

# Hilton Lane Primary School

Madam's Wood Road, Little Hulton, Worsley, Manchester, M28 0JY

**Inspection dates** 11–12 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Pupils do not achieve well. Their attainment requires improvement because the quality of teaching and learning is not consistently good across the school, especially in Key Stage 2.
- Pupils are not given sufficient opportunities to solve problems in mathematics across the school and this has a negative impact on the progress they make.
- Work in lessons is not consistently well matched to the abilities of all pupils and, as a result, they sometimes find the work set too easy or hard. This slows the progress they make.
- Teachers do not always carefully break down the activities for pupils into manageable steps, which hinders their achievement.
- Leaders of subjects and key stages, some of whom are new to post, are at an early stage in making checks on the provision and outcomes and then taking action in the areas they lead to improve levels of achievement.

### The school has the following strengths

- Children, who start the Nursery with skills that are well below those expected of three-year-olds, make good progress during their time in the Early Years Foundation Stage and attain below average standards by the time they enter Year 1. They make good progress in Key Stage 1.
- Behaviour is good because pupils have positive attitudes to their learning and are eager to do well. Pupils feel safe in school.
- The leadership of the headteacher is strong. The quality of teaching and the achievement of pupils are both improving securely. Leaders and governors are demonstrating capacity and helping to improve the school.

## Information about this inspection

- Inspectors observed eight lessons and visited various classrooms for shorter periods of time. One lesson was jointly observed with a senior leader.
- Meetings were held with groups of pupils, senior leaders, and teachers with responsibilities for leading and managing subjects and key stages. Meetings were also held with governors and a representative from the local authority.
- Results from nine online questionnaires (Parent View) were taken into consideration by inspectors. In addition, results from a questionnaire sent by the school on an earlier occasion were also taken into consideration.
- The inspectors observed the school’s work and looked at a number of documents including: the school’s data showing pupils’ current progress; documents relating to the school’s own view of its performance; the school improvement plan; records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Maureen Hints

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are of White British background. A small number of pupils come from other White and African backgrounds. The proportion of pupils speaking English as an additional language is below average.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average. Pupils' needs relate mainly to speech, language, communication, behaviour, and emotional and social difficulties.
- The proportion of pupils known to be eligible for the pupil premium funding is above average. (This is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and children that are looked after by the local authority.)
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There has been a change of headteacher since the last inspection. The new headteacher took up her post in April 2012.
- The school has a Nursery which is on a different site to the main school.

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

- Improve the quality of teaching so as to accelerate pupils' progress rapidly and improve their attainment by:
  - ensuring the quality of teaching and learning is consistently good or better, particularly in Key Stage 2
  - ensuring pupils have greater opportunities to solve problems in mathematics lessons
  - ensuring that all tasks are consistently matched to the different abilities of pupils
  - ensuring teachers break down the activities for pupils in lessons into manageable steps.
- Improve leadership and management by ensuring that subject and key stage leaders make checks on the provision and outcomes and take any required action in the areas they lead to improve pupils' levels of achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In some classes, the proportion of pupils making expected and more than expected progress from different starting points is favourable in comparison to schools nationally. However, this is not the case in all classes due to inconsistencies in the quality of teaching, particularly in Key Stage 2. As a result, attainment at the end of Key Stage 2 is average.
- Children enter the Nursery with skills well below those expected of three-year-olds. By the time they enter Year 1 they have made good progress and have attained below-average standards, because teaching in the Early Years Foundation Stage is good. Similarly, by the time pupils reach the end of Year 2 they attain average standards because they are taught well. Pupils say that teaching helps them to make progress and parents agree.
- Attainment at the end of Year 6 was average in the national tests in 2012 in reading, writing and mathematics. Overall, mathematics is less strong because pupils do not have sufficient opportunities to apply their skills to solve problems. The attainment of girls was lower than that of girls nationally, and of boys in the school. This was due to a number of reasons. There were only a small number of girls in the group and the majority had specific learning needs which were not met at the time. Effective additional support is now provided for disabled pupils and those who have special educational needs and consequently, they are now making similar progress to their peers. The attainment of all groups, including girls and the small numbers of pupils from other White and African backgrounds, is similar because progress is tracked on a regular basis. Any pupil not making the expected progress is quickly identified and supported. As a result, equality is promoted effectively.
- Pupils entitled to the pupil premium are currently two terms behind in their learning in English and mathematics in comparison to pupils not entitled to the pupil premium funding. Additional monies have been used to pay experienced staff to provide support for these pupils and this provision is having a positive impact on their achievement; as a result, the gap is gradually closing between them and their peers.
- Attainment in reading at the end of Years 2 and 6 is average. Better reading materials have been purchased and there are regular opportunities for pupils to read. These developments are beginning to have a positive impact on attainment. More pupils than nationally attained the expected levels in phonics (the sounds that letters make) in the test at the end of Year 1 in 2012.

### The quality of teaching

### requires improvement

- Although teaching is improving and is good in the Early Years Foundation Stage and at Key Stage 1, it requires improvement because teaching is not consistently good or better in Key Stage 2. Activities in lessons are sometimes too hard for some or too easy for others. This slows the progress pupils make. For example, pupils were asked to solve problems in a Key Stage 2 numeracy lesson. Some pupils knew the answers without much working out. They said the work was too easy for them. In a Key Stage 2 literacy lesson, pupils were asked to answer questions using words from a text. Some pupils struggled with this work because they did not fully understand some of the words in the questions.
- All lessons start with a clear learning aim which is shared well with the pupils and, as a result, they know what they are learning about. However, teachers do not always break down the activities precisely enough into manageable steps and, as a consequence, this slows the progress pupils make. For example, in a Key Stage 2 literacy lesson, pupils were not helped to understand the key steps to take to enable them to answer a question successfully.
- Pupils' achievement in mathematics is less strong in comparison to reading and writing. This is because although there are opportunities for pupils to apply their skills to solve mathematical problems, for example during 'Problem Solving Friday', pupils' books show that there are not

enough opportunities for this type of work throughout the week in mathematics lessons.

- The relationships between staff and pupils are strong. Pupils enjoy their learning because staff are enthusiastic about teaching and, as a result, there is a positive climate for learning in all classrooms.
- Staff have sound subject knowledge; this helps them ask open-ended questions and enhance pupils' learning. For example, in a Key Stage 2 numeracy lesson, pupils were asked to predict decimal numbers at different points of a hoop. The teacher's questioning required pupils to think for themselves. This has a positive impact on progress.
- Support staff and teachers work effectively to improve learning for all pupils. Support staff are clear about their roles and use their own initiative to support learning. As a result, all groups, including disabled pupils and those who have special educational needs, make similar progress.
- Pupils' work is marked and up to date. Pupils understand that when the teacher writes in 'green pen', that is what they know and comments in 'red pen' tell them what they need to think about. This supports their learning effectively.

### **The behaviour and safety of pupils are good**

- Pupils behave well. They are polite and courteous to one another and adults in school. They enjoy coming to school and are happy. Pupils understand the 'Good to be Green' system to manage behaviour because staff use it consistently. There have been a small number of fixed-term exclusions which are linked to a few pupils with specific behaviour issues. These pupils are supported well by the school and they have individual plans to help them to manage their behaviour. No racist incidents have occurred because as one pupil said, 'We get along, it doesn't matter about colour, we are all humans.'
- Pupils say they feel safe in school. Bullying is not an issue for them. Pupils have a good understanding about how to keep themselves safe. For example, they know about the effects of drugs and alcohol on their bodies because of information from visiting health professionals. Pupils know about the fire drill procedures in school as well as how to keep themselves safe when using the internet.
- Pupils' social development is particularly strong and they know the difference between right and wrong. They have an effective understanding about different cultures because they learn, for example, about beliefs and ways of life of Hindus and Sikhs as part of the curriculum. Pupils also enjoy learning Spanish.
- Staff provide a range of good opportunities for pupils to think and learn about the world in which they live. For example, in the Nursery class, children were in the role of detectives and their job was to spot the signs of spring. Children identified daffodils as well as birds singing in the outdoor area and they very much appreciated what they heard and saw.
- Pupils demonstrate responsibility by being members of the school council who decide, for example, which toys should be purchased for the playground. They carry out dinner duties where they support younger pupils with cutting up food and pouring drinks.
- Attendance is average.

### **The leadership and management require improvement**

- Although senior leaders are beginning to secure improvements, leadership requires improvement. This is because subject and key stage leaders, some of whom are new to their posts, are still developing their roles so that they can effectively make checks, monitor and evaluate the provision and outcomes in the areas they lead and take action to bring about improved achievement.
- The headteacher has gained the confidence of pupils, parents, staff, governors and the local authority. A clear vision for the school has been established and is supported by all staff.

- Clear and accurate priorities for improvement are identified in the school development plan and are closely checked to ensure progress is made. Much has improved since the last inspection. For example, pupils are confident about what they need to do next in literacy and numeracy to improve their work and disabled pupils and those with special educational needs are correctly identified and supported so they achieve effectively. The quality of teaching is improving because teachers are observed on a regular basis and supported when required through coaching and the sharing of good practice. Staff are held to account for the progress that pupils make in their classes.
  - Parents are kept informed about the school's work through the website and half-termly newsletters. There are opportunities for parents to participate in craft afternoons with their children as well as other curriculum meetings.
  - The curriculum has been effectively adapted so that it meets the needs of pupils. A range of visitors and events such as science shows, artists and the Royal Ballet as well as visits to football clubs and museums brings learning to life for pupils.
  - The local authority provides guidance when required and supports senior leaders with systems to enable the school to have an accurate view of its performance.
  - Safeguarding meets requirements.
  - **The governance of the school:**
    - Governors understand the school's strengths and areas for development and undertake training to ensure their effectiveness. They contribute to the school's self-evaluation and know its current priorities. Governors know about the quality of teaching, performance management and systems to provide rewards for good teaching and take an active role in the appraisal of senior leaders. They provide challenge when necessary, for example, in relation to setting targets for senior managers. Governors understand the data on the progress that pupils make and the impact of the pupil premium funding on achievement for this specific group of pupils. Finances are well managed.
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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

<b>Unique reference number</b>	105914
<b>Local authority</b>	Salford
<b>Inspection number</b>	412371

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

<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>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	L Wynn
<b>Headteacher</b>	Aileen Birrell
<b>Date of previous school inspection</b>	29 September 2008
<b>Telephone number</b>	0161 7904357
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