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14 November 2014

Mrs K.A Carlisle
Headteacher
Hilderthorpe Primary School
Shaftesbury Road
Bridlington
East Yorkshire
YO15 3PP

Dear Mrs Carlisle

Requires improvement: monitoring inspection visit to Hilderthorpe Primary School, East Riding of Yorkshire

Following my visit to your school on 13 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2014. It was carried out under section 8 of the Education Act 2005. The school was also judged to require improvement at its previous section 5 inspection in February 2013.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with the headteacher, deputy headteacher and Key Stage 1 phase leader/special educational needs coordinator, the local authority school improvement partner, the Chair of the Governing Body and a group of pupils from Key Stage 1 and Key Stage 2. I evaluated a range of documentation including the joint school and local authority development plan, information on the pupils' achievements at the end of the 2013/14 academic year, and minutes of meetings. In addition, I undertook a tour of the school with the headteacher, deputy headteacher and Key Stage 1 phase leader and looked at a small sample of pupils' work.

Context

The current headteacher joined the school after the inspection of February 2013. Two teaching assistants and two support staff left the school at the end of July 2014. One teacher and two classroom support staff joined the school in September 2014. A range of building work took place over the summer holiday period, including refurbishment of some of the pupils' cloakrooms, three classrooms and the mobile classrooms, and office space was created in the early years foundation stage area.

Main findings

The headteacher has a sound understanding of what needs to be done to bring about and sustain improvement. Expectations about what pupils can achieve are rising. The standard of work in pupils' books and the many high-quality displays around the school, indicate that pupils are being more appropriately challenged. A strong focus on handwriting, grammar, punctuation and presentation is evident throughout the school. The development of pupils' language and literacy skills is being promoted more effectively in all the subjects taught and in well thought out cross-curricular activities such as the recent Black history month and Remembrance topics. Classroom activities and carefully planned homework tasks are providing pupils with increased opportunities to write creatively and to read for enjoyment and research purposes from a young age.

Pupils are enthusiastic and eager to learn and shared positive views of school with the inspector. The strategies being implemented are having a positive impact on their attendance, behaviour and attitudes to learning and are engaging parents much more in their school life, too. Inspection evidence confirms the pupils' views and indicates that appropriate systems and strategies are being adopted to drive improvement forward.

The range and quality of monitoring activities being undertaken by middle leaders is increasing. Relevant professional activities are being undertaken to ensure they acquire the skills needed to fulfil their roles and in order to monitor performance and the quality and impact of teaching on learning more effectively. All of the staff recognise the importance of continuous professional development and training to drive school improvement. They have begun to share best practice and are benefiting from increased opportunities to coach and mentor each other.

The school has accurate tracking information to monitor the progress and attainment of individual pupils. As yet, this information is not being used to inform planning, refine targets, or monitor, evaluate and summarise pupil performance by subject, year group and gender, for example. Plans are being put in place to address this.

The joint school and local authority improvement plan follows the area for further improvement identified during the inspection in July 2014. While the plans give a detailed picture of intended actions, there are too few targets and success criteria

that focus sharply and specifically enough on intended outcomes for each year group, or that are matched to the needs of different groups of pupils. Nonetheless actions taken to date are beginning to have an impact on the achievement of pupils. Governors have a clear understanding of what is needed to bring about improvement and continue to use their considerable skills and expertise to good effect in order to support and challenge school leaders.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The advice and support being provided by the local authority is helping school leaders and staff to develop strategies for the school's next steps. Activities undertaken by the local authority in the school to date have made a positive contribution to the improvements being seen in the development of pupils' language and literacy skills and the increased confidence and leadership capabilities of subject and phase leaders, for example.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for East Riding of Yorkshire and as below.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy.