

Hopping Hill Primary School

Pendle Road, Northampton, NN5 6DT

Inspection dates 13–14 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and the governing body provide good leadership. They are passionate about serving their community and ensure that almost all pupils make good progress.
- Senior leaders and governors monitor teaching rigorously and provide appropriate professional development for staff. Consequently, teaching over time is good.
- Pupil outcomes are good. Pupils make good progress from their starting points and attainment at the end of Key Stage 2 is at least in line with national averages.
- Teachers have high expectations and excellent classroom routines that help to ensure pupils' safety and well-being. As a result, pupils' behaviour is outstanding and their conduct around school exemplary.
- The school's work to keep children safe is effective. All members of staff receive regular pupil safeguarding training and frequent updates. Consequently, all pupils feel safe at school because they trust adults to help them.
- Outstanding leadership and management of the early years have ensured the provision of an outstanding learning environment, a rich curriculum and high-quality teaching. As a result, more children achieve a good level of development at the end of Reception than nationally.

It is not yet an outstanding school because

- Not enough pupils make more than expected progress in reading and mathematics.
- The quality of teaching is not consistent.
- The school's assessment policy is not consistently applied. As a result, some pupils do not always have the opportunity to respond to teachers' feedback and improve their work.

Full report

What does the school need to do to improve further?

- Increase the number of pupils making outstanding progress by:
 - improving the tracking and evaluation of pupil performance by school leaders
 - benchmarking the proportion of the pupils making more than expected progress against national figures
 - improving the standard of teaching to that of the best
 - ensuring expectations of staff are consistently high enough.
- Implement the school assessment policy consistently so that pupils can make outstanding progress.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors provide good leadership. They serve their community very well and provide a good education for all their pupils. School leaders have established a culture which expects all children to respect each other, have fun and make good progress.
- School leaders use pupil premium funding to very good effect and this has been recognised by the Department for Education. Leaders actively target those children who are at risk of underachieving and effectively put in place resources to support them with their learning, including additional teaching support. As a result, disadvantaged pupils make good progress and gaps between disadvantaged pupils and other pupils have reduced.
- The school is also making good use of sports funding. Leaders increased the number of sports clubs available to the pupils and provided Key Stage 2 pupils with swimming lessons. As a result, the number of pupils participating in sport has increased significantly and the proportion that can swim 25m has increased from 13% to 65%.
- Overall, leaders monitor pupil outcomes and the quality of teaching rigorously. Consequently, they know their school well and have correctly identified almost all of the priorities for improvement. The school improvement plan is clear and school leaders track their progress against the plan. The actions that leaders have taken since the last inspection have resulted in improved progress for the pupils. However, leaders' evaluation of pupil performance does not include an analysis of those pupils who make more than expected progress. Consequently, the proportion of Year 6 pupils who made more than expected progress in Key Stage 2 in 2015 was lower than it should have been.
- The headteacher has developed effective systems using a range of strategies, including performance management, to ensure the quality of teaching is good. Leaders provide staff with appropriate professional development which has enabled them to improve their practice.
- School leaders implemented a new curriculum which fulfils statutory requirements and provides opportunities for pupils to improve their skills in English and mathematics in all topics. Pupils learn through contemporary issues such as elections or through pupils' interests, for example, 'why don't dinosaurs make good pets?' Pupils enjoy this approach and as a result they are developing a love of learning. School leaders encourage family members to support children in their learning with activities such as 'dads and dens' or 'family learning'. In addition to sports clubs the school provides a range of extra-curricular opportunities such as story time and musical theatre. This supports pupils' good progress.
- The curriculum supports pupils' spiritual, moral, social and cultural education well and leaders ensure pupils are well prepared for life in modern Britain and help them develop positive attitudes to learning.
- Members of staff have very positive relationships with parents. As a result, both in conversations with inspectors and via Ofsted's online questionnaire, all parents and carers who made comments indicated that they would recommend the school to another parent.
- The local authority provides appropriate support to the school. School leaders have worked with the local authority and similar schools to develop their capacity to evaluate school performance and provide school-to-school support. In addition, the headteacher and the early years' leader provide advice and guidance to colleagues in other schools.
- **The governance of the school**
 - Governors have a good understanding of the quality of education provided by the school. Governors review pupil progress data with senior leaders and are alert to changes in overall progress. Leaders keep governors informed about the quality of teaching in the school.
 - Governors give priority to improving the performance of disadvantaged pupils. They make additional resources available to support their learning. Leaders report to governors regularly and enable governors to monitor the impact of the school's work closely. Consequently, disadvantaged pupils make good progress.
 - The governing body has a good understanding of performance management and its role in it. They manage the headteacher's performance management well and hold her to account. The governing body maintains appropriate oversight of the performance management of the staff and its relationship to pay progression.
 - Governors did not challenge school leaders about the proportion of pupils making more than expected

progress compared to national figures. As a result, school leaders have overlooked this area of underperformance.

- The arrangements for safeguarding are effective. The member of staff responsible for overseeing safeguarding is extremely effective and, as a result, staff are well trained and understand their responsibilities.

Quality of teaching, learning and assessment is good

- Teaching over time is good, lessons are well organised and time in lessons is used effectively. Consequently, almost all pupils and groups of pupils at the school, including disabled pupils, those with special educational needs, disadvantaged pupils and the most able make at least expected progress from their starting points.
- Members of staff teach reading, writing and mathematics effectively and, as a result, almost all pupils made expected or more than expected progress in these subjects compared to the progress made by pupils nationally. However, there is some inconsistency and in a very small minority of classes pupils' progress slows.
- Most teachers' expectations are high. However, when teachers' expectations are not as high, pupils make less progress than they could. Typically, teachers ensure that their teaching and support match the needs of most pupils so that they learn well in lessons.
- Teachers and support staff teach the pupils effectively. They have good subject knowledge, explain what the pupils need to learn clearly and support them when they need help. In lessons, staff set out to make learning fun. Staff are encouraging and supportive. They teach the pupils about 'skills that link learning' so that pupils can adopt positive attitudes to learning and choose the most appropriate skills for the work they are doing. Consequently, almost all pupils make expected or better progress.
- The school promotes pupils' spiritual, moral, social and cultural development well. Teachers teach pupils about other cultures, religions and beliefs and provide pupils with a rich variety of opportunities to explore democracy and British values.
- Leaders introduced a new assessment system to reflect the new curriculum. Teachers assess pupils' learning regularly and accurately against that typical for their age at all key stages and this informs their teaching. Overall, staff implement the school's assessment policy well and enable pupils to make good progress. However, when staff do not implement the policy consistently feedback is not incisive, pupils do not have the opportunity to respond to the feedback and as a result their progress slows.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school's culture actively promotes all aspects of pupils' welfare. Systems for safeguarding are thorough and the designated person is tenacious in her determination to ensure all pupils are well cared for and that all staff and agencies fulfil their responsibilities.
- The school fulfils its statutory duties to promote the education of looked after children very well and the designated teacher is a powerful advocate for the pupils.
- All groups of pupils are safe and feel safe in school at all times. Pupils have a good understanding of how to keep themselves safe including when using the internet. They trust adults to take prompt and effective action to address their concerns.
- Pupils have an excellent understanding of all the different forms of bullying and agree that bullying in all its forms is extremely rare. They also agree that school staff deal with an occurrence of bullying or inappropriate behaviour swiftly and effectively.
- Staff have taught pupils how to be effective learners. In every class there is a display of 'skills that link learning' and staff teach pupils how to use them to improve their learning. Pupils enjoy this and use them enthusiastically. For example, one pupil exclaimed 'Today, I'm going to be a people person.'
- Pupils' spiritual, moral, social and cultural development has equipped them with an excellent understanding of equality and what it means to be different. This serves them well as members of the school and the wider community.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils take a pride in their school work and their behaviour. They are very enthusiastic and enjoy lessons. Consequently, behaviour in lessons is excellent. Pupils work well on their own, in small groups or as a class and are excellent at helping each other. They were happy to discuss their school and their learning with inspectors and each other, taking into account others' point of view. Very occasionally inspectors observed off-task behaviour but pupils very quickly resumed their learning.
- Pupils' conduct around the school and at breaktimes was exemplary and reflects the school's effective systems and processes to promote high standards of behaviour. Pupils are friendly and engaging, willing to talk, polite, courteous and respectful. They get on very well together within their friendship groups and across all age groups. Pupils take real pride in their school and their behaviour.
- Pupils enjoy coming to school. Attendance is good and absence is below the national average. School leaders have worked effectively with families to improve attendance and as a result those pupils currently at the school who previously had high absence are now attending regularly.

Outcomes for pupils

are good

- From their starting points on entry to the school, pupils currently at the school make good progress overall. More pupils at Hopping Hill Primary School make at least expected progress in reading, writing and mathematics than pupils do nationally. This represents a significant improvement since the last inspection.
- Pupils currently at the school are making at least expected progress in reading, writing and mathematics in Key Stage 1 although there is some inconsistency between classes. Overall, Key Stage 2 pupils are also making at least expected progress in reading, writing and mathematics although there are some inconsistencies between year groups.
- Standards at Key Stage 1 improved in reading and writing compared to 2014 and were in line with the national average, except for the more-able writers whose progress was above the national average. Standards in mathematics were sustained and were in line with those nationally.
- Standards at Key Stage 2 were above the national average in mathematics and in line in reading and writing. However, the proportion of pupils attaining Level 5 in mathematics was below the national average.
- All disadvantaged pupils currently at the school are making good progress. In 2015 the proportion making expected progress exceeded the national figure and as a result their attainment was in line with that of all pupils nationally in mathematics and close to the national average in reading.
- Overall, disabled pupils and those who have special educational needs are making good progress from their starting points particularly in reading and mathematics.
- By the end of Year 6, pupils, including the disadvantaged, are well prepared for secondary school.
- The proportion of pupils in Year 6 in 2015 who made more than expected progress was lower than that nationally.

Early years provision

is outstanding

- Outstanding leadership and management have secured outstanding outcomes for children in all areas of learning. The quality of teaching over time is outstanding and never less than consistently good. Teachers ensure that their teaching and the support children receive from early years staff is highly responsive to children's needs. Early years staff work closely with parents and carers and as a result children thrive.
- Children settle quickly into Nursery and are soon highly motivated and very eager to join in. They consistently demonstrate high levels of curiosity, imagination and concentration. They listen intently and are highly responsive to adults and to each other. Children in the early years are exceptionally well behaved, demonstrating high levels of self-control, cooperation and respect for each other.
- Children enter Nursery with levels of development below those typical for their age.
- All children in early years, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, make consistently high rates of progress in relation to their starting points. Consequently, at the end of Reception more children attain a

good level of development than nationally. Children are very well prepared for Year 1.

- The early years curriculum is rich. School leaders and the early years leader provide a highly stimulating environment and a very well-organised range of educational experiences across all aspects of the early years. They ensure that every child has rich imaginative experiences that meet their needs exceptionally well.
- Early years assessments are accurate and regularly monitored. High-quality observations by teachers and early years staff plus contributions from parents and carers enable the early years staff to respond promptly to children's needs resulting in provision that challenges and sustains the interest and concentration of the children.
- Early years staff and parents and carers work effectively to support the children in their learning not just in Nursery but throughout their time at the school. Parents are very happy with the early years provision, particularly valuing the good communication, family support, support for disabled children and those who have special educational needs, and home-school liaison.
- Early years leaders track the progress of individual children rigorously. Leaders review and evaluate the impact of the overall provision incisively and comprehensively. Consequently, they recognise that they need to improve the proportion of children whose achievement in writing is above that typical for their age and have taken appropriate action.

School details

Unique reference number	121927
Local authority	Northamptonshire
Inspection number	10003616

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Glenn Daly
Headteacher/Principal/Teacher in charge	Samantha Phillips
Telephone number	01604 751625
Website	www.hoppinghill.org.uk
Email address	office@hoppinghill.northants.sch.uk
Date of previous inspection	15–16 September 2010

Information about this school

- This school is larger than the average-sized primary school.
- Children in Reception attend full-time and parents of children attending the Nursery can choose if their children attend full-time or part-time.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school offers specially resourced provision for pupils with additional speech and language needs. There are 10 places available and currently there are four children attending the provision. This is too small for reporting purposes.
- The large majority of pupils are from White British backgrounds. A small minority come from minority ethnic groups. Few pupils speak English as an additional language.
- The proportion of pupils for whom the school receives pupil premium grant (additional government funding for disadvantaged pupils) is higher than average.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of Year 6.
- The headteacher and the early years leader provide support to other schools on behalf of the local authority.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons and the headteacher accompanied the lead inspector on three walks around the school looking at short periods of learning in several classes.
- Inspectors looked at pupils' books, listened to pupils read and talked to them about their work. Inspectors also met with groups of pupils including members of the school council.
- Inspectors held meetings with school leaders, the designated person for safeguarding, the leader responsible for disabled pupils and those who have special educational needs (SENCO), the leader of the speech and language resourced provision, and members of the governing body.
- The lead inspector also reviewed correspondence from the local authority.
- Inspectors took parents' views into account, including 50 responses to the online Ofsted questionnaire, Parent View.
- The inspectors listened to the views of staff and evaluated 50 responses to the Ofsted staff survey.
- The inspectors looked at a range of documentation including information about safeguarding, the school's self-evaluation and improvement plans, the most recent performance information on pupils' achievements, and information relating to teaching, behaviour and attendance.

Inspection team

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