

Hillesley Church of England Primary School

Kilcot Road, Wotton-under-Edge, Gloucestershire, GL12 7RH

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The acting headteacher checks effectively on the quality of teaching and provides good guidance that helps teachers to improve their lessons. Consequently, teaching is consistently good.
- Teachers carefully check on the progress of individual pupils. They plan lessons well to match the abilities of different pupils in mixed-age classes.
- Pupils make good progress in their reading, writing and mathematics.
- Pupils' attainment is significantly above the national average in reading, writing and mathematics by the end of Key Stage 2.
- Pupils' behaviour is good. Pupils respect one another and the adults in the school.
- Pupils say they feel safe as there is little bullying. Pupils feel confident that staff will deal with any of their concerns.
- The school works well to help pupils keep themselves safe.
- The governing body challenges senior leaders well in maintaining the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Teaching does not always challenge the most able pupils. Teachers do not always ensure pupils use the guidance given in their marking to improve their work.
- Middle leaders (those responsible for year groups or subjects) do not regularly monitor the quality of teaching to help further improvement.
- The most able pupils do not always make quick enough progress in their mathematical knowledge and understanding in Years 1 and 2.

Information about this inspection

- The inspector visited eight lessons and observed two teachers.
- The inspector examined a range of documents including: the school's assessments of pupils' progress; senior leaders written judgements about the quality of teaching over time; minutes from governing body meetings; and policies regarding the safeguarding and well-being of pupils.
- Meetings were held with the acting headteacher and other teachers, members of the governing body, a group of pupils and a representative from the local authority.
- Pupils' current and past work was scrutinised by the inspector and acting headteacher together.
- The inspector heard a number of pupils read.
- Views of 21 parents and carers who completed the Parent View survey on the Ofsted website were taken into account and the views of a number of parents and carers spoken to during the inspection.

Inspection team

James Henry, Lead inspector

Additional Inspector

Full report

Information about this school

- Hillesley is much smaller than the average sized primary school.
- Almost all the pupils are White British, with English as their first language.
- There are two classes in the school. Children in the Early Years Foundation Stage and pupils in Years 1 and 2 are taught together in one class. Pupils in Years 3, 4, 5 and 6 are taught together in the other class.
- The school has a breakfast club managed by the governing body.
- The proportion of pupils supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care or pupils known to be eligible for free school meals) is well below the national average.
- The school has an executive headteacher who leads another local primary school. He was absent during the inspection. At present, Hillesley is led and managed by an acting headteacher who is a permanent senior teacher at the school.
- Due to the very small number of pupils in Year 6 in 2013, statistics from the national tests at the end of Key Stage 2 mean it is not possible to make a judgement about whether the school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently outstanding by ensuring:
 - teachers provide activities that consistently challenge the most able pupils, particularly in Years 1 and 2
 - teachers provide regular opportunities to respond and use the guidance given to them in marking to improve their work
 - middle leaders regularly monitor the quality of teaching and provide guidance that helps teachers improve their lessons and share expertise that exists in the school.
- Increase the progress of the most able pupils in mathematics across Key Stage 1 by:
 - ensuring pupils practise their mathematical skills in different situations and other subjects
 - extending pupils' use of mathematical language so that pupils can explain their thinking when solving problems.

Inspection judgements

The achievement of pupils

is good

- Individual pupils, including disabled pupils and those with special educational needs, make good progress across the school in reading, writing and mathematics.
- Progress for some of the most able pupils slows, particularly in mathematics, across Key Stage 1. This is partly due to pupils not using their practical mathematical skills in different situations and in other subjects. Despite having good vocabulary skills, pupils are not always able to explain their thinking when solving mathematical problems.
- Children enter the school in the Reception class with skills and abilities typical for their age. Children make good progress across the Early Years Foundation Stage. They enter Year 1 with skills and abilities that meet or exceed the levels expected at the end of the Early Years Foundation Stage.
- The school has an effective system to teach pupils early reading skills (phonics). This enables pupils to break down sounds and letters and read unfamiliar words. As a result, pupils consistently pass the phonic screening check at the end of Year 1, with reading skills that meet or exceed the level expected for their age.
- Over time, pupils' attainment at the end of Key Stage 1 is above the national average in reading, writing and mathematics. Some of the most able pupils do not always achieve the higher level in mathematics at the end of Key Stage 1.
- Pupils leave the school at the end of Key Stage 2 with attainment that is significantly above the national average in reading, writing and mathematics. While some of the most able pupils do not attain the higher level in mathematics at the end of Key Stage 1, they go on to achieve the higher levels in the national tests in Year 6 in mathematics and other key subjects.
- There were no pupils eligible for additional funding at the end of Key Stage 2 in 2013 or 2014. School assessments and pupils' work show that the very small number of pupils supported by additional funding make the same good progress as other groups. They are working at the same levels of attainment as their peers. The school is effectively closing the gap for individual pupils supported by additional funding.

The quality of teaching

is good

- Teaching is consistently good because teachers know individual pupils well and carefully check on their progress to identify and support any who may be falling behind.
- Teachers plan lessons well with activities to match the abilities of most groups of pupils, including disabled pupils and those with special educational needs, especially in mixed-age classes.
- Teachers have good subject knowledge. They use questioning and the responses from pupils very effectively to check that pupils understand what they are learning.
- Teaching assistants are used well, particularly to support disabled pupils and those with special educational needs. This ensures this group of pupils is fully involved in their learning in lessons. It is also an example of how the school ensures every pupil has an equal opportunity to learn. None are discriminated against.
- There are occasions when activities, particularly in mathematics across Key Stage 1, do not fully challenge the most able pupils. For example, younger pupils in Key Stage 1 were learning about time and practically working out the hour and half past the hour on clocks. When asked by the inspector they were capable of working out quarter past and quarter to the hour.
- Teachers mark pupils work regularly, with comments to help pupils improve. Teachers do not consistently ensure that pupils have the chance to respond to these comments and improve their work by acting on the advice given.
- Staff assess and check on the progress of children in the Early Years Foundation Stage thoroughly. This ensures activities match individual children's abilities so that the children make

good progress in their learning.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils respect each other and the adults in the school. Different aged pupils play well together, with the older pupils helping the younger ones.
- Pupils say behaviour is typically good in the playground, in the dinner hall and generally around school. There are a few occasions when teachers have to remind pupils to pay attention and listen in lessons. Pupils say that this is uncommon and any minor silliness does not disturb their learning.
- All the parents who completed the Parent View survey on the Ofsted website felt that the school makes sure pupils behave well and that it dealt with any bullying effectively.
- Pupils are keen to learn and enjoy school. Over time, attendance is above the national average.
- Staff manage pupils' behaviour well. They consistently follow a system of rewarding good behaviour and using 'yellow' and 'red' cards to warn pupils about possible sanctions for poor behaviour. Pupils understand and appreciate the consistency of this system.
- The school has clear evidence that, over time, pupils who have emotional difficulties have improved their behaviour due to the positive and consistent approach taken by staff.
- The school's work to keep pupils safe and secure is good. All the parents who were spoken to, or who completed the Parent View survey, felt that their child was safe in school.
- Pupils, including those in the breakfast club, say they feel safe as there is little bullying in school and they have the confidence in staff to deal with any problems that may arise.
- The school helps pupils keep themselves safe through activities such as lessons on e-safety and 'bikeability' to keep safe on the roads.
- Local police and fire brigade officers regularly visit the school to talk to pupils about keeping safe whilst out playing and the danger of fire at home.

The leadership and management are good

- The acting headteacher monitors effectively the quality of teaching and provides good feedback to staff that has helped them maintain the quality of teaching over time.
- Middle leaders do not regularly monitor teaching to help teaching improve or to share the outstanding practice that exists in the school.
- Supported by other teachers, the acting headteacher carefully checks on the assessments of individual pupils to ensure they make good progress.
- The acting headteacher and the governing body have an accurate view of the strengths and weaknesses of the school. There are clear action plans that focus strongly on improving pupils' achievement and the quality of teaching.
- There are effective systems to manage the performance of staff and hold them to account for pupils' progress. Staff have challenging, but achievable, targets linked to appropriate professional training. This has helped teaching to remain at good levels.
- The school uses its good links with other local schools well, to share ideas for improving teaching, and provide professional training for staff and governors.
- There are strong links with the local village and wider community with residents and visitors invited into school to celebrate different events. For example, pupils prepared an exhibition on the First World War in the local hall that was open for visitors. This fosters good relationships with the local and wider community.
- The range of subjects taught is well balanced and planned through topics that help pupils understand the links between different subjects.
- Different activities and subjects promote pupils' spiritual, moral, social and cultural development well. For example, links with the village community and the local school sports association

promote pupils' social development. By supporting a variety of charities, such as the local food bank, and strong links with the parish church, the school fosters pupils' moral and spiritual development. Learning about other religions and cultures and learning to play musical instruments promote pupils' cultural development.

- The additional sport funding provided by the government is used to hire sports coaches who work with pupils in different sports such as tennis, tag rugby, football and hockey. Staff benefit from professional training by working alongside these coaches. The school has begun to check on the difference this is making to the health and well-being of pupils. Pupils' physical education skills are assessed after each set of coaching sessions, with records showing that, as well as learning new skills, pupils' general fitness is improving.
- Safeguarding arrangements are thorough. Staff are trained in child protection procedures, with all adults appropriately checked before working in the school.
- The local authority provides a light touch for the school and support when requested.
- **The governance of the school:**
 - The governing body challenges and supports senior leaders and effectively holds them to account for the quality of teaching and pupil achievement. Together with the acting headteacher, governors visit classes to gain an independent view of the quality of teaching and the behaviour of pupils. Governors undertake regular training to help them fulfil their roles. There is an effective system for managing the performance of teachers, including the acting headteacher. This ensures any promotion links to the quality of teaching and the progress of pupils. Governors carefully monitor the budget. This includes the spending of additional pupil premium and sport funding. Governors check on the difference these are making to pupils. Safeguarding arrangements are robust and reviewed regularly.

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	115716
Local authority	Gloucestershire
Inspection number	431471

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Fiona Symes
Executive Headteacher	Howard Prestage
Date of previous school inspection	26 February 2009
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