

Hilton Primary Academy

Hilton Avenue, Newcastle-upon-Tyne, NE5 3RN,

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership and management have transformed the achievement and progress of pupils. The headteacher's drive, passion and commitment inspire pupils and staff to achieve as well as they possibly can.
- Pupils achieve exceptionally well because every opportunity is taken to develop their skills of communication, English and mathematics.
- The vast majority of children start school with skills and knowledge well below those typical for their age. Progress across the school is now rapid. Most pupils reach the expected standard in reading, writing and mathematics by the end of Year 6. An increasing number of pupils make more than expected progress.
- Teaching has improved and has an outstanding impact on pupils' achievement. Pupils are excited and enthusiastic about their learning because lessons are challenging, dynamic and relevant to their needs.
- Teachers, teaching assistants, and other adults are highly effective in supporting vulnerable pupils. Disabled pupils and those with special educational needs or eligible for the pupil premium receive exemplary support that helps them to achieve equally as well as other pupils.
- Marking and feedback to pupils are well established and used to prepare pupils for the next steps in learning. However, identified best practice in teaching is not always fully shared across the school.
- Behaviour in and around school is excellent. Pupils are encouraged and willing to take responsibility for their own learning and their actions. Break times and lunch times are orderly and managed very well. Pupils relish the opportunity to take on responsibilities such as school ambassadors.
- Pupils have excellent opportunities to develop their spiritual, moral, social and cultural awareness through visits to places of interest, working with artists and authors, taking care of animals and through work linked to outdoor education.
- Governors make an excellent contribution to the work of the school. They are ambitious for the pupils in school and the local community that it serves. Staff and governors work together to provide outstanding learning, raise the aspirations of pupils and their families and improve the life chances of all the school's pupils.

Information about this inspection

- Three inspectors observed 24 lessons taught by teachers and teaching assistants. Several of these were joint observations with senior leaders. Inspectors also visited the breakfast club, after-school clubs and observed pupils at break time and lunchtimes.
- Meetings were held with senior leaders, members of staff, groups of pupils, members of the governing body and a representative of the Northern Education Trust.
- Inspectors observed the school’s work and looked at development plans, records of pupils’ progress, arrangements for safeguarding, the work in pupils’ books, attendance and behaviour records and arrangements relating to pay and performance. In addition, inspectors listened to groups of pupils read.
- Too small a number of parents responded to the online Parent View questionnaire for their opinions to be analysed. Inspectors took account of the school’s most recent survey of views of 69 parents.
- Inspectors gained the views of staff from direct conversations and meetings and from the 31 responses to the staff questionnaire.

Inspection team

David Wilson, Lead inspector	Additional Inspector
Kevin Dodd	Additional Inspector
Mark Lovell	Additional Inspector

Full report

Information about this school

- Hilton Primary Academy converted to become an academy school in December 2012 as a member of the Northern Education Trust. When its predecessor school, Hilton Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The school is much larger than the average-sized primary school.
- The majority of pupils come from White British backgrounds. The proportion of pupils from minority ethnic groups is lower than that found nationally. The proportion of pupils who speak English as an additional language is below that seen nationally but is increasing over time.
- The proportion of pupils known to be eligible for pupil premium funding is high and includes nearly two thirds of all pupils. Pupil premium is the additional funding for those pupils who are known to be eligible for free school meals and children that are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is in line with that found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching and learning and so raise pupils' achievement by:
 - ensuring that best practice in teaching is shared more widely across school to support the professional development of all staff, particularly those at an early stage of their career.

Inspection judgements

The achievement of pupils is outstanding

- Most children start school with skills, knowledge and understanding that are well below those typical for their age. Their speech and communication as well as personal and social development are particularly delayed. Most children settle well because of the excellent care, guidance and support they receive. Children benefit from a wide range of visits to places of local interest such as the park, the woods or the seaside. As a result of this high-quality provision most children make rapid progress. This means that most children start Key Stage 1 with below-average attainment.
- The development of early reading skills is effective and children in Nursery and Reception make good gains in their understanding of individual letters and sounds. In 2013 the results of the phonic screening check showed Year 1 pupils were below the national average. Current data indicates a larger proportion of pupils than in previous years are achieving average levels. Pupils in Year 1 make excellent use of their word building and blending skills to tackle unfamiliar words confidently when reading.
- Pupils continue to make rapid progress across Key Stage 1. However, by the end of Year 2 attainment in reading, writing and mathematics is below that expected nationally. Current evidence in pupils' work books and recent assessments indicate that standards are improving well and are closer to the national average than in 2013.
- In 2013, attainment at the end of Year 6 was broadly in line with the national average and the proportion of pupils making expected levels of progress in reading, writing and mathematics was higher than that found nationally. Current evidence indicates that an increased proportion of pupils are in line to make more than expected progress in reading, writing and mathematics, and to attain at least average standards.
- Disabled pupils and those with special educational needs achieve equally as well as their classmates. This is because outstanding teaching and highly effective intervention and support meet the needs of individuals.
- The majority of pupils in school are eligible for pupil premium funding. Progress in reading, writing and mathematics for this group is rapid and the attainment of pupils known to be eligible for free school meals is in line with their peers.
- The most able pupils make excellent progress in their reading, writing and mathematics. An increased proportion of these pupils are working at the higher levels for their age. Standards in reading are particularly high for this group.
- Pupils take great pride in their work and standards of presentation are high across the school. All curriculum subjects promote the use of basic skills of literacy and numeracy very successfully. As an example, Year 6 science work includes excellent examples of pupils using data-handling, tally charts and numerical tables to record the findings of experiments and investigations.

The quality of teaching is outstanding

- Pupils make rapid gains in their skills, knowledge and understanding because of the consistently high-quality teaching across the school.
- Creative and innovative teaching captures the imagination and interest of pupils. Pupils enjoy the way teachers present learning and so they throw themselves wholeheartedly into their work. For example, pupils in Year 5 made excellent progress in their ability to present and record a television script on how to make pancakes, acting as if they were celebrity master chefs.
- Teachers have very high expectations of how much pupils will learn. They ensure that pupils are well prepared for the next stage of learning and quickly identify when individuals need additional support or help to catch up. As a result pupils work hard.
- Teachers and teaching assistants work as highly effective teams in classrooms. They know their pupils exceptionally well and use this knowledge when checking their work. As a result they are

extremely effective in knowing when to intervene to move learning forward. For example, in a Year 6 information and communication technology lesson the teaching assistant provided exactly the right level of support and instruction to enable pupils to successfully compose and record a piece of mood music to accompany a short film animation.

- Every opportunity is taken to develop pupils' language skills. A key element of all lessons is the focus on developing the use of language to support learning. Pupils are encouraged to explain and give reasons for their thinking. For example, one pupil in Year 3 explained that, 'You get wisdom teeth when you are older because you get wisdom as you get older.'
- The quality of support work to meet the needs of vulnerable pupils, including those with disabilities, special educational needs and those eligible for pupil premium, is outstanding. Regular reviews check the rate of progress and are adjusted as necessary to ensure these pupils achieve their potential.
- The marking of pupils' work is highly effective. Pupils are given a clear indication of how well they have achieved and how they could improve their work. Time is allowed for pupils to respond to advice given and it is evident that pupils and teachers work together to ensure progress.
- Homework is used very effectively. Pupils complete individual tasks and research linked to topics being studied. This involves reading, writing and some element of presentation. Most pupils said they enjoyed homework and thought the amount was just about right.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils' attitudes to learning are excellent. They are eager to learn and the vast majority of pupils show excellent levels of concentration and a determination to succeed. This is developed and encouraged by all adults in school. Pupils in Year 6 demonstrate an amazing level of engagement in their learning up to and including the last minute of the school day.
- Teachers and teaching assistants in the Early Years Foundation Stage work extremely hard to support, encourage and model positive behaviour and a positive response to learning for the youngest children. Consistently high expectations and positive encouragement throughout the school result in pupils taking increased responsibility for their learning and their actions. Older pupils act as excellent role models to younger pupils and willingly take on responsibilities across the school.
- The school's exemplary care, support and guidance are highly effective in meeting the individual needs of its most vulnerable pupils, who sometimes find it difficult to meet the rigours of the classroom. As a result short-term exclusions are now a very rare occurrence.
- Pupils are extremely polite, welcoming and courteous to each other, to staff and to visitors. They are extremely proud of their school and of their own achievements. School ambassadors from each year group told inspectors how exciting their learning is and how well pupils behave in school because, 'Everyone cares about each other.' Behaviour at break and lunch time is excellent.
- Attendance is improving and is now broadly average due to the school's hard work in this area. Pupils understand the importance of coming to school regularly and the positive impact that it can have on their learning. Good attendance is celebrated and promoted with parents.
- The school's work to keep pupils safe and secure is outstanding. Pupils state they feel extremely safe in school because of the way adults look after them at all times. Pupils have a very clear understanding of the different types of bullying, including name-calling and teasing. They say that any bullying that does occur is dealt with straight away by staff. Internet safety is given a high priority and pupils are regularly taught about staying safe when using computers and mobile devices.

The leadership and management are outstanding

- The headteacher provides inspirational leadership and, together with the highly effective deputy headteacher, shows a determination for all pupils and staff to realise their potential. Leadership and management at all levels are highly effective and this is having a significant impact on raising standards of achievement and progress. Senior leaders are actively supporting improvements in leadership in other schools within the education trust.
- Senior leaders and governors check the progress of pupils meticulously. Swift action is taken if pupils fall behind and extra support or additional teaching is provided to help them catch up. As a result the gap in achievement and progress across different pupil groups is narrowing rapidly.
- Middle leaders make an excellent contribution to improving the achievement and progress of pupils through their work within individual year groups. Regular reviews of teachers' planning, pupil progress meetings, lesson observations and pupil work scrutiny are used to drive forward school improvement. However, identified best practice in school is not always used fully to support teachers who are at an early stage of their career.
- Pupils are inspired and excited by the wide range of learning opportunities the curriculum provides. They talk animatedly about the many visits made to places of interest including theatres, galleries, museums and forest settings. These make a major contribution to pupils' life experiences and are used effectively to promote the core skills of communication, reading, writing and mathematics. Additional after-school activities are well attended and pupils benefit from a wide range of high-quality sporting, artistic and environmental activities.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Pupils learn about their local heritage and about the issues facing the wider British culture. For example, in an excellent piece of work linked to citizenship pupils have recently put forward strong arguments for and against Scottish independence.
- Very good use is made of additional funding to support primary schools sports and improve the health and well-being of all pupils. Additional sports teaching and coaching has increased the opportunity for all pupils to access high-quality sports and physical education. In addition the school promotes opportunities for pupils to take part in team sporting competitions as well as identifying individuals with sporting talents and enabling them to take part in regional trials.
- Safeguarding procedures fully meet requirements. Governors ensure that the welfare of pupils and staff is given the highest priority. As part of this commitment they make sure that staff have an excellent awareness and understanding of child-protection procedures.
- **The governance of the school:**
 - Governors make an outstanding contribution to the success of the school. Central to their work is a commitment to ensure that all pupils are supported, encouraged and challenged to achieve as well as they can. They have an excellent knowledge and understanding of pupils' achievement because they regularly visit lessons, meet with staff and ask pupils what they think about their learning. In addition, they have a detailed understanding of the quality of teaching and are well informed on how teachers' performance is being managed.
 - Governors are well aware of the needs of the community the school serves. They have been instrumental in developing a range of school-based services to support the needs of vulnerable pupils and their families. This is greatly valued by pupils and parents, and links between home and school have improved significantly.
 - The move to academy status has been managed extremely effectively. Excellent systems are in place to make sure finances are used as well as they can be. Governors have a relentless focus on ensuring additional funding is used to improve pupils' achievement and progress.

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	138995
Local authority	Newcastle Upon Tyne
Inspection number	440086

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Mick Dunn
Headteacher	Shirley Davison
Date of previous school inspection	Not previously inspected
Telephone number	0191 2869297
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