

# Hilton Primary School

Peacroft Lane, Hilton, Derby, DE65 5GH

**Inspection dates** 2–3 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- This is a much-improved school. Senior leaders and the governing body have secured the improvements needed in teaching and pupils' achievement since the last inspection.
- Currently, pupils are achieving well. Year 6 pupils are on track to leave the school with above average standards in reading, writing and mathematics.
- Teaching is good and some is outstanding. Activities usually keep pupils fully engaged and challenged.
- Attitudes to learning are positive and pupils' behaviour is good. Pupils relate well to each other and to adults in the school.
- Pupils feel safe and happy at school. Their attendance is above average.
- Checks made by senior and other leaders on teaching quality and achievement are regular and robust. As a result, the school has an accurate view of its performance.
- The recently established year-group leaders are becoming increasingly influential. They ensure that teachers remain focused on securing rapid progress for all groups of pupils in each year.
- Most parents have confidence in the school and are willing to recommend it to others.
- The governing body is effective and well informed about the work of the school. Governors recognise the need to secure further improvement in pupils' achievement through consistently good or better teaching.

### It is not yet an outstanding school because

- Teachers' checks of pupils' progress and their marking of pupils' written work are not always precise enough to help pupils to do better.
- Some pupils' spelling is not sufficiently accurate and the presentation of their work is not always of a high standard.
- A small minority of parents feel that they do not receive enough information about their children's progress at school. They are also concerned about the lack of response to their concerns.

## Information about this inspection

- Inspectors observed 33 lessons or parts of lessons, three of which were jointly observed with senior leaders.
- Meetings were held with two randomly selected groups of pupils, the Chair and another member of the Governing Body, as well as with other leaders. The lead inspector met a representative of the local authority.
- Inspectors looked at a wide range of documents, including the school's progress data for current pupils, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.
- Inspectors also considered the views of 194 parents through their responses to the online Parent View questionnaire. Additionally, inspectors talked informally to a small number of parents and carers as they brought their children to school on the second day of the inspection.
- Inspectors also considered 48 responses to the voluntary Ofsted questionnaire returned by staff.

## Inspection team

Krishan Sharma, Lead inspector	Additional Inspector
Mandy Wilding	Additional Inspector
Marlene Hotchkiss	Additional Inspector
Fiona Parr	Additional Inspector

## Full report

### Information about this school

- This is a much larger-than-average primary school.
- There is part-time nursery provision in the morning and in the afternoon. The school has full-time provision for Reception age children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium is below average. This is extra funding provided by the government to support pupils who are known to be or have been eligible for free school meals and those cared for by the local authority.
- A very large majority of pupils are from White British backgrounds. A very small minority are from a range of minority ethnic groups, almost all of whom speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- The school has experienced many staff changes since the last inspection. The previous headteacher left soon after the inspection in September 2012. The two substantive deputy headteachers led the school as co-headteachers until the appointment of the current headteacher in February 2014. A new assistant headteacher and a full-time special educational needs coordinator (SENCO) have been added to the senior leadership team. Seven teachers have left and one remains on maternity leave. Five new teachers have joined the school.

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

- Improve teaching by ensuring that teachers consistently:
  - regularly check pupils' understanding and comment precisely on their performance in achieving the goals set for them
  - give guidance through marking that tells pupils precisely how to improve and check that pupils learn from it in their subsequent work
  - improve the accuracy of pupils' spelling and their presentation across the curriculum.
- Improve the quality of communication with parents to make sure they are properly informed about their children's progress at school and to assure them that their concerns are being listened to.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is currently good and it has improved since the last inspection. An increasing number of pupils throughout the school now make better than expected progress.
- Children in the Nursery and Reception develop their early literacy and numeracy skills well from their individual starting points on entry. These vary, but for most of children, they are usually typical for their age. At the end of Reception most children are well-equipped for their entry into Year 1.
- Good progress continues as pupils move through the school. At the end of Year 2, standards in reading, writing and mathematics remain consistently above average. In 2013, by the end of Year 6, standards recovered from a dip in 2012 and rose again to above average in reading, writing and mathematics. Current Year 2 and Year 6 pupils are on track to achieve above average standards.
- Pupils' progress in reading is good. They read for enjoyment and are keen to find out information about topics that interest them. Pupils' knowledge of phonics (the sounds that letters make) is getting consistently better. As a result, an increasing proportion of Year 1 pupils now achieve the expected standard in the phonics screening check. This proportion improved in 2013 and is rapidly closing on the national average.
- Progress in mathematics is strong for most pupils. Their calculations are accurate and they are able to explain the methods they use in making them. Pupils' skills in solving mathematical problems are developing well across the school.
- Writing is improving. The samples of work seen during the inspection show that pupils can develop and sustain their ideas well. As they move through the school, they write with increasing technical accuracy and use sophisticated language. However, a few of them lack accuracy in spelling and their presentation is not always of the highest standard.
- Most disabled pupils and those who have special educational needs make similar progress to their peers. The extra support they receive is accurately targeted to improve their basic skills.
- An increasing number of the most-able pupils are now making rapid progress. As a result, the proportion of pupils gaining the higher levels throughout the school is rising.
- In 2013, the number of Year 6 pupils for whom the pupil premium provided support was not large enough to make a meaningful comparison with others in the school. Despite their small numbers, senior leaders pay careful attention to these pupils' performance. Currently, across the school, most pupils eligible for the pupil premium are progressing in reading, writing and mathematics as well as their peers. As a result, their attainment is close to others in the school in all three subjects.

### The quality of teaching is good

- Most teaching is good. The variability found during the previous inspection has been almost eliminated. Teachers promote pupils' positive attitudes to their work and help them develop as individuals very well.

- In the Nursery and Reception classes, adults provide well-planned practical activities that capture and maintain children's interest. They encourage children to talk about their work and carefully listen to what they have to say before making any suggestions.
- When teaching is at its most effective, teachers create a high level of interest in learning and set work that challenges all groups, including the most able. Their questioning stretches pupils' understanding. They check pupils' understanding closely and give them precise feedback against the targets set for them. Consequently, pupils make the good progress. However, not all checks teachers make on pupils' performance are as effective as they should be.
- The teaching assistants make an effective contribution to pupils' learning. Most pupils benefit from their carefully planned support and make progress which is as good as the others.
- Most of the marking is often clear and helps pupils to consider the next steps in their learning. However, some of the comments are not specific enough to help pupils improve their work. Not all teachers check often enough how well pupils follow the guidance given to them in their subsequent work. As a result, some of the mistakes pointed out to them keep reappearing.
- The good teaching of phonics and reading contributes significantly to pupils' achievement. Teachers ensure pupils write for a wide range of reasons and give them clear guidance on the essential features of good writing. The samples of work seen show that teachers do not always focus enough on accuracy in pupils' spelling and on their presentation.
- The teaching of mathematics continues to improve. Teachers routinely expect pupils to explain their working out.
- The extra support for disabled pupils and those who have special educational needs, and for those who are in receipt of pupil premium, helps these groups to progress as well as the others.

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

- The behaviour of pupils is good. Most staff, pupils and parents rightly believe that behaviour at school is good. Teachers manage pupils' behaviour consistently well. Pupils are well-mannered and relate well to each other and adults in the school.
- Children's behaviour in the Nursery and Reception classes is good. They are eager to join in all activities and relate well to others. Pupils' attitudes to learning across the rest of the school are equally positive and contribute well to their good learning and the environment they work in. Very occasionally, individual pupils lose concentration when activities fail to maintain their interest but this rarely leads to disruption for others.
- The school's work to keep pupils' safe and secure is good. Parents and carers are very satisfied with their children's safety at school. Pupils say bullying is rare and it is dealt with effectively if it does occur. They are aware that bullying can take different forms, such as name-calling and the misuse of the internet.
- Attendance is consistently above average. Senior leaders and the governing body remain alert to the importance of maintaining high levels of attendance and punctuality.

**The leadership and management are good**

- The new headteacher's resolute leadership, and the good interim leadership shown by the two co-headteachers before he joined the school, have improved pupils' achievement and teaching since the last inspection and both are now good. These are significant gains and demonstrate the school's good capacity to secure and sustain further improvement. The current priorities for development are the right ones to move this improving school further.
- The school's tracking of pupils' progress is extensive and effective. Leaders at all levels, staff and governors use this data to review the performance of different groups and year groups. Extra help is allocated as a result and it ensures that all pupils have equal opportunity to learn and succeed.
- Checks made by leaders during their observations of teaching and reviews of pupils' written work are robust. Teachers receive regular and detailed feedback after these checks and this has led to the improvement in the quality of teaching currently seen in the school.
- Subject leaders and the recently established year-group leaders are effectively engaged in leading and reviewing developments in their areas of responsibility. Improvements to their role have ensured leadership responsibilities, and the accountability that goes with them, are distributed more widely and effectively throughout the school.
- Current arrangements for managing the performance of teachers are rigorous, with leaders setting challenging targets for all teachers. Links are now being clearly established between teachers' pay and their performance in the classroom to reward good and better teaching and to challenge any that is not good enough. Staff training is suitably linked to teacher's individual targets and the school's priorities for development.
- The range of subjects taught and other activities contribute well to pupils' achievement in basic skills and their personal development. The wide range of enrichment activities and extra-curricular clubs offered by the school, together with the well-planned curriculum, contributes well to pupils' spiritual, moral, social and cultural development.
- Pupil premium funding is used effectively to provide small-group and one-to-one activities for eligible pupils. The school's most recent data clearly shows that the extra support is working and helping this group, across the school, to make similar, and sometimes better, progress to other pupils. As a result, their attainment is fast catching up with the others.
- The effective use of primary sports funding has led to pupils' increased participation in a wide range of physical activities contributing to their physical fitness and awareness of healthy living. The use of specialist coaches has improved the quality of teaching in physical education.
- Most parents are very satisfied with the way the school supports their children. However, a small minority are concerned that they do not receive enough information on their children's progress at school and that their concerns are not being listened to.
- The local authority's support has been worthwhile in strengthening the school's leadership, including governance and in improving its quality of teaching.
- **The governance of the school:**
  - The governing body keeps itself well informed. Routinely, it examines pupils' performance data to ascertain how well the school is doing against other schools nationally. It has a good

understanding of the quality of teaching through its frequent contact with the school. As a result, governors are now in a much stronger position to hold senior leaders to account for the school's performance, and want to see the school continuing to improve and become an outstanding school.

- Governors know how good teaching is and what is done to improve it. The arrangements for the management of teachers' performance put in place by the governing body clearly link teachers' pay and their performance in the classroom.
- Governors maintain a good oversight of the school's finances and have a good grasp of how pupil premium and primary school sports funds are being spent and to what effect. They ensure that the school's safeguarding arrangements meet current requirements.

## 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>	112703
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431596

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>	834
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Gallear
<b>Headteacher</b>	Kevan Lomas
<b>Date of previous school inspection</b>	12 September 2012
<b>Telephone number</b>	01283 732334
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