

# Highlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	117904
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	379493
<b>Inspection dates</b>	24–25 April 2012
<b>Lead inspector</b>	Anthony Kingston

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Boughen
<b>Headteacher</b>	Janet Drinkall
<b>Date of previous school inspection</b>	19 October 2007
<b>School address</b>	Lothian Way Bransholme Hull HU7 5DD
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## Introduction

### Inspection team

Anthony Kingston  
Susan Twaits  
Jennifer Platt

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The team observed 20 lessons by 14 teachers and held meetings with groups of pupils, governors and staff. They listened to pupils read and observed the teaching of small groups of pupils designed to improve their literacy skills and assemblies. Inspectors took account of the responses to the online Parent View survey in planning the inspection. They observed the school's work, and looked at documentation including school improvement plans, school and national data, school policies, monitoring records and procedures for the care and protection of pupils. They also analysed responses in the 39 questionnaires from parents and carers and those completed by pupils and staff.

## Information about the school

This is a larger than average-sized primary school. The great majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well-above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The school meets the current government floor standard, which sets the minimum expectations for attainment and progress in English and mathematics. The school has achieved the Healthy School status (silver), Basic Skills Quality Mark accreditation, Activemark and is a partner in the Hull Collaborative Teaching School accredited by the National College of School Leadership.

**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

<b>Overall Effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- This is an outstanding school. Pupils thrive in all aspects of their academic achievement and personal development. The significant majority of parents and carers who gave their views were extremely positive about the school.
- Achievement is outstanding. On entry to the Early Years Foundation Stage children's knowledge and skills are well below those expected for their age. Pupils make outstanding progress as they move through the school, especially in Key Stage 2, so that by the time they leave attainment in English and mathematics is average.
- Outstanding teaching over time, especially in Key Stage 2, results in outstanding progress for all groups of pupils. For example, pupils known to be eligible for free school meals outperform their national counterparts significantly and achieve as well as all pupils nationally. However, there are a few instances where teaching does not always sufficiently challenge the more-able pupils.
- Behaviour and safety are outstanding. Pupils have incredibly positive attitudes to learning. They enjoy school immensely and speak enthusiastically about it. This is reflected in the above-average levels of attendance. Teachers have very high expectations and consistently apply the extremely effective behaviour management system which helps pupils to reflect on and consider the consequences of their behaviour on others. Pupils are adamant that they feel safe and very well cared for and parents and carers are rightly confident that the school keeps them safe.
- The headteacher provides inspirational and visionary leadership. The drive, example and commitment of leaders, their relentless focus on the leadership of teaching and the management of performance have ensured that all staff are committed to the pursuit of excellence. They show determination to provide opportunities for pupils to experience an exciting and very meaningful curriculum which captures pupils' imaginations and promotes their outstanding spiritual, moral, social and cultural development. This ensures that pupils are provided with every opportunity to mature into responsible members of the school and the wider community.

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

- Raise pupils' attainment and increase the proportion of outstanding teaching by:
  - ensuring there is always sufficient challenge for more-able pupils
  - increasing the proportion of pupils who achieve the higher levels at both key stages
  - implementing a consistent style of handwriting and raise expectations for the presentation of work for all pupils throughout the school.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage make good progress in all areas of learning and daily lessons to learn letters and their sounds are effective. They ensure almost all children make rapid progress and can spell simple words accurately and independently by the time they enter Year 1. Previous underperformance in Key Stage 1 has been tackled successfully and attainment by the end of Year 2 is now average. Reading is a priority, reflecting pupils' enjoyment in learning letters and their sounds. Pupils' attainment in reading is average by the end of Key Stage 1. Pupils make good use of the knowledge of letters and the sounds they make to help them tackle unfamiliar words and read with fluency and expression. By the end of Year 6 attainment is average. However, from pupils' low starting points this represents outstanding progress in reading, writing and mathematics for almost all groups of pupils including those known to be eligible for free school meals and those with disabilities or special educational needs when compared with their national counterparts.

The school's assessment data and work in books indicate that the rate of progress as pupils move through Key Stage 2 is rapidly increasing and steadily raising attainment further. This is because of the rigorous process of holding teachers to account for the progress pupils make and the comprehensive whole-school approach to assessment which enables senior leaders to track and monitor the progress of each pupil and ensures that they receive timely and often highly personalised targeted support. Consequently, the barriers to learning experienced by many pupils are minimised. However, more-able pupils do not always attain the standards of which they are capable because the level of work is not always sufficiently challenging.

The school's strong commitment to pupils' spiritual, moral, social and cultural development and the innovative and inspiring curriculum are having a very positive impact on pupils' achievement. The overwhelming majority of parents and carers who responded to the questionnaire consider that their children are making good progress and the school is helping their children to develop skills in communication, reading, writing and mathematics. Inspectors endorse this view. As a parent typically commented, 'The school is fantastic. My child is coming on in leaps and bounds because of the hard work and support offered by all staff. He loves school and he loves his teachers.'

## Quality of teaching

Parents, carers and pupils agree that teaching is a strength of the school. Inspection evidence supports these positive views. As a result of overall outstanding teaching, pupils make rapid progress. This reflects the school's own judgements and demonstrates the excellent monitoring of teaching undertaken by the senior leadership team and subject leaders. A key factor in the outstanding teaching and learning seen across the school is a vibrant and exceedingly well-developed curriculum fully fashioned to capture pupils' interests and meet their needs. Teaching makes an excellent contribution to pupils' spiritual, moral, social and cultural development.

Accurate assessment and tracking of pupils' progress and the effective use of this information enable teachers to understand pupils' needs and plan work very precisely to meet them, especially for those who experience behavioural, emotional or learning difficulties although this is not consistently the case. The school has invested in high levels of staffing so additional teachers and teaching assistants can support these pupils exceptionally well. The impact is exceptional and results in outstanding achievement for the pupils known to be eligible for free school meals and those with disabilities or special educational needs. However, pupils are not always expected to present their work neatly and some do not always form letters correctly, particularly in Key Stage 1.

Teachers and teaching assistants work in excellent partnership. Teachers have very secure subject knowledge. In outstanding lessons teachers initiate pace and energy, carrying pupils with them. In a Key Stage 2 mathematics lesson, for example, the teacher had pupils working enthusiastically on problem-solving activities well matched to their needs within minutes of them entering the classroom. The teacher then questioned, challenged and consolidated the learning of each group without putting the learning of others on hold. This resulted in promoting excellent understanding and progress, especially for the more-able pupils who relished having the time to solve the challenges. Teachers make excellent use of questioning to check pupils' understanding. In this way misconceptions are quickly tackled. All teachers mark pupils' work carefully and provide constructive feedback.

In the Early Years Foundation Stage there is an excellent balance of adult-led and child-initiated learning. High staff levels enable teachers to cover planned focus areas effectively with small groups, particularly for literacy and numeracy skills, while other staff can follow children's interests or support them in well-structured activities designed to develop specific skills in both indoor and outdoor learning areas.

## Behaviour and safety of pupils

Pupils typically make an exceptional contribution to the atmosphere of mutual respect and consideration for others in this calm and orderly learning community. They have extremely positive attitudes to learning and cooperate willingly. They move around the school in an orderly manner holding doors open for others and standing aside for adults. They are cheerful and greet visitors with politeness and interest. Pupils are extremely well managed and supported because of the school's exceptionally consistent, explicit and highly effective approach to behaviour management. Staff ensure that all pupils are carefully nurtured as individuals, and through escalating scales and highly personalised programmes of support for those pupils with behavioural or emotional difficulties are encouraged to reflect on how to regulate their own behaviour. Responses to questionnaires indicate that few parents,

carers and pupils are concerned about incidents of bullying. The overwhelming majority believe that the school keeps their children safe and that behaviour is good. Following an extensive range of interviews and informal discussions with pupils, the inspection team was convinced that any type of bullying is rare. The vast majority of pupils report that they feel safe and secure in school. This is overwhelmingly supported by parents and carers. Pupils speak knowledgeably about how to keep themselves safe in a range of situations. Attendance is above average for all groups of pupils.

## **Leadership and management**

The headteacher has developed a whole-school team which is outstanding in promoting a shared ambition and determination that all pupils have maximum benefit from their education. Accurate and honest self-evaluation has enabled the school to successfully address a wide range of improvements since the time of the last inspection. The impact of these actions results in the establishment of a comprehensive and accurate assessment and tracking system to measure pupils' progress, the significant improvements in Early Years Foundation Stage provision, the improvement in the pace of learning for the great majority of pupils and the rise in pupils' attainment.

Rigorous performance management systems and procedures for the monitoring of teaching and learning inform whole-school professional development programmes and highly personalised in-house coaching and support sessions for individual members of staff. Support given to the development of newly qualified teachers is excellent. These factors underpin the significant improvements in teaching, the impact of which is evident in pupils' outstanding achievement. Promotion of equal opportunity is at the centre of the school's work, helping to create a harmonious ethos in which everyone is valued.

The curriculum is exceedingly innovative and exciting. It takes pupils' needs and interests into account and builds on their previous learning, preparing them well for their next stage of education. It provides exciting opportunities for pupils to transfer and master their reading, writing, mathematical, and information and communication technology skills to meaningful activities. The exceptionally strong contribution to pupils' spiritual, moral, social and cultural development made by the curriculum was demonstrated by an exhilarating and spine-tingling performance of dance and rock music in readiness for the 'Be the best you can be' Foundation's annual Rock Challenge for schools.

The governing body champions the school. It provides good strategic direction and has been determinedly involved in the school's improvement. Governors have a strong record of challenging school leaders and monitoring the introduction of new interventions and strategies to ensure they are value for money. Arrangements for safeguarding pupils meet statutory requirements and child protection procedures are exemplary.

School leaders have worked extremely hard to engage with parents. All parents are welcomed into school and say that the school responds well to their concerns. The growing involvement and interest of parents in the life of the school was exemplified by the high proportion who attended a reading session which modelled ways in which they could support their children at home.

The visionary leadership and overriding commitment shared by all staff to raise pupils' attainment mean that the school is exceptionally well placed to secure further improvement. The capacity to improve is outstanding.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 April 2012

Dear Pupils

### **Inspection of Highlands Primary School, Hull HU7 5DD**

Thank you for the friendly welcome you gave the team and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you at work and play. We particularly enjoyed talking with you about what it is like to be a pupil in your school, hearing you read, coming to see your lessons and seeing you enjoying learning and the many interesting things you do. Schools should always provide memorable experiences and I know that I will never forget the thrilling rock and dance performance of Little Red Riding Hood in which so many of you took part. Thank you for letting us share your fun and your talents.

Your school is outstanding and your parents and carers are right to be extremely proud of it. These are the things that particularly impressed us:

- You told us how well you are taught and we agree. Teaching in your school is outstanding and you make outstanding progress in reading, writing and mathematics.
- Your behaviour is outstanding. You are thoughtful, polite and helpful. You enjoy your lessons and you work very hard in class.
- Both you and your parents and carers told us that you feel very safe at school. We agree. All adults in the school look after you very well and keep you safe.
- Your school is exceptionally well led and you are given lots of exciting opportunities to learn new things in all subjects of the curriculum and to develop other skills and talents.

To help your school to improve further we have asked your teachers to help you make even better progress in English and mathematics so that more of you reach the higher levels. This is a very high standard indeed but I feel sure that you will help the school to do these things by continuing to work hard and helping your teachers in every way.

Yours sincerely

Anthony Kingston  
Lead inspector

