

# Bilton Community Primary School

School Lane, Bilton, Hull HU11 4EG

|  |                      |
|--|----------------------|
| <b>Inspection dates</b>                      | 24–25 May 2016       |
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Good                 |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Good                 |
| Early years provision                        | Outstanding          |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has high expectations of pupils and staff. As a result, pupils' outcomes and the quality of teaching have improved since the previous inspection and are now good.
- Governors know the school's strengths and areas to improve very well. They challenge leaders effectively.
- Teachers plan interesting tasks that motivate and engage the pupils well. Pupils enjoy school, say they are safe and their attitudes to learning are good.
- Teaching assistants are highly skilled and support pupils' good learning in class and in small groups outside the classroom.
- Outdoor learning provides strong opportunities for pupils to cooperate well together and use a range of skills to solve problems.
- Leaders promote the school's values of respect, care and honesty particularly well. Pupils' spiritual, moral, social and cultural development is a strength of the school.
- Children make exceptional progress in the early years because of the high-quality teaching and support they receive.
- Systems for checking teachers' performance are good. Over time, astute use of targeted training from the local authority and an outstanding school has strengthened teaching so that it is now good.

### It is not yet an outstanding school because

- Occasionally, questioning is not skilful enough to deepen the learning of all groups of pupils.
- There are times when teachers do not adjust the pace of learning sufficiently well to ensure pupils are making strong progress.
- The attendance of disadvantaged pupils is below average.
- Subject leaders have not ensured there are enough opportunities for pupils to write at length in key stage 2 to strengthen progress further.

## Full report

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

- Improve the quality of teaching to strengthen pupils' outcomes by ensuring that:
  - skilful questioning deepens and extends pupils' knowledge and understanding, particularly for the most able pupils
  - the pace of learning is consistently strong for all groups of pupils, particularly middle-ability pupils
  - pupils have greater opportunities to write at length in a wide range of subjects.
  
- Increase the impact of leaders and managers by making sure that:
  - the attendance of disadvantaged pupils improves to at least average so that they benefit more fully from school
  - subject leaders check the quality of learning more thoroughly across a wide range of subjects.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders and governors have been determined to strengthen the school through their own efforts and the astute use of external support. Morale is high. Staff have given leaders their full support in improving the school. As a result, the overall effectiveness of the school has improved since the previous inspection and is now good.
- Systems to check the performance of staff are thorough and very effective. Leaders' accurate analysis of teaching has led to clear identification of strengths. These are shared in school along with areas that need further development. Good training and support provided by the local authority and an outstanding school has helped to strengthen teaching in key stage 2, particularly the teaching of reading. Teaching assistants have an annual performance review that identifies appropriate training and helps them to advance their careers.
- Newly qualified teachers receive good support from the school, the local authority and the outstanding school to ensure they develop good practice which accelerates pupils' learning.
- Leaders focus plans for improvement sharply on actions that will ensure teaching and pupils' outcomes are good. Leaders and governors have a clear understanding of the school's strengths and regularly check progress against the main priorities for improvement. This has assisted the school in becoming good.
- Leaders take swift action should any pupils fall behind. Newly developed systems are having a strong impact on helping pupils to catch up.
- Subject leaders play their part well in supporting improvements to teaching and learning. They check pupils' work in English and mathematics meticulously. In other subjects, although progress is good, especially in key stage 1, subject leaders have not clearly identified that pupils need to write more extensively about what they are learning to deepen their understanding of topics.
- The curriculum provides a wide range of subjects and a good variety of additional activities. It makes a good contribution to pupils' personal development, behaviour and welfare. There are extensive opportunities for pupils to engage in outdoor learning including joining the school's gardening club.
- Pupils develop a clear understanding of the law, democracy and human rights through class activities, assemblies and visits. They are developing a good sense of rights and responsibilities and what it is to be a good citizen in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development strongly. There are good links to the local parish church and pupils study other faiths and cultures in depth. They cooperate exceptionally well, treat each other with care and respect and behave well. Visits to the theatre and residential visits broaden pupils' understanding of culture. High-quality art work is a feature of the school.
- The primary school physical education and sports funding is spent well and has increased participation in sport. Pupils benefit from links to professional clubs for coaching in many sports such as netball, rugby, football and cross-country. Pupils are keen to participate in competitive sport and are successful. The school identifies talented pupils, who train with professional clubs.
- The pupil premium funding is used very effectively to ensure equality of opportunity for disadvantaged pupils. A mentor is allocated to each pupil to check their work, progress and how they are developing socially. Disadvantaged pupils do well in their studies because there is a well-planned, structured intervention programme for them. This means that any gaps in attainment between these pupils and others in the school are closing.
- The headteacher's cooperation with the local authority and the outstanding school has been exemplary. He has worked closely with them, making highly effective decisions to improve the school. The work of these partnerships has had a strong impact on helping the school to be good.
- **The governance of the school**
  - Governors have an accurate view of the school and use a wide variety of evidence to check how well the school is doing. They have benefited from an external review of governance and, as a result, formulated a detailed action plan to improve their effectiveness. They have attended local authority training to hold leaders to account very effectively. They have a wide range of expertise, including in education, and have a very clear understanding of how all groups of pupils are progressing.
  - Governors check the outcomes of all groups of pupils. They are well aware of the positive impact of the funding for disadvantaged pupils and the need for some of these pupils to attend better. They hold subject leaders, as well as the headteacher, to account for their work.

- Governors fulfil their statutory duties well and ensure that plans are closely linked to the finances available to the school. They have a good understanding of the quality of teaching and are well aware of the link between teacher performance and pay.
- The arrangements for safeguarding are effective. Staff have had appropriate training and are vigilant. Safeguarding records are well kept and links with external agencies provide good support for pupils. There are effective arrangements for safeguarding in the after-school club. Governors have had appropriate safeguarding training and check that procedures meet requirements.

## **Quality of teaching, learning and assessment** is good

- Leaders have created good opportunities for teachers to share best practice across the school and receive good training and support from an outstanding school. As a result, teaching has improved in key stage 2 and is now good, as it is in key stage 1. Teaching in early years is exceptionally strong.
- Teachers' good subject knowledge and good use of assessment information assists them in setting work that matches the needs and abilities of pupils. Explanations of what is to be done are clear and pupils set to work purposefully and make good progress. Pupils enjoy their learning and make good progress.
- Interesting tasks, both indoors and outdoors, enable pupils to use their knowledge across a wide range of subjects so they are creative and solve problems. There are very good opportunities for key stage 1 and 2 pupils to work well outside the classroom together. For example, pupils had to choose suitable waterproof materials, using their scientific knowledge, and then construct a secure and stable tent in an appropriate place in the school grounds.
- Teachers adhere to the school's policy for marking and feedback, which is supporting good learning. Pupils respond well to the advice they are given and this contributes to their good progress.
- Teachers use questioning well to engage pupils in their learning. They give pupils opportunities to explain what they understand and correct any misconceptions. Occasionally, their questioning does not challenge pupils, particularly the most able, to think deeply about what they are learning or extend their understanding to real-life contexts.
- Teaching staff check work in class regularly and offer good advice to make sure pupils make good progress. At times, they do not adjust the pace of learning to ensure that pupils, particularly some middle-ability pupils, have sufficient time to consolidate what they are learning. As a result, pupils do not complete some work fully or to the highest standard before they are moved on to other tasks.
- Teachers create many opportunities for pupils to use their good reading skills well across a range of subjects. Pupils are confident in reading out loud and in using books and the internet to support their research. They apply their mathematical skills well across subjects such as science and technology.
- Pupils' work shows that they write poetry and at length in English. In key stage 1 there are many opportunities for pupils to write fully about what they are learning in a wide range of subjects. However, in key stage 2, pupils do not have enough opportunities to write at length in many subjects to explain in detail what they have learned and understood.
- Highly skilled teaching assistants make a good contribution to pupils' learning in all subjects. They work skilfully with individuals or groups of pupils, both inside and outside the classroom. They are briefed very well by teachers and support pupils of all abilities to help them make good progress.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and polite when speaking with adults. They know what is expected of them and treat each other and adults with respect.
- Pupils told inspectors that they enjoy school and are safe. They are well aware of how to keep safe when using the internet and talk knowledgeably about email communications, passwords and reporting safety matters to adults. Visitors, including the police, contribute well to pupils' good knowledge of how to stay safe, particularly when cycling or using their scooters to come to school.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. At break and lunchtime, pupils have a range of equipment they can play with and are very active. At lunchtime they

make healthy choices and say they like eating fruit and vegetables and choosing salad. Pupils are excited by the many sports that are available to them and the competitive sport they engage in.

- Pupils are smart in their uniform. Generally, they take pride in their work. School leaders are aware that the quality of handwriting for some pupils in key stage 2 needs improving and are taking action to strengthen it. Presentation is usually of a good standard.
- Pupils are clear about what constitutes bullying and say staff do not tolerate it. School records show that bullying is uncommon and appropriate action is taken to resolve it. Parents were very positive about how the headteacher works with their children to mediate and resolve any 'falling out' that might occur.
- Pupils vote for their school council and this is a good introduction to democracy. They know they have a right to vote and that their views are listened to. Pupils said they enjoy the extensive outdoor facilities that the school council helped to design.
- Pupils understand the school's values of respect, care and honesty exceptionally well. Inspectors noted that pupils reminded each other, when necessary, that 'we have to make sure we let others join in and we are fair'. Pupils are generous in supporting the work of charities and participate annually in the service of remembrance with the Royal British Legion.
- School leaders have good systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils.
- Parents and staff are confident that children are safe and well cared for in school.
- Pupils are well cared for in the after-school club. Effective safety and safeguarding arrangements are in place for children attending the club.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils manage their conduct well both inside and outside the classroom. Inspectors noted that pupils' behaviour in the dining hall was excellent.
- Pupils know what is expected of them and behave well. They are punctual to school and settle quickly to their work. Pupils move safely around the school and conduct themselves well with care for others.
- Pupils say they enjoy the rewards and points that are available for good behaviour, good work and good attendance. Double 'bonus points' are given to those who exhibit highly respectful behaviour. Pupils say behaviour is good around the school and in class; although they say a few pupils could behave better.
- Pupils' attitudes to learning are good as they are keen to learn. They respond well to the support and advice given to them. Occasionally, some pupils can lose focus when the pace of learning slows but they do not disturb others.
- Attendance has improved since the previous inspection and is average. Few pupils are regularly absent from school. The school has employed an education welfare officer who has helped to strengthen attendance. However, leaders have more work to do with the parents of a small number of disadvantaged pupils to ensure their children attend well and benefit fully from what is on offer in this good school.
- The school environment is well cared for and is litter free. Displays of pupils' work and other educational displays promote good learning, personal development and welfare.
- Parents told inspectors they believe behaviour is good and that their children enjoy school.

### **Outcomes for pupils**

**are good**

- Since the previous inspection, inconsistencies in the quality of teaching across key stage 2 have been tackled successfully. In both key stages 1 and 2, pupils are making good progress in reading, writing, mathematics and in a wide range of other subjects.
- Attainment in reading, writing and mathematics at the end of key stage 1 was above average in 2014 and well above in 2015. Pupils have strong reading skills, are keen to read and are very interested in the books available to them. Pupils read regularly at home. The proportion of Year 1 pupils attaining the expected standard in the screening check for reading has been above average for two years. Pupils make good progress throughout key stage 1.
- Pupils' progress at the end of key stage 2 has improved since the previous inspection. In 2015, all pupils made the progress expected of them in mathematics with a good number making even better progress. Good progress was made in writing. Over the past two years, pupils have made expected progress in reading but not enough have made better progress.

- The headteacher recognised that the teaching of reading in key stage 2 needed to be strengthened. He introduced a new approach to the teaching of reading and this has worked well. Challenging comprehension tasks are set to make sure pupils understand what they are reading. There are many opportunities for pupils to explain to adults what they have been reading and what they think might happen next.
- Inspectors found that current pupils are making good progress in reading across key stage 2 as well as maintaining their good progress in writing and mathematics. An analysis of pupils work showed good progress in a range of other subjects, especially history, geography, art and Spanish.
- The most able pupils make good progress. They attain standards in reading and writing that are in line with similar pupils nationally. Pupils are taught in three ability groups in mathematics with all pupils making good progress. The most able benefit particularly well from the additional challenge they are given and more of these pupils attain the very highest levels in mathematics than found nationally.
- Pupils who have special educational needs or disability make similar progress to other pupils in school. Leaders identify their needs well and check their progress regularly. Well-planned support is given to these pupils so they can work well in class.
- Disadvantaged pupils make good progress and attain as well as others in school and nationally. Expectations are high for these pupils. Should any pupil fall behind there is good support to help them catch up quickly. Additional support is provided for some disadvantaged pupils who are not attending well to ensure they catch up.

## Early years provision

**is outstanding**

- Outstanding leadership has made sure that exceptional teaching and superb indoor and outdoor learning facilities help children excel. Children settle quickly into Nursery as routines for learning are very clearly and sensitively communicated to children and parents.
- The vast majority of children enter Nursery with skills below those typical for their age. By the end of Reception, the proportion of children who attain a good level of development is much higher than average and has been for several years. Many children exceed expected levels of attainment in the areas of learning. Children's progress is outstanding and they are exceptionally well prepared for key stage 1.
- Teaching fosters active, confident and independent learners. High expectations from staff and their excellent plans for learning develop children's high levels of independence, curiosity and enjoyment.
- The leader has a crystal clear understanding of the provision's strengths and ensures that staff are constantly checking that work is of the highest quality. Staff training is a priority. When the leader identifies best practice within the school or at other schools she is quick to ensure it is used to strengthen the provision. The school is a training centre for early years provision and is used by other schools because of its outstanding work.
- Accurate assessment of children's progress takes place through careful observation and brings about strong improvements for all groups of children. Disadvantaged children and those who have special educational needs or disability thrive in the provision and make similarly strong progress to other children.
- The curriculum is rich, practical and exciting with many opportunities for children to learn and cooperate well. For example, one child wanted to make a guitar outside and another went inside to cut string, brought it out and shared it to help make the guitar. An adult skilfully questioned the children and they gave comprehensive explanations about what they were doing.
- Children are extremely safe and happy as a result of the secure procedures that exist with regard to welfare and safeguarding. Behaviour and personal development and welfare are outstanding as children have exceptionally positive attitudes to learning and support each other while engrossed in learning. Children spoke about wearing hats to keep safe in the sun and another added about how to keep safe in the sun when on holiday abroad. Safeguarding is effective in the provision.
- The calm and purposeful learning environment leads to children rarely being distracted or becoming distracted. Resources across all areas of the provision are accessible, interesting and relevant to the experiences of the children. This accessibility gives children choices, resulting in them making decisions and thinking creatively. Children display high levels of engagement and self-control in all areas of learning. They listen carefully and with respect to adults and other children.
- Parents are highly involved in their children's education. The new online learning journals lead to parents contributing strongly to children's assessments and learning. Parents commented on how useful they find the system to keep informed about the progress their child is making.

## School details

|                                |                          |
|--------------------------------|--------------------------|
| <b>Unique reference number</b> | 117829                   |
| <b>Local authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 10002138                 |

This inspection 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> | 272  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Steven Stow  |
| <b>Headteacher</b>                         | Keith Robinson   |
| <b>Telephone number</b>                    | 01482 811 342  |
| <b>Website</b>                             | <a href="http://www.biltonprimary.co.uk">www.biltonprimary.co.uk</a>                                     |
| <b>Email address</b>                       | <a href="mailto:biltoncommunity.primary@eastriding.gov.uk">biltoncommunity.primary@eastriding.gov.uk</a> |
| <b>Date of previous inspection</b>         | 26 November 2013   |

## Information about this school

- The school is an average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The vast majority of pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs or disability is well below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is above average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children in the early years receive part-time education in the Nursery. In Reception, they receive full-time education.
- The school organises an after-school club from 3:30pm to 5:25pm.
- There have been significant changes in staffing since the previous inspection.
- The school received support from a national leader of education, his outstanding school, Molescroft Primary School, and the teaching school alliance he organises. The support was intended to strengthen the school's work in reading, work with pupils who might be falling behind and in checking the quality of teaching.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held meetings with the chair of the governing body and two other governors.
- The lead inspector held a meeting with a representative of the local authority. He also had a telephone conversation with the national leader of education from Molescroft Primary School.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 18 responses to the online questionnaire for parents (Parent View).
- There were nine staff questionnaires completed and considered by inspectors.
- There were 22 responses to the online pupil questionnaire considered by inspectors.

## Inspection team

|                               |                  |
|-------------------------------|------------------|
| James McGrath, lead inspector | Ofsted Inspector |
| Beverley Riddle               | Ofsted Inspector |
| Ian Clennan                   | Ofsted Inspector |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

