

# Hilderthorpe Primary School

Shaftsbury Avenue, Bridlington YO15 3PP

## Inspection dates

13–14 September 2016

## Overall effectiveness

**Good**

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	Good
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 over time and are good.
- Systems for checking teachers' performance and the performance of middle leaders are good. Clearly identified professional development and support for staff have resulted in good teaching and good subject leadership.
- Pupils, including disadvantaged pupils, make good progress in reading, writing, mathematics and in a wide range of subjects.
- Teachers set work that matches pupils' needs and abilities. Work set challenges pupils well, including the most able. Teaching assistants make a strong contribution to pupils' good progress.
- Pupils behave well around the school, have good attitudes to learning and are aspirational.
- The teaching of early reading skills is highly effective.
- Spiritual, moral, social and cultural education is a strength of the school. Pupils are friendly and treat adults and each other with respect.
- Leaders have made sure that there are excellent safeguarding procedures in place to protect pupils. Pupils say they enjoy school and that they are safe in school.
- The provision in early years is good. Children make good progress because of good leadership and good teaching.
- Governors have supported and challenged leaders well. They hold leaders to account for their work and ensure that teaching and pupils' outcomes are good.
- Parents have a high level of confidence in the school's work.

## **Full report**

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

- Further improve the quality of teaching to make sure pupils' progress is outstanding by:
  - checking pupils' learning swiftly to strengthen the support for pupils, particularly the least able pupils
  - strengthening the outcomes for boys' writing in early years
  - encouraging pupils to make full use of time to check their work and ensure that it is of the very highest standard.
- Increase the impact of leaders and managers by ensuring that:
  - the attendance of disadvantaged pupils is at least average so they benefit more fully from school
  - leaders are crystal clear about how planned actions will contribute to improvements in teaching and pupil progress.

## Inspection judgements

### Effectiveness of leadership and management

is good

- Leaders and governors have ensured that the quality of teaching and outcomes have improved since the previous inspection. Their actions have led to the school's overall effectiveness being good.
- The headteacher and governors are highly ambitious for the pupils and the staff. Staff are proud to be members of the school and are united behind a clear vision that nothing other than the best will do for the pupils. Morale is high in the school.
- The headteacher has encouraged many staff to become involved in leadership and this has strengthened the school's capacity for improvement. Middle leaders and subject leaders are playing their part well in developing teaching and supporting pupils' progress. The headteacher indicated how essential it is for the school to train its own leaders, as recruitment of middle leaders is a challenge in this part of the country.
- Leaders have an accurate view of how well the school is doing. In particular, the system for tracking pupil progress and achievement provides clear information about the progress of various groups of pupils and individuals. As a result, pupils who are falling behind are quickly identified and appropriate support is provided to ensure that they catch up quickly.
- The systems to check the performance of teachers are thorough, with demanding targets being set for teachers and leaders to achieve. The bespoke programme of professional development for staff has supported the development of teaching and leadership very well. The impact of training is carefully measured to ensure that it is strengthening pupils' outcomes and the quality of teaching. Teaching assistants have a professional review, which supports their training and development. This is a good example of the school's commitment to equality of opportunity for all.
- School plans for improvement correctly state the main priorities for the school and subjects. However, they do not focus precisely on how success will be measured in terms of improving teaching and achievement. This is not providing leaders and governors with a sharp understanding of how well actions are contributing to pupils' success and the quality of teaching.
- The curriculum makes a strong contribution to pupils' learning, personal development and enjoyment of school. Pupils' interests are taken into account in the wide range of subjects that are taught. Reading, writing and mathematics are well developed across the curriculum, with effective time given to all the other subjects. Poets and artists enrich the curriculum and the visit of a town planning officer led to pupils designing their own town plans which they were proud to show to inspectors. There is a good range of extra clubs and visits to strengthen the curriculum. For example, Year 6 visited the National Railway Museum during the inspection before starting a history topic on the development of railways in Britain.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. There are good links with a local church where the school choir sings. There are examples of pupils' work about life in Africa, India and their celebration of Sikh and Hindu culture. Pupils enjoy drama and enthuse about their singing and dancing at the 'Rock Challenge' event. There are regular opportunities for pupils to debate current affairs after watching a children's news programme. Right from early years, pupils have opportunities to vote and learn about democracy. A leader takes specific responsibility for ensuring that pupils have a wide range of opportunities to develop British values and

their spiritual, moral, social and cultural education. Inspectors found pupils to be tolerant and respectful of others.

- The pupil premium funding is used very effectively to help disadvantaged pupils make good progress and participate fully in the life of the school. They benefit from additional teaching support, a free breakfast club and subsidised school visits. Funding is also used to strengthen their attendance. Although numbers of pupils regularly absent have reduced, more has yet to be done to improve pupils' overall attendance.
- Parents are very confident about the work of the school. There are many opportunities for parents to work alongside their children and to visit the school to learn about how reading is taught and how the school deals with internet safety. Parents say that staff are readily available to discuss their children's welfare, especially in the morning. Before pupils join the school, staff visit parents at home to discuss the pupils' needs and how the school can help and support parents in the application process.
- The primary school physical education and sports funding is used well. It supports engagement in the Bridlington Sports Alliance to further competitive sport. Professional coaches for volleyball and cricket have supported pupils. There is a very wide range of sports and the school is very successful at sport, particularly orienteering and dodgeball. Pupils have been trained as sports leaders and set up activities for other pupils. Some pupils participate in sport at county level.
- The local authority has provided effective support to help the school improve. It checks the performance of pupils regularly. It has provided support and coaching for school leaders who are now confidently fulfilling their role.
- **The governance of the school**
  - Governors are making a good contribution to leadership. They have supported the headteacher in establishing good leadership and increasing the number of leadership roles across the school. They have a clear understanding of the achievements of all groups of pupils and the further work that needs to be done in school. They visit the school regularly to speak with pupils and discuss progress with senior leaders and middle leaders, including subject leaders. They are challenging, ambitious and well led by the chair of governors. As a result, their work has supported school improvement well.
  - Governors use training opportunities to ensure that they have the skills to fulfil their statutory duties. They check the finances of the school and know that funding for sport, disadvantaged pupils and special educational needs is used well. Through one of their committees, they ensure that they have a strong understanding of pupils' work with British values and spiritual, moral, social and cultural education.
- The arrangements for safeguarding are effective. Exemplary systems ensure that pupils, including those attending breakfast club, are safe and protected from harm. Staff are exceptionally well trained and vigilant. Leaders have close links with external agencies to support safeguarding, including links with the local authority. Leaders are tenacious in ensuring that pupils receive appropriate support. The school has appointed its own full-time social worker. She has fine-tuned systems, ensured high-quality record-keeping and added significantly to the school's expertise. There are exceptionally strong links with families, and parents appreciate how readily available staff are to discuss any issues. Governors are very knowledgeable about safeguarding and the needs of the community. They check the impact of the school's work on safeguarding and regularly attend safeguarding training with school staff.

## Quality of teaching, learning and assessment

is good

- Since the previous inspection, teaching has been improving because of well-planned professional development. The quality of teaching is good overall and having a good impact on pupils' outcomes.
- Work set matches the needs and abilities of pupils. Teachers' good subject knowledge and their clear understanding of pupils' previous learning enables them to set interesting and suitable work for pupils. Consequently, pupils enjoy their work and make good progress.
- Expectations are high and generally presentation is of a good standard. Challenging work and a wide range of homework is set for pupils. Parents recognise that homework makes a good contribution to their children's learning. The most able pupils benefit well from the extra challenges they are given in class and through homework.
- Pupils' work is checked regularly in class to clarify misconceptions and to ensure that pupils progress at a good rate. Occasionally, work is not checked swiftly enough to quickly identify when pupils, particularly the least able, need additional support. On these occasions the pace of learning slows for pupils.
- An analysis of pupils' work showed that the school's policy for marking and feedback is adhered to and is supporting good learning. Pupils are given incisive feedback on how to improve their work. Pupils respond well to the advice they are given and this contributes well to their good progress.
- Inspectors noted good work across a wide range of subjects. Pupils have good opportunities across subjects to use their writing skills well and to apply their mathematical skills effectively.
- Pupils told inspectors that they have many opportunities to read in a wide range of subjects and that this is supporting their good reading skills. This was confirmed by inspectors. There are many opportunities for pupils to develop their speaking skills through good teacher questioning and teachers modelling high-quality spoken language.
- Teaching assistants make a good contribution to pupils' learning both inside and outside the classroom. They are highly skilled and make a good contribution to the progress of the most able, as well as other abilities, and those who have special educational needs and/or disabilities.
- Good relationships and mutual respect exist between pupils and adults. Pupils respond well to the appropriate praise they receive for good work.

## 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 smart in their uniform and are proud of their school. They listen to others' opinions well and show great respect for each other. They are polite, courteous and welcoming to visitors.
- Pupils act safely, moving quietly and respectfully around the school. They hold doors open for each other and for adults. A range of agencies, including the Royal National Lifeboat Institute, visit the school to support pupils' understanding of how to keep safe.
- Pupils are clear about how to adopt safe practices when working with technology and using the internet. They are clear about the sharing of personal information and how to report any contacts from strangers. This is promoted well through computer lessons and the personal, social and health education programme.
- Pupils take pride in their work and are keen to work well. Occasionally, when work has been completed they do not make best use of time and check that their work is of the very highest standard.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They are enthusiastic about the 'daily mile' they all run. They play well together and are active at lunchtimes and breaktimes, using a wide selection of play equipment.
- Pupils enjoy the wide range of opportunities available to them. They take on 'jobs', such as play leaders and members of the school council. All pupils have to take on and apply for responsibilities and 'jobs'. This encourages a very positive outlook from pupils about the 'world of work'. Even the very youngest pupils record what they want to be when they go to work and are clear about what they need to achieve. This is raising pupils' aspirations to work in professions such as nursing, architecture and law.
- The guidance pupils are given and the responsibility they readily take on give them a very good understanding of British values and this prepares them well for life in modern Britain. There are good opportunities throughout the curriculum for pupils to learn and discuss respect, tolerance, law and democracy. Pupils are generous in supporting the work of charities and organising fundraising events.
- Pupils are clear about what constitutes bullying and say it is rare; school records confirm this. Pupils are confident that staff deal with bullying appropriately and it is not tolerated.
- School leaders have excellent systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. Each class has a 'worry box' and pupils told inspectors that any pupil can decide to go to 'the hub' to share their concerns; 'the hub' is a well-resourced room with highly skilled adult supervision. Pupils are confident that they can resolve their worries and concerns in 'the hub'.
- Parents are very confident that children are safe and well cared for in school.

### Behaviour

- The behaviour of pupils is good.
- Pupils manage their conduct well both inside and outside the classroom. They take great care with the environment and are proud of the work that is displayed around the school. Pupils are very well behaved in the dining hall.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn. Very occasionally, when

the pace of the lesson slows, a few pupils can lose concentration, but this does not hinder the learning of others.

- Pupils know what is expected of them and behave well. They say that they believe behaviour is good around the school and in lessons.
- Overall, attendance for the past year was broadly average. The school provides a high level of additional support for disadvantaged pupils to make good progress. However, the attendance of disadvantaged pupils is below average and has not improved over the past two years. This prevents them from benefiting as well as they might from the good education provided by the school.
- The school environment is well cared for and is litter free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Staff say behaviour is good in school. Parents agree and believe that their children enjoy school.

### **Outcomes for pupils** are good

- Over time, improvements to the quality of teaching and leadership have led to progress improving for pupils. As a result, progress is good across the school in a wide range of subjects, including reading, writing and mathematics.
- Pupils' starting points in key stage 1 are improving because of better outcomes in the early years provision. Good teaching throughout key stage 1 led to overall attainment improving strongly in 2015, with particularly strong gains in reading. From starting points that were well below average, pupils made good progress, and attainment at the end of Year 2 was at least average. A good proportion of pupils attained the highest standard in reading, writing and mathematics.
- In key stage 2, pupils' progress since the last inspection has been improving. From starting points that were well below average, pupils' attainment at the end of Year 6, in 2015, was average because of the strong progress they made.
- Current information for those leaving Year 6 in 2016, although not finalised yet, shows above-average progress in writing and mathematics with average progress in reading. Over a quarter of this year group joined either during Year 5 or Year 6. This appears to have had an adverse effect on the progress in reading as their skills in reading were lower overall than the other pupils in the year group.
- An analysis of current pupils' work across the school shows that overall progress in reading, writing and mathematics is good. Inspectors noted that pupils are making good progress in science, history, geography and French. Displays of pupils' technology art work show that they are developing good skills in these subjects.
- The most able pupils are challenged well and make good progress. They enjoy the challenging work that is set for them and the wide variety of challenging homework tasks. The appropriate use of text books and challenging reading texts helps the most able pupils to extend their knowledge and understanding.
- The progress being made by pupils who have special educational needs and/or disabilities is good. Leaders have increased the number of staff and provided training for all teachers to meet the needs of these pupils. There is especially strong support for pupils with speech, language and communication needs.
- Disadvantaged pupils, including the most able disadvantaged pupils, are making good progress because the school tracks their progress carefully. Targeted support is

provided if they are not making strong progress. The school uses additional teachers and skilled teaching assistants to support these pupils to catch up. Before and after school sessions are in place to help pupils to catch up. At the end of key stage 2, in 2015, disadvantaged pupils made similar progress to non-disadvantaged pupils nationally and attainment gaps diminished. In key stage 1, disadvantaged pupils attained better than other pupils nationally because of good additional support.

- The school is promoting reading well and pupils enjoy reading. Strong teaching enables pupils to learn quickly how to link letters and sounds to read well. The Year 1 screening check for reading shows that, during the past two years, far higher proportions of children reach the expected standard than nationally. Pupils are keen to read to adults and it is clear from their 'reading diaries' that they read widely and often. Pupils read at home and are fluent and confident readers by the end of Year 6. The most able benefit well from the use of computer programs that check how much they understand about what they are reading. Pupils attending breakfast club read to adults in the time before school starts.

## Early years provision

is good

- Most children enter the early years provision with skills that are below those typical for their age, with some significantly below typical, especially in communication and language. Highly skilled adult support is provided for speech and language to ensure that children make good progress.
- Good leadership ensures that there are strong procedures in place to keep children safe in the early years provision. The leader has ensured that all staff are clear about the different needs and abilities of children, including the most able and disadvantaged children.
- The leader checks the quality of teaching regularly. She ensures that appropriate activities engage the children so that teaching helps to support children's good progress. There are good assessment procedures that inform teachers' planning and this enables staff to challenge and support pupils of all abilities. The quality of teaching and assessment in the provision is good.
- Since the previous inspection, the proportion of children attaining a good level of development has increased year on year. This year, at the end of Reception, the proportion attaining a good level of development is close to average. Attainment gaps between disadvantaged children and others are diminishing as they are given good support in their learning. Children are making good progress in the provision.
- Children's fine motor skills, necessary for the development of writing, are below typical on entry to early years. In 2016, boys' writing skills were low at the end of Reception, despite the school's efforts to prioritise their development. Girls made stronger progress than boys and their skills were above average.
- The curriculum excites pupils and takes their interests and abilities into account. Teachers plan activities together from their good understanding of children's prior learning. Staff model good behaviours and high-quality speech so that pupils develop manners and respect for each other. There are many opportunities for children to choose what interests them and to work together, developing good social skills. There are special 'wow' days for significant celebrations such as Chinese New Year and Easter. Children's personal development, behaviour and welfare are good.
- There are strong links between leaders of early years and key stage 1 to support children's progression. This is especially evident in reading, where children are quickly



identified to participate in an additional 'phonics club' (the sounds that letters make) to accelerate their reading skills. This supports the strong reading outcomes in key stage 1.

- There are good arrangements to engage parents in their children's learning. Parents can join in for 'stay and read' sessions; they join in 'wow' days and 'stay and make' sessions. Parents spent time helping their children make gingerbread and learning alongside their children. Parents make a contribution to children's learning journals and support their children with learning activities at home. They are kept well informed of the progress their children are making and their children's next steps for learning.
- All the appropriate welfare and safeguarding requirements are met in the provision.

## School details

<b>Unique reference number</b>	135700
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10012068

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>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dennis Young
<b>Headteacher</b>	Kath Carlisle
<b>Telephone number</b>	01262 672475
<b>Website</b>	<a href="http://www.hilderthorpeprimaryschool.co.uk">www.hilderthorpeprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:hilderthorpe.primary@eastriding.gov.uk">hilderthorpe.primary@eastriding.gov.uk</a>
<b>Date of previous inspection</b>	15 July 2014

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above 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.
- Almost all pupils are White British. The vast majority of pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs and/or disabilities is average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The proportion of pupils joining or leaving the school at other than the usual times is well above average.
- In the early years, flexible provision is provided for the children in the Nursery to meet parents' choice. In Reception, children receive full-time education.
- 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 organises a breakfast club.

- The school meets requirements on the publication of specified information on its website.
- The school holds the Investors in Pupils Award and a School Games Gold Award.

## 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.
- The lead inspector held a meeting with the chair of the governing body and three other governors. An inspector held a meeting with a representative of the local authority.
- 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 19 responses to the online questionnaire for parents (Parent View). They analysed a school questionnaire completed by parents.
- There were 41 staff questionnaires completed and considered by inspectors.
- All Year 6 pupils took part in an off-site educational visit on the second day of the inspection.

## Inspection team

James McGrath, lead inspector	Ofsted Inspector
Andrew Soutar	Ofsted Inspector
Fiona Dixon	Ofsted Inspector

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