

Hilperton Church of England Voluntary Controlled Primary School

Newleaze, Hilperton, Trowbridge BA14 7SB

Inspection dates	13–14 July 2016
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	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The unstinting leadership of the headteacher has motivated and supported all staff and pupils to have high aspirations, enabling the school to improve rapidly since the last inspection to provide a good quality of education for all pupils.
- Pupils' progress is rapid from their starting points. Standards across the school in all subjects are typically average or above and improving quickly. Disadvantaged pupils and those who have special educational needs make the same very fast progress as their classmates. Gaps seen in previous years between disadvantaged pupils and others have been eradicated.
- Provision for pupils, including the quality of care, is highly personalised. Skilled and knowledgeable teachers and teaching assistants make a very significant contribution to pupils' learning.
- Pupils have commendable attitudes to their learning and develop the necessary skills to become lifelong learners. All aspects of school life reflect the shared values of Hilperton.
- Parents are positive about the recent changes to the school and feel confident that their children are happy and safe and make excellent progress.
- Pupils are proud of their achievements, their work and their school.
- Governors know the school well and have high aspirations for its continuing improvement. They ensure that school leaders are held to account for the quality of teaching and pupils' performance.
- The early years foundation stage provision is outstanding and children typically make rapid progress in all aspects of their learning.

It is not yet an outstanding school because

- The high-quality teaching which is seen in the school is not yet sufficiently developed in all year groups and subjects.
- Occasionally, not enough challenge is demanded at all levels, especially of the most able pupils.
- Relatively recent developments and changes to middle leadership roles have not yet had time to have an impact on pupils' outcomes.
- Pupils' ability to write fluently and confidently is sometimes restricted because handwriting and presentation skills are not always fully developed.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in order to further accelerate the rates of progress pupils make in their learning, so that they reach even higher standards of attainment by:
 - making sure that all pupils are consistently stretched and challenged in their learning, especially the most able pupils
 - developing their handwriting and presentation skills
 - sharing the good teaching practice that exists within the school and the 'collaborative' (Collaborative Schools Limited).
- Improve the quality of leadership and management by strengthening the work of middle leaders (those responsible for particular age groups or subjects) to further develop their skills in monitoring and curriculum development.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, effectively supported by the deputy headteacher, has an uncompromising stance which has led to rapid improvements in the school. She has stimulated a strong team of staff to deliver teaching that results in good progress for pupils in reading, writing and mathematics. Robust monitoring of pupils' progress, along with continuous professional development for all staff, has led to stimulating delivery in the classroom and very positive systems and strategies for improving learning.
- School leaders, including governors, ensure that pupils build a love of learning which prepares them very well for the next stage in their education. Positive relationships are fostered at every opportunity, and discrimination in any form is not tolerated. Pupils are encouraged and motivated to develop the school's values and ethos.
- Senior leaders ensure that delivery of the curriculum is exciting and motivating. Subject areas link well and the school is in the process of redesigning its curriculum to ensure greater depth in subjects other than English, mathematics and science. This results in a vibrant curriculum that inspires pupils and helps them to develop a depth and breadth of knowledge, skills and understanding.
- The school's values and good equality of opportunity are central to the school's work. The headteacher, senior leaders and governors tackle potential barriers to learning to secure positive outcomes for all groups of pupils. Systematic tracking of the achievements of pupils who have special educational needs and/or disabilities ensures that all pupils are making the same rates of progress as their peers. A parent support adviser supports families and any persistent absentees to ensure that they attend school more regularly. The impact of all interventions is routinely monitored.
- Careful monitoring of teachers' performance is achieved through pupil progress meetings, looking at pupils' work books, and observing teaching and training. All staff, including those who are new, have adopted the school ethos and discuss their strengths and areas for development with colleagues in an environment of everyone being a learner.
- The school curriculum is developing the 'mastery approach', where pupils are able to demonstrate an in-depth knowledge of the subject. Along with the strong emphasis on learning skills, this has resulted in pupils developing a good understanding of life in modern Britain. Values of tolerating and respecting others permeate the school and older pupils have a clear understanding of democracy and the British rule of law.
- The new curriculum and assessment procedures that go with it have helped parents and carers to know exactly where their children are in terms of expectations so that they can support them at home.
- Pupils' spiritual, moral and social development is strong. Cultural development is good and is undergoing further improvement as part of the school's ongoing development. Pupils have a positive sense of their role in the school and wider community and their understanding of British values.
- School leaders use the school's pupil premium funding to maximum effect to ensure that disadvantage is no barrier to participation and achievement. The school provides additional staffing to support the academic achievement and personal development of the few disadvantaged pupils in the school. The impact of this support is reflected in the good progress and achievement of disadvantaged pupils across the school.
- All teachers are involved in moderating standards by regular pupil progress reviews. Middle leaders have been appointed since the previous inspection to help further improvements in teaching and learning in subjects other than English and mathematics, making use of existing practice. They are playing an increasingly strong role in bringing about improvement and have contributed well, for example, in securing consistent assessment and marking procedures across the school. They have not been in post long enough to see the impact of their work. Despite this, the school's team-based approach to leadership is quickening pupils' progress. This demonstrates the school's capacity to generate further improvement.
- The school uses the physical education and sports premium effectively. Funds have been used to raise the profile of physical education within the school and provide more opportunities for pupils to become involved in physical activity. The funding is also providing training for staff and there are more opportunities for pupils to participate in competitive sports, such as football, athletics and cross-country running. As a result of this provision, the school has recently gained the Sainsbury's School Games Gold Award, which is in recognition of the high-quality provision of physical education for pupils, both within the curriculum and in off-site activities.
- All of the parents who met the inspection team and those who responded to the online parent questionnaire were unequivocal in their praise of the headteacher and the staff in the school. They

described the school as happy, safe and somewhere their children can 'make good progress'. Parents commented on staff's 'amazing enthusiasm and encouragement' and feel confident that their children are prepared well for the next phase of their education.

- The local authority's good support has helped to accelerate the school's transformation. Encouraging school-to-school support in the early years foundation stage has resulted in the local authority using the early years foundation stage and the school's methods of support for pupils who have special educational needs and/or disabilities as exemplars of good practice for other schools.

■ **The governance of the school**

- Governance has been strengthened significantly since the last inspection. The governing body undertook a review of its practice, resulting in improved challenge and support for the school. The governing body meets its responsibilities very well, with governors making a most effective contribution to the quality of the education the school provides.
- Governors know how to analyse data on the performance of pupils and they use this knowledge to challenge and support school leaders. They bring a range of expertise to the school and have a good understanding of the school's priorities. Governors robustly hold school leaders to account. For example, they know how well teachers are performing and are confident about using the national teachers' standards when addressing any underperformance. Governors regularly attend training to improve their own skills and to keep themselves updated.
- The arrangements for safeguarding are effective. Child protection procedures are robust, and pupils' well-being is the school's top priority. The school has a proactive approach to the 'Prevent' duty. The safeguarding policy includes dealing with extremism and terrorism.

Quality of teaching, learning and assessment is good

- Teaching at Hilperton is of a good quality, and sustained strong teaching since the last inspection has resulted in good learning and progress over time. The quality of teaching has improved rapidly since the previous inspection. Lessons are lively, interesting and enjoyable. The quality of teaching is reflected in the standard of work in pupils' books, data on pupils' progress and the positive reports from the local authority.
- Pupils show their teachers great respect and are very keen to please them. Teachers have clear routines and high expectations. The design of lessons allows for the reshaping of tasks, so learning time is not wasted. Consequently, classrooms are calm and purposeful.
- Teachers benefit from the high expectations and the culture of the school to continually improve teaching and raise achievement. Senior leaders ensure that high-quality training enables teachers, including newly qualified teachers and teaching support staff new to the school, to get up to speed quickly and therefore deliver high-quality lessons. The newer staff have adjusted quickly to the school's systems. Evidence shows that new staff are rapidly approaching the same high standards of teaching as their more experienced colleagues.
- Teachers and support staff regularly check pupils' understanding. Progress over time is checked carefully so that any pupil falling behind their targets is identified quickly and provided with targeted intervention. This, and the skilled guidance of learning support assistants, enables pupils who have special educational needs and/or disabilities to participate fully in lessons.
- Mathematics lessons provide pupils with the skills to solve problems and then allow them to choose for themselves a challenge that best meets their learning needs. Pupils' positive attitudes to learning mean that all pupils stretch their understanding and demonstrate good mathematical understanding.
- Reading, writing, mathematics and communication are taught to a high standard and reinforced well in other subjects. Computing skills are applied, as appropriate, in all subjects.
- In mathematics, where the curriculum has had most change, teachers assess pupils' understanding at the start of each unit to inform their planning and at the end of each unit to help understanding of the pupils' attainment. This helps pupils to demonstrate their understanding at different levels and provides insightful information on their progress.
- Learning is very effective both indoors and out. Pupils are highly engaged by all learning opportunities and are keen to consolidate their classroom learning through the well-designed practical activities that teachers provide to enhance their understanding and make their learning 'real'.
- Classrooms are vibrant and well-organised places in which pupils learn quickly. High-quality displays of work are used to encourage pupils to achieve well. Pupils of all abilities, including the most able as well as

those who are disadvantaged, are challenged to produce their best effort and achieve high standards.

- Assessment is a strength. Teachers regularly check what pupils know and can do, including within lessons. This means that work is generally pitched at a level which challenges them and yet means they can succeed. Skilled teaching assistants support this close assessment and help pupils to make rapid progress in lessons.
- Marking is consistently in line with the school's assessment and marking policy, which addresses the new curriculum, and teachers mark classwork and homework accurately and regularly. Teachers regularly include constructive comments that recognise pupils' achievements and effort. Pupils generally know what they should be trying to build into their work because their targets are in a clear and understandable form.
- A major factor in ensuring pupils' clear understanding before moving on in their learning is the school's feedback and gap-filling at the start of each lesson. Here, the previous day's work is subject to adult marking consistent with the school's policy. This often includes repeat or extension tasks for pupils that emerge from this scrutiny. Pupils have to respond to this feedback immediately and show that they have done this. The impact of this practice upon pupils' learning, but also upon their critical thinking and spiritual, moral and social skills, is exceptional.
- Pupils have benefited greatly from the school's recent initiative to focus on writing. Progress in writing is based on good opportunities provided by teachers for pupils to plan and write at length along with the constant introduction of new vocabulary. This has resulted in good improvement since the last inspection, especially in grammar and punctuation. Teachers recognise that there is scope for pupils to achieve even higher standards, especially in handwriting skills and presentation of their work and this rightly remains the priority for the school.
- Teachers use their good subject knowledge and personal knowledge about each pupil to plan learning that is imaginative and challenging. Despite this, there are times when the challenge is not always accurately targeted, particularly for the most able pupils.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to their learning are commendable in all lessons, but especially when work is very challenging. Pupils are extremely resilient and self-managing. They challenge themselves and sometimes each other to improve.
- Pupils actively seek out learning opportunities. They describe, demonstrate and celebrate the learning skills and values that the school encourages, regularly talking about challenge and being successful. In lessons, pupils listen carefully to the views of others and conduct themselves in a very mature manner when involved in discussions.
- Pupils are proud of their school and everything it represents. All pupils celebrate their achievements and the achievements of others. Pupils display the vision of the school in self-discipline and confidence and said that it was 'to do as best as they can'. They encourage their peers and reflect on how they can help and support others to improve.
- There are well-established routines to support all pupils; for example, older pupils act as buddies to younger pupils, welcoming them into the school and supporting them through their years in school. The members of the school council take their roles seriously and spoke with confidence about their responsibilities and contribution to the school, including the development of 'the Hilperton Way'.
- Pupils knew what bullying was, describing it as persistent unkindness, and were resolute that there was no bullying at their school. They had a good understanding of different types of bullying and described a broad range of strategies to prevent it and report it to staff. Pupils report that they feel very safe at school and the vast majority of parents who responded to Parent View agree.
- Pupils are very clear about what to do if they are unsure about anything and will confidently talk to an adult at school if they have a worry or concern. Safety features strongly in the curriculum. This results in pupils having a very clear sense of what it is to be safe, and how to keep themselves safe in a wide range of circumstances, including when using new technologies.
- Pupils who need additional support are cared for extremely well. Any actions taken are well documented and the school maintains very strong links with a range of outside agencies, such as social care.
- Pupils are exceptionally well prepared to take their place in modern Britain. The school's curriculum places

a very strong emphasis on supporting pupils' spiritual, moral, social and cultural development, and their understanding of British values. Respect, tolerance and valuing everyone as individuals underpin the high-quality relationships evident throughout the school.

Behaviour

- The behaviour of pupils is outstanding overall.
- The behaviour of pupils is outstanding in lessons, at breaktime and around the school; they learn without interruption or distraction. Pupils are very kind and considerate to each other and to adults. They are consistently courteous and polite.
- Pupils enjoy coming to school. They are confident, polite and welcoming. They have a clear understanding of what type of behaviour is and is not acceptable, and work hard to meet the school's high expectations. The school is a very inclusive community and pupils' behaviour towards each other and adults is courteous and mature.
- In lessons, pupils focus on their work, are keen to contribute and take great pride in all that they achieve. They show high levels of self-control and personal discipline, including those pupils who find controlling their behaviour a significant challenge.
- Parents spoken to, and those who responded to the questionnaire, report that their children are happy at school and that they are expected to behave well.
- Attendance is rising and is currently on track to be above average. There is significant support for helping pupils who have difficulty in attending school, including the use of the breakfast club and the parent support adviser. The impact of this strategy is seen in the reduction in absences.

Outcomes for pupils

are good

- Pupils' achievement has improved since the last inspection. The school's assessment information, pupil tracking and work in books and on display clearly indicate that currently pupils in every year group are now making consistently good progress.
- The school's information, including the recently published school test results, though unvalidated, work in pupils' books and evidence from lesson observations indicate that standards are rising consistently in Years 1 to 6. Most pupils have made rapid progress since 2014 in reading, writing and mathematics and are now attaining above expectations for their age. Increasing numbers are reaching higher levels.
- The great majority of children enter the early years foundation stage with skills at levels below those typical for their age, particularly in the skills that relate to language, speaking and listening, number and personal development. Children make very good progress and the great majority leave the early years having reached a good level of development and are well prepared to start Year 1.
- Pupils now start key stage 1 with skills that are broadly average. Achievement has improved since the last inspection and evidence from the inspection shows that current pupils in key stage 1 are making progress which is at least good. Pupils enjoy reading. Younger pupils' phonics skills are improving.
- Pupils in Year 1 attained in line with the national average in the national phonics check in 2015. This proportion was higher than in the previous year. Data shows that the current Year 1 pupils are comfortably above the figures for last year.
- Results in national tests in Year 2 in recent years reflect a legacy of poor teaching at the last inspection in the early years. The current assessment shows great improvement. Pupils who were in Year 2 last year, despite their broadly average standards in statutory assessments, made good progress. They are making rapid progress this year and are catching up quickly.
- Progress data in the Year 6 national tests in recent years reflects the previous unstable teaching in lower key stage 2. This was rectified and progress has accelerated significantly in key stage 2 since the previous inspection. Pupils are now making good progress in learning from their individual starting points. Current pupils are well prepared for secondary school by the end of Year 6, both in terms of their achievement, as the information shows, and in their knowing how to be a successful learner.
- Pupils made good progress in 2015 from low starting points to reach above-average standards in reading, writing and mathematics. Pupils made above the expected rate of progress across Years 3 to 6 in 2015 in reading and writing and in line with the national average in mathematics. This year, more pupils have made better than expected progress than previously and in all subjects. However, inspection evidence indicates that, on some occasions, the most able pupils currently in the school are not always being challenged enough in lessons.
- The achievement of the most able pupils in both key stages has varied over time. However, in 2015, they

performed above the national average at Level 5 in reading, writing, mathematics and grammar. Currently, assessment information shows that the achievement of the most able pupils is much improved across the school and their progress has accelerated. Many more are reaching the higher levels in mathematics and English. Some opportunities are missed to add further to the level of challenge and to stretch pupils' thinking to enable all pupils, but especially the most able pupils, to move on at an even faster rate.

- Pupils speak confidently in lessons in front of the whole class and enjoy the challenge of 'talk partners'. They know when to speak formally and when it is appropriate to speak informally. Older pupils can present a mature, reasoned point of view for their decision. Pupils are confident to ask questions and will challenge what others say in a supportive manner.
- Pupils' writing skills have greatly improved since the last inspection. Most now write fluently and legibly, using interesting sentences and imaginative language. Skills in creative writing are well developed, resulting in interesting displays around the school.
- The school is quick to identify any pupils who are at risk of falling behind. This also includes those pupils who have special educational needs and/or disabilities. These pupils make good progress because teachers and teaching assistants give them activities that are well matched to their individual ability and needs. Some of these pupils make better progress than their peers.
- The gaps that were present in the data in 2015 between groups of pupils have been rapidly reduced.
- There were no pupils eligible for pupil premium funding in Year 6 in 2015. However, a study of the school's test results, assessment data and the pupils' work confirms that disadvantaged pupils across the school are making good progress from their starting points. Pupil premium funding is having a positive effect on the achievement of these pupils.

Early years provision

is outstanding

- The outstanding leadership of the early years ensures that children get off to a flying start in school. The school has a sharp focus on continuous improvement to ensure that the provision best meets the children's needs and parents are fully informed and included well in their child's learning journey.
- Staff check children's learning frequently. This information is used well to plan a well-organised and imaginative curriculum that engages and motivates children. Indoor and outdoor spaces are used imaginatively to encourage children to be active and inquisitive. They are encouraged to use their imagination and explore their environment, using all their senses. Activities are often planned around children's ideas and interests, and their experiences outside school are valued. This approach to their learning in school supports the rapid progress many of them make. The vast majority of children, including disadvantaged children, are equally well prepared for their move into Year 1.
- As a result of the analysis of assessment information, there is a particular focus on raising children's language and personal, social and emotional development, their speaking and writing skills and their understanding of number.
- The attitudes and resilience of children when engaged in a wide range of activities are impressive. Teachers and teaching assistants listen attentively to children. They act swiftly to help them when necessary, but they also encourage them to try for themselves. For example, children took part with enthusiasm in a 'beat yourself' activity trail that they set up in the outdoor area. They applied themselves fully to the task and worked very hard to beat not only themselves but also their friends and the adults. Children frequently work together to solve a problem before seeking the support of an adult.
- Children feel very safe in school and are extremely well cared for. Children with special educational needs are managed sensitively but firmly, which helps them to be fully included in activities and to make good progress. Well-established routines give structure to sessions and relationships are warm and enabling. Children respond very positively to the high expectations of staff and behave very well.
- Parental involvement is encouraged and much appreciated. Parents feel confident to approach staff to ask for information, guidance and support so that they can contribute well to their child's learning.
- The outstanding improvement of provision and leadership in the early years foundation stage has been recognised by the local authority, which now uses it as an exemplar for the rest of the authority.

School details

Unique reference number	126328
Local authority	Wiltshire
Inspection number	10009234

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Julie Allen
Headteacher	Vicki Cann
Telephone number	01225 755343
Website	www.hilperton.wilts.sch.uk
Email address	admin@hilperton.wilts.sch.uk
Date of previous inspection	19–20 March 2014

Information about this school

- Hilperton Church of England Voluntary Controlled Primary School is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. A much smaller than average proportion of pupils are from minority ethnic backgrounds and even fewer speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is extra government funding to help the education of pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is about average.
- The proportion of pupils supported with a statement of special educational needs or an education, health and care plan is also about average.
- The governing body manages a daily before-school breakfast club and after-school clubs.
- The pupils are taught in mixed-age classes throughout the school, except for the early years foundation stage.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has had a turnover of two thirds of its teaching staff since the last inspection.
- Hilperton Primary School is a member of Collaborative Schools Limited. This is a support group of 21 schools in the Trowbridge area that work together in a wide variety of ways in relation to aspects of each school's needs. The school has also received support from a specialist leader of education from Mead Teaching School in developing the early years foundation stage.

Information about this inspection

- The inspectors observed seven lessons. These included six lessons jointly observed with the headteacher.
- The inspectors also made a number of short visits to lessons to check the quality of provision and its impact.
- The inspectors heard individual pupils read and discussed their individual reading preferences with them.
- They carried out a detailed scrutiny of the work in pupils' books across a range of subjects and classes.
- Pupils' behaviour both inside and outside the classroom was observed.
- The inspectors held meetings with the chair of the governing body and five members of the governing body, the school leadership team, school staff, and groups of pupils, including members of the school council.
- The lead inspector spoke with a representative of the local authority.
- The inspectors also talked with a number of parents and carers as they brought children into school.
- The inspectors viewed a range of documents, including information on pupils' achievement, the school's data on current and recent progress and attainment, and the school's self-evaluation report. They also looked at the school's improvement plan, documents relating to safeguarding, and records of behaviour and attendance.
- The inspectors took account of the 39 responses to the online questionnaire, Parent View, and 18 responses to the inspection questionnaire for staff. The school's website was also scrutinised.

Inspection team

Terry Mortimer, lead inspector

Ofsted Inspector

Martin Bragg

Ofsted Inspector

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