

Hilton Primary School

Peacroft Lane, Hilton, Derby, DE65 5GH

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- there is too much variation in the quality of teaching, which ranges from good to inadequate, and as a result pupils' progress, including that of disabled pupils and those with special educational needs, is uneven across the school
- although test results in writing improved in 2012, achievement in mathematics dipped
- lessons are occasionally too teacher-led and staff do not always make frequent checks on pupils' learning and understanding
- work set for pupils is sometimes not well matched to their ability levels
- the school's systems for identifying and planning areas for development are not sharply focused on the most important priorities
- procedures for improving the quality of teaching are not yet fully established.

The school has the following strengths

- The teaching of early reading skills is particularly good and as a result pupils develop into confident readers who enjoy a range of books.
- Children in the Early Years Foundation Stage make good progress in all areas of learning.
- Pupils behave well and feel very safe in school.
- Attendance rates are very high.
- In lessons where teaching is good, pupils show much enthusiasm and make rapid progress.
- Staff provide good quality care for pupils.

Information about this inspection

- Inspectors visited 26 lessons. Two of these visits involved joint observations carried out with the headteacher and deputy headteacher. They also carried out a series of short visits to other lessons across the school, observed an assembly and listened to pupils read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and a representative from the local authority. Inspectors took account of 62 responses to the online Parent View questionnaire as well as the views of a small number of parents which were communicated by letter.
- Inspectors scrutinised a range of documentation including national published data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Julie Price Grimshaw, Lead inspector	Additional inspector
Sharon Jackson	Additional inspector
Jenny Edginton	Additional inspector
Andrew Lyons	Additional inspector
Michael Onyon	Additional inspector

Full report

Information about this school

- Hilton Primary is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The great majority of pupils are of White British heritage and very few speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs supported at school action and school action plus, or who have a statement of special educational needs, are below average.
- The school meets the government's current floor targets, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching across the school by ensuring that:
 - all teachers use assessment information to set work that is closely matched to pupils' needs and ability levels
 - staff check on pupils' understanding and learning frequently during lessons
 - pupils are given more opportunities to take an active role in their learning.
- Accelerate the school's improvement by ensuring that systems for identifying and planning areas for development are sharply focused on the most important priorities.
- Develop systems for improving the quality of teaching, including performance management linked to effective professional development for staff.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Nursery with skills that are broadly in line with typical expectations. They make good progress throughout the Early Years Foundation Stage, particularly in developing early reading skills. They also develop social skills and confidence, happily working together and learning to share and take turns.
- Overall attainment by the end of Key Stage 2 has been above average over recent years. Standards in writing in Key Stage 1 fell in 2011 but evidence indicates that the quality of writing has improved recently. However, attainment in mathematics at Key Stage 2, which had previously been a strength, dipped in 2012.
- Pupils' progress is uneven, both across the different classes in year groups and across Key Stages 1 and 2. Pupils make rapid gains in some classes but slower progress in others. The progress made by disabled pupils and those who have special educational needs is also variable, with some making good or better progress while others do not achieve as well.
- The most able pupils apply themselves diligently to tasks and usually progress well. Middle and lower ability pupils do not always progress as a similarly good rate.
- Pupils learn best when they are motivated by enthusiastic and creative staff who encourage them to take an active role in their learning. They work extremely well in groups and are keen to support each other. In lessons where they are less active, for example where they are required to listen for a substantial period of time, pupils occasionally lose interest and their progress slows.
- The majority of pupils are keen readers and quickly develop a love of books. Many younger readers are confident in using phonic skills (their understanding of the sounds that letters make) to help them read unfamiliar words and this helps them to make good progress in reading. Most pupils read widely across different subjects and enjoy their time in the well-stocked school library.

The quality of teaching

requires improvement

- The teaching of reading, particularly in the Early Years Foundation Stage, is a strength of the school. Staff are skilled in helping children to become familiar with letters and sounds and to develop high levels of confidence as readers.
- Across the school there is wide variability in the quality of teaching. The most effective teaching is characterised by a creative approach to planning stimulating and inspirational lessons that capture pupils' imagination and capitalise on their curiosity and love of learning. Where teachers set interesting tasks that actively engage pupils in learning, progress is rapid.
- In one lesson observed, the teacher set a task that excited and enthused the pupils, who could not wait to start work. Staff checked pupils' understanding and skilfully modified tasks or questions to support the learning of individuals. As a result, pupils made very good gains in their learning.
- In the lessons observed where teaching was inadequate or required improvement pupils were often required to sit and listen to lengthy explanations by the teacher. As a result

some pupils quickly lost concentration and this limited their ability to understand what they needed to do, engage with the set tasks and make good progress.

- Staff do not consistently make good use of assessment information to set work that is matched to pupils' needs and ability levels. In a few lessons all pupils were given exactly the same task, with some finding the work too easy and finishing quickly while others struggled to make a positive start with their work.
- The quality of marking and written feedback has improved since the last inspection and the majority is of good quality. However, some pupils are not fully aware of the levels at which they are working.
- Learning is not always checked during lessons and as a result some pupils make errors or work too slowly, occasionally showing a lack of understanding of the work.
- Support staff, particularly those allocated to individual pupils with particular needs, provide high quality care and guidance. Nevertheless, the rates of progress made by disabled pupils and those who have special educational needs vary significantly and weaknesses in the use of assessment and tracking mean that the school does not always have a clear picture of achievement for these groups.

The behaviour and safety of pupils are good

- Pupils are extremely well-mannered, polite and courteous around school. They are welcoming to visitors and are often keen to talk about their pride in the school.
 - Most pupils have very good attitudes to learning and this is particularly evident when they are provided with challenging, stimulating and engaging tasks. Occasionally, when they lose concentration, the behaviour of a minority of pupils deteriorates.
 - Pupils have a secure awareness of the different forms of bullying, including cyber-bullying and prejudice-based harassment. They share the view that bullying is not a problem in the school as it is simply not tolerated. Some pupils are involved in the 'anti-bullying council' and take pride in their work in preventing bullying.
 - Pupils are given the opportunity to take on a range of responsibilities and relish the opportunity to do so. Through class councils they are invited to take an active part in creating and agreeing a code of conduct to promote positive behaviour for all.
 - Attendance is excellent, with absence rates being well below the national average. Punctuality is also very good. Exclusions are rare.
 - Pupils feel very safe in the school and have a good understanding of safety-related issues. All parents who responded to the Parent View questionnaire were unanimous in their view that the school keeps their children safe.
 - Almost all staff manage pupils' behaviour well, although in a minority of cases staff do not consistently take action in dealing with minor incidents of weaker behaviour when pupils are distracted or lose concentration during lessons.
 - The quality of pastoral care is good and contributes to pupils' sense of safety and well being.
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The leadership and management requires improvement

- Leaders at all levels are committed to the school's success. There is secure capacity for improvement, as shown in improvements to the quality of marking, which was identified as an area for development at the last inspection.
 - Senior leaders take an active role in monitoring the school's work. However, the links between monitoring, evaluation and action planning are not clear enough to ensure that the key priorities for development are identified and tackled quickly.
 - The quality of teaching and learning is monitored through lesson observations and scrutiny of planning and pupils' work. Nevertheless, focused areas for development related to teaching, both at whole-school level and for individual teachers, are not clearly identified.
 - Systems for performance management are not yet fully developed and the school is aware of the need to strengthen links between monitoring performance and the provision of professional development opportunities for staff.
 - The curriculum meets pupils' needs well and there is a good range of extra-curricular opportunities. Pupils' spiritual, moral, social and cultural development is promoted effectively and pupils have a sound awareness of a range of faiths and cultures.
 - The school works well with parents to ensure that they are fully aware of the school's work, including details of curricular provision, and is keen to help parents support their children's learning at home. Most parents who responded to the Parent View questionnaire were very supportive of the school, although a minority felt that they did not always receive enough information about their child's progress.
 - Following the previous inspection judgement, the local authority has provided light touch support for the school.
 - **The governance of the school:**
 - shows acute awareness of the issues associated with running a school of this size, particularly in terms of budget management, and governors are committed to ensuring the school's future success
 - provides challenge to senior leaders in analysing pupils' overall achievement, although too little attention has been given to exploring the reasons for gaps in the achievement of different classes and ability groups and how these link to strengths and weaknesses of teaching
 - ensures that statutory duties are met, including those relating to safeguarding, and all necessary checks are carried out to ensure pupils' safety.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112703
Local authority	Derbyshire
Inspection number	403188

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	814
Appropriate authority	The governing body
Chair	Bob Gallear
Headteacher	James Hilton
Date of previous school inspection	25 June 2008
Telephone number	01283 732334
Fax number	01283 732334
Email address	headteacher@hilton.derbyshire.sch.uk

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