

Bilton Community Primary School

School Lane, Bilton, Hull, HU11 4EG

Inspection dates

26–27 November 2013

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

- Teaching is not yet consistently good enough in Key Stage 2 to secure good progress.
- Not all teachers set high enough expectations of what pupils can achieve.
- Not all teachers use pupils' assessment information well enough to plan lessons that match their abilities or adjust their teaching well enough to meet the needs and abilities of all pupils.
- Opportunities for staff to share best classroom practice, learn from each other and further develop their skills are not fully developed.
- Although leaders make frequent checks on the progress of different groups of pupils, the data gathered are not always used well enough to identify those who are at risk of not making the progress of which they are capable.
- The checking of teaching lacks rigour in setting specific areas for improvement and in ensuring teachers respond to them successfully.
- Although leaders make regular checks on the school's performance, they do not use the information sufficiently well to develop plans which are sharply focused on key actions to bring about rapid improvements in teaching and learning.
- The school's plan to bring about improvements does not clearly state how leaders will measure the success of the school's actions.
- Although governors are supportive, they have not challenged the leadership well enough because they have not received sufficient information about the school's performance.

The school has the following strengths

- The care and welfare of pupils are at the heart of the school's work.
- Teaching in the Early Years Foundation Stage is outstanding and children make outstanding progress.
- Teaching in Key Stage 1 is good. Pupils leave Year 2 with standards well above average.
- Teaching in Year 6 is consistently good.
- Pupils' behaviour is good and they have very positive attitudes towards school.
- Pupils known to be eligible for the pupil premium make good progress and attain standards well above that of their classmates.
- The curriculum is exciting and captures pupils' imaginations. It enriches pupils' lives.
- Art is a strength of the school.

Information about this inspection

- Inspectors observed 21 lessons of which two observations were carried out jointly with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 2 to Year 6, three members of the governing body, senior leaders and a representative from the local authority. Informal discussions were also held with pupils at break times and lunchtimes.
- Inspectors took account of the 43 responses to the online questionnaire (Parent View). They also considered the views expressed in the 29 responses to the staff questionnaire. In addition, inspectors spoke to parents at the beginning of the school day.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Paul Spray	Additional Inspector

Full report

Information about this school

- Bilton Primary is an average-sized primary school.
- The school forms part of the East Riding Forward Teaching School Alliance.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is well below average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better, so that pupils make at least good progress at Key Stage 2 by:
 - raising teachers' expectations of what pupils, especially the average attainers, are capable of achieving
 - using assessment information to plan lessons so that pupils, especially the average attainers, are always working at a level that matches their needs and abilities
 - regularly checking learning in lessons and reshaping activities so that pupils are continuously challenged and can move onto the next step in learning more quickly
 - giving staff more opportunities to share best classroom practice across the school and with other partners within the Riding Forward Teaching School Alliance.
- Strengthen leadership and management and accelerate the rate at which the school improves by:
 - checking the information collected about pupils' attainment and progress more effectively so that any potential underachievement is quickly identified and remedied, especially at Key Stage 2
 - increasing the rigour with which leaders at all levels directly monitor teaching, providing a sharper focus on identifying specific areas for improvement and ensuring teachers respond to them successfully
 - ensuring that the school's plans for improvement contain clear targets and milestones so that leaders can measure how effective their actions have been
 - ensuring that the governing body has a sharper awareness of the school's performance in reading, writing and mathematics, in order that it can challenge the leadership more effectively.
- Continue to raise attendance by promoting the importance of the link between good attendance and good achievement with pupils and families.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because the rate of progress of pupils across Key Stage 2 is not consistently good.
- The majority of children start school with skills that are below those typically expected for their age, especially in communication, reading, writing and mathematics.
- Children get off to a flying start in the Early Years Foundation Stage. They settle quickly and make outstanding progress in all areas of learning. Consequently, children enter Year 1 with standards that are above average.
- Throughout Key Stage 1, pupils continue to make good progress and by the time they enter Key Stage 2 standards are well above average in reading, writing and mathematics.
- In Key Stage 2 progress slows. Not enough pupils, especially those who, at the end of Key Stage 1 reached average standards, make good progress in reading, writing and mathematics. Consequently, despite the proportion of pupils who reach the higher levels being similar to that gained nationally, attainment is average by the time pupils leave Year 6. Pupils' achievement in Key Stage 2, therefore, requires improvement.
- Reading is a priority throughout the school. Phonics (the sounds that letters make) is particularly well taught. As a result, pupils use phonic skills extremely well to sound out words in sentences and to help them to spell. This was reflected in the above average proportion of Year 1 pupils who reached the expected standard in the phonics screening check for six-year-olds in 2013. As pupils move through the school, they develop a love of reading, exemplified by one Year 6 pupil who said, 'You can enter a different world and leave all your troubles behind.'
- The school promotes equal opportunities soundly. Disabled pupils and those with special educational needs receive extra help in lessons. Progress for this group of pupils is good throughout Key Stage 1. However, in Key Stage 2 their progress slows in similar measure to that of their classmates.
- More-able pupils achieve well so that by the end of Key Stage 2 they attain standards similar to those of their national counterparts in reading and mathematics and well above their national counterparts in writing.
- The income received by the school to support pupils known to be eligible for the pupil premium is spent judiciously on a range of well-considered interventions including one-to-one tuition and additional teaching assistants. As a result, these pupils flourish. They make good progress in reading, writing and mathematics and attain standards approximately one year in advance of those reached by pupils eligible for the premium nationally. Their performance in reading, writing and mathematics is often better than their fellow pupils.

The quality of teaching

requires improvement

- Teaching seen in the majority of lessons during the inspection was good. However, in Key Stage 2 teaching has not been good enough over time to ensure that all pupils make good progress in reading, writing and mathematics. Teaching, therefore, requires improvement in Key Stage 2.
- Where teaching requires improvement the information teachers have of what pupils know, understand and can do is not always used well enough when planning lessons or activities. When this happens, progress slows and prevents pupils from reaching the levels of which they are capable because the work set is not at a high enough level of challenge. Similarly, not all teachers check learning sufficiently well during lessons to reshape activities so that the level of challenge consistently promotes good progress.
- The quality of teaching in the Early Years Foundation Stage is outstanding. Children benefit from a well-organised and stimulating environment, good teaching and well-planned activities both indoors and out. There is an excellent balance of adult-led activities and those chosen by the children with excellent opportunities for children to explore, be creative and learn on their own.

- In Key Stage 1 and Year 6 teaching is consistently good or better. In the best lessons, teachers explain new ideas clearly and confidently and ensure that pupils are clear about what they are to learn and what they need to do to succeed. They plan work which is well matched to the needs and abilities of pupils and ask challenging questions to probe pupils' thinking. This was particularly impressive within a Year 6 mathematics lesson where the teacher's questioning encouraged pupils to apply their understanding of shape, space and measure to find the area of a range of simple and complex 3D shapes. In this lesson, pupils relished the opportunities to share ideas and to theorise.
- Teaching assistants are generally deployed effectively to promote pupils' learning, especially disabled pupils, those who have special educational needs and pupils known to be eligible for support through the pupil premium.
- Marking and feedback to pupils on how well they are doing are frequent and the comments teachers make are helpful. In the best practice, pupils are informed of exactly what they have done well and what they need to do to improve. They have opportunities to respond to teachers' comments and to correct errors. On occasions the guidance offered is not always accurate enough to move pupils on at a more rapid pace because the work set has not been sufficiently challenging.

The behaviour and safety of pupils are good

- Pupils are at the heart of this caring school. They feel valued and secure. In lessons, in the playground and when moving around the school, behaviour is good. Pupils are polite, courteous and respectful. They are proud of their school and urge visitors to spend time looking at the stunning displays of their artwork, sculptures and models.
- Pupils are eager to learn and develop positive attitudes. This is reflected in the much valued role pupils play in the life of the school such as being play buddies, proud members of the school council or acting as junior road safety officers.
- Expectations of pupils' behaviour are high throughout the school. Teachers manage behaviour well and resolve issues swiftly and quietly. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour. This was clearly illustrated by a parent who said, 'The school has made great efforts to help my child. The headteacher and teachers have helped him to turn himself around and have now given him a chance in life.'
- Playtimes are happy occasions with many instances of boys and girls playing happily together, sometimes with staff and often with midday supervisors who organise a range of exciting games in which pupils of all ages are keen to take part.
- Pupils have a clear understanding of the different forms of bullying and what they can do to help keep themselves safe. They were insistent that incidents of bullying are rare, although some pupils are occasionally over-boisterous. Discrimination in any form is not tolerated.
- The headteacher works hard to resolve any difficulties for those parents whose circumstances could adversely affect their child's performance at school. As a result, attendance has improved from below average in the last academic year to broadly average at the time of the inspection. However, despite the school's best endeavours, there are still some parents who do not recognise the importance of regular school attendance.

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not yet secured consistently good teaching to bring about good achievement since the time of the previous inspection.
- The headteacher enthuses staff and promotes good team spirit. Together they share an overriding concern about improving the quality of teaching and raising achievement.

- Through the Riding Forward Teaching School Alliance partnership the headteacher has made strong links with other schools which are providing opportunities for teachers to share best classroom practice within and between schools. As yet, this is not fully established.
- An accurate evaluation of the school's performance by leaders at all levels provides them with a clear understanding of the school's strengths and weaknesses. However, the school's development plan contains neither actions which are sufficiently focused or sharp enough to bring about improvements quickly nor clear, measurable milestones to enable leaders to gauge the success of their actions.
- Procedures to monitor teachers' performance are in place. Feedback to teachers is thorough but lacks precision in setting specific areas for improvement and in ensuring teachers respond to them successfully. As a result, these arrangements have not brought sufficiently rapid improvements in pupils' progress at Key Stage 2.
- There are well-established systems in place for leaders to collect and analyse information about the attainment and progress of different groups of pupils. However, this information is not always sufficiently refined or used well enough to enable leaders to gain a clear understanding of how much progress pupils make in different classes or identify those who are at risk of not making the progress they should.
- The local authority provides good support to the school. It has an understanding of the school's performance and has confidence in its ability to improve.
- The curriculum captures pupils' imaginations. Reading, writing and mathematics are threaded throughout the curriculum, providing opportunities for pupils to apply their reading, writing and mathematical skills across a range of subjects and topics. Art is a strength of the school. This and the wide range of musical and sporting activities and clubs make a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The school has clear plans to use its primary sport funding to improve provision for sport in a lasting way and to measure its impact on pupils' health and well-being. For example, qualified sports coaches work with teachers to improve their skills in the teaching of a range of sports. It is, however, too early to measure the full impact.
- **The governance of the school:**
 - Governors are very supportive of school leaders and the work they do. However, they do not have a good enough understanding of the school's data to compare the school's performance with that of all schools nationally to enable them to hold leaders to account for pupils' achievement. They have a good understanding of how targets are set for teachers and of appraisal systems. Decisions about teachers' pay are closely linked to performance and responsibilities. Finances are well managed and governors are able to account for the way extra funding such as the pupil premium and Primary School Sport funding is spent, and its impact on pupils' performance. Safeguarding and child protection have a high priority and governors ensure that statutory requirements are met.

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	117829
Local authority	East Riding of Yorkshire
Inspection number	425941

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Richard Major
Headteacher	Keith Robinson
Date of previous school inspection	10 December 2008
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