year show satisfactory capacity for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Further accelerate pupils' progress in order to overcome the legacy of previous underachievement and raise attainment.
- Improve the quality of teaching further so that most is of a consistently good quality by:
  - ensuring that, in all subjects, work is always well-matched to the pupils' range of learning needs and is sufficiently challenging for all
  - ensuring an appropriate balance between teachers' talk and pupils' work.

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- Strengthen curricular planning in subjects other than English and mathematics to ensure that pupils tackle progressively more demanding work in all subjects as they move up the school.

## **Outcomes for individuals and groups of pupils**

**3**

When children start in Reception what they can do varies from year-to-year but is usually a lot less than is typical for children of their age. They make good progress but, by the end of the Reception Year, their attainment has not caught up to average. In Key Stages 1 and 2, most pupils are now making satisfactory progress and this was seen in most of the lessons observed. The school's records show that the proportion of pupils making good progress has increased. Attainment at the end of Key Stage 2 improved last year, with a dramatic improvement in mathematics. There is also a rising trend in attainment in Key Stage 1. Across the school, however, there are some pupils who are not making the progress they should. A legacy remains from previous underachievement, particularly in Key Stage 2, with the gaps in pupils' learning varying between year groups. Pupils with special educational needs and/or disabilities receive a considerable amount of extra help and, often, one-to-one teaching. As a result most of these pupils make satisfactory progress.

Pupils' personal development is satisfactory in most respects. Pupils develop personal attributes necessary for future success. For instance: they take on responsibilities which contribute to community life in school and the local area; they establish the habit of regular, punctual attendance; and their key skills are improving. The attendance rate has improved considerably this school year. Pupils who have emotional, behavioural or social difficulties gain in confidence and self-control and develop positive attitudes to learning. Pupils have a sound understanding of healthy lifestyles and they know that the school helps them to be healthy. They feel very safe in school and are confident to turn to the adults for any help or support they might need.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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 has improved and is now satisfactory. There is good teaching but not enough that is consistently of a good quality. This is a key reason why pupils are not yet making the accelerated progress needed to reach the standard expected for their age by the time they leave the school.

Typically, teachers have good relationships with pupils and, for the most part, they manage behaviour well. They apply the school's positive behaviour policy consistently. Lessons are orderly and planned. The more effective lessons are lively and fun for pupils. For example, younger pupils concentrated intently and tackled counting in tens and fives with gusto. They enjoyed joining in familiar songs about numbers and were captivated by an appealing computer program which was used to reinforce their learning. Such lessons move along at a good pace so pupils sustain involvement in learning and tackle progressively more demanding tasks. Various shortcomings in teaching reduce the effectiveness of some lessons. Most significantly, work is not always matched sufficiently closely to the range of pupils' learning needs. In some of the lessons observed this meant that some pupils were unable to complete the work set while others found their work easy, soon finished, and had nothing more demanding to move on to. When too much time is spent reiterating instructions and explanations, pupils' attention drifts, behaviour slips and too little is achieved, because pupils do not have enough time for their work.

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The curriculum covers all that is required and it is enriched by a good range of clubs and an increasing number of visits and visitors. Much of the work in non-core subjects is taught through 'topics' which link learning in several subjects. This approach was introduced this school year and work remains to be done to sharpen up the planning to ensure that pupils build up skills progressively in all these subjects. There is a good range of additional provision for pupils who have special educational needs and/or disabilities.

The school takes good care of pupils. Staff know the pupils well and understand the circumstances of their lives, which are not always easy. They go to great lengths to secure support from outside agencies to meet pupils' pastoral needs. Pupils are confident that the staff care about them and will help them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior staff and the governing body have a clear picture of how well the school is doing and where improvements are still needed. They have concentrated on improving pupils' achievement in the key skills of literacy and numeracy, their attendance, and their behaviour. They have had success on all these fronts. In the last year staff have had considerable support to develop their teaching skills and this has generally proved effective. Policies and procedure have been introduced to establish greater consistency, for example, in the marking of pupils' work and setting of targets for them and in the management of behaviour. The assessment of pupils' attainment and tracking of their progress has improved. Detailed termly plans are produced showing exactly what will be done to raise pupils' achievement. The effectiveness of what the school's leaders and managers have done over the last year shows they have the capacity to continue to take the school forward.

Governance is good and has made a significant contribution to the school's improvement. The governing body was augmented with experienced governors around the time of the previous inspection. These governors have brought a high level of relevant skills and experience to their roles and have provided good support, balanced by challenge, for the school, especially the senior staff. The governing body is well-informed about the school's performance and knows well what still needs to be done. Recently-appointed governors have embarked on training in order to strengthen the capacity of the governing body as a whole.

Pupils' have equality of opportunity. The improved arrangements for assessment mean that staff at all levels have a better picture of how individuals and groups of pupils are progressing. This information is used effectively to determine how to deploy staff to

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provide extra help. However, underachievement has not been entirely eradicated. The school itself is a cohesive, diverse community and pupils contribute to the immediate local community. Wider national and global links are under-developed.

The school fully meets requirements for safeguarding pupils and staff are well-trained in these matters. Staff are alert to day-to-day safety issues and the school is a safe environment for pupils. The school is proactive in work with a range of external agencies to promote pupils' safety, particularly in relation to child-protection matters.

Staffing levels are generous but staff are deployed effectively to promote pupils' achievement, for instance, through high levels of additional support for pupils who have special educational needs and/or disabilities and those who have fallen behind in their learning. Since pupils' achievement is now satisfactory, the school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Provision in this stage has improved. Children now get a good start in the Reception Year. They settle to school life quickly and enjoy the good range of appealing activities on offer. They make good progress in all areas of their learning, from a low starting point. By the end of the year they have gained ground but not caught up to average attainment.

Reception children are taught in a class with some of the Year 1 pupils but the work is organised effectively to ensure that they get the right provision. The classroom provides a well-organised and attractive learning environment with good attention to promoting early reading and writing, children's personal, social and emotional development and their creative development. Improvements have been made this year to the provision for



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learning out of doors with a wider range of resources which enable children to play and learn purposefully.

The staff's skill in observing children at work and play, assessing their attainment and measuring their progress has improved. Consequently, their judgements are accurate but the systems used could be sharpened up to support the planning of work more efficiently.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

The table below shows that most parents and carers who returned the inspection questionnaire are happy with the school. A few are dissatisfied with some aspects of the school's work. The lead inspector discussed the significance and implications of their concerns with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Hilda's 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	51	16	41	2	5	1	3
The school keeps my child safe	24	62	14	36	1	3	0	0
My school informs me about my child's progress	18	46	17	44	2	5	0	0
My child is making enough progress at this school	15	38	17	44	3	8	1	3
The teaching is good at this school	20	51	14	36	2	5	0	0
The school helps me to support my child's learning	17	44	16	41	5	13	0	0
The school helps my child to have a healthy lifestyle	16	41	22	56	1	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)	15	38	19	49	3	8	0	0
The school meets my child's particular needs	16	41	15	38	3	8	1	3
The school deals effectively with unacceptable behaviour	11	28	20	51	5	13	0	0
The school takes account of my suggestions and concerns	15	38	18	46	2	5	0	0
The school is led and managed effectively	16	41	14	36	1	3	5	13
Overall, I am happy with my child's experience at this school	21	54	14	36	3	8	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 April 2011

Dear Pupils

**Inspection of St Hilda's Church of England Primary School, Manchester, M25 1HA**

Thank you for welcoming Mr Yates and me when we inspected your school recently. I am writing on behalf of us both. We enjoyed our time at your school and we learned a lot about how well you are doing at school from talking to you and observing your lessons. This letter is to report our judgements to you.

St Hilda's has improved a lot in the last year. The school now gives you a satisfactory education and the staff look after you well. We were pleased to hear that you feel safe at school and know you can turn to the adults there for any help you might need.

Children get a good start in the Reception Year. After that, progress in learning is satisfactory overall. Some of you have made great strides forward but others still have some catching up to do. There is a lot of extra help for pupils who find learning difficult or who have fallen behind. You might not know much about the governors but they had done a great deal, behind the scenes, to help your school improve.

We talked with Mrs Gaunt about how the school could get better still. We agreed that you could reach higher standards if more lessons were taught well, so that is the top priority for the future. We know you enjoy 'linked learning' but we think the teachers could tighten up the planning for subjects taught in these lessons.

I wish you all well for the future. I know that, through the school council, you will be able to make suggestions for improving the school. I am sure you will have good ideas.

Yours sincerely

Pat Kime

Her Majesty's Inspector

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