

Hilton Lane Primary School

Inspection report

Unique Reference Number	105914
Local Authority	Salford
Inspection number	324293
Inspection date	29 September 2008
Reporting inspector	Philip Cole

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	225
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs L Jones
Headteacher	Mr JL Pridden
Date of previous school inspection	3 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Madam's Wood Road Little Hulton Worsley Manchester Lancashire M28 0JY
Telephone number	0161 790 4357

Age group	3–11
Inspection date	29 September 2008
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Fax number

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress and achievement of children in the Early Years Foundation Stage (EYFS) and pupils in Key Stage 1, and the pupils' understanding of the different cultures and ways of life in Britain and the wider world. Evidence was gathered from national published data, the school's own assessment and evaluation records, observation of lessons, pupils' completed work and interviews with four governors, staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector took full account of the school's own assessments when reaching the inspection judgements.

Description of the school

This is an average sized school that serves part of Little Hulton in the city of Salford. Almost all pupils come from White British backgrounds and more than twice the national average are entitled to free school meals. The area is identified as having high levels of social disadvantage and is part of an Education Acton Zone. The proportion of pupils having learning difficulties and/or disabilities is below average. Most of these difficulties relate to learning. The school has achieved Healthy Schools, Activemark and Basic Skills Quality Mark awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It enjoys an excellent reputation locally. 'I could not ask for a better start for my children.' This parental comment sums up the views of the vast majority of parents. They believe that their children thrive because of good teaching and the high levels of care the school provides for all pupils. The pupils share these views. They very much enjoy their lessons and being involved in exciting experiences, such as the 'Tuba has landed' musical production, when they worked alongside professional performers. They feel safe and secure and appreciate that the adults in school listen to what they have to say and involve them in helping to make the school even better.

Pupils' behaviour is excellent and everyone gets on really well together. This ensures that little time is wasted in lessons and it contributes strongly to the good progress pupils make. Pupils take seriously the many responsibilities they have in school, such as office duties at lunchtime, looking after younger pupils and leading play activities at breaktimes. They have a good understanding of what they need to do to keep fit, healthy and out of harm's way. They love the opportunities they have to exercise, particularly in clubs such as 'Fitbods' and when working with the sports specialists who teach them every week. They mostly make sensible choices with their food. International weeks and the link with a school in Belarus support their satisfactory understanding of different cultures and ways of life around the world. Pupils' good personal development together with good basic skills means they are well placed to face life's future challenges.

Pupils achieve well. The school has maintained above average standards at the end of Year 6 for several years. The weakness in standards in science, identified in the last inspection, has been tackled well and now standards in this subject are also above average. Good progress across both key stages from broadly average starting points when pupils enter Year 1 has ensured these good outcomes. Pupils who find learning difficult are provided with effective support and make good progress against their individual targets and often attain well in the national tests.

Teaching is good across the school and underpins the good progress that pupils make. Teachers successfully create a very purposeful ethos for learning by making clear to pupils what they will be learning and by having high expectations about what they expect from them in lessons. Work is very largely well matched to the different needs of groups in each class and the effective classroom assistants are used well to support those pupils who may need extra help. Teachers mark pupils' work regularly and provide advice that pupils find helpful in making their work better. Teachers use information from assessment well to track pupils' progress, to group them and to identify those who need extra support. However, they do not use this information to provide either individuals or groups of pupils with a specific target that would enable them to take the next steps in their learning.

The outstanding curriculum provides a strong basis for developing pupils' basic skills as well as successfully promoting learning across the different subjects through a good range of stimulating learning opportunities. There are regular well planned visits and interesting visitors, exciting theme weeks, weekly lessons in a modern foreign language and specialist teaching of physical education. As a result, not only are basic skills developed well but also work of a good standard is seen across the curriculum. Pupils clearly enjoy the well attended clubs that are available. The school works hard to ensure that pupils are well cared for and safe in school.

There are robust and effective arrangements to safeguard pupils. The school works well with parents both to involve them in their children's education, for example, through the open days in Year 6 that are in the process of being extended across Key Stage 2, and also to resolve any problems individual pupils may have. A good example of this is the much improved attendance of the few pupils who have had a poor attendance record in the past.

The headteacher provides a clear sense of purpose and direction in the school and shows determination to continue the process of making the school better. The leadership team works closely with the headteacher in evaluating the school's performance and in planning what needs to be done to bring about further improvement. The school's governors have a good understanding of the school's strengths and use their local knowledge well to ensure that developments are effectively matched to needs of the community. The school works effectively, often in partnership with external agencies and local schools, to ensure that the needs of all pupils are met. As a result, it has continued to improve since its last inspection and has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with levels of skills that vary from year-to-year but overall are below and sometimes well below those expected for their age. They make good progress in both the Nursery and the Reception classes and attain broadly average standards by the end of the EYFS. This good achievement is found across all areas of learning. Because the Nursery is located off the school site it is potentially difficult to ensure that children receive consistent provision that enables them to build effectively on their previous learning. However, good leadership and management ensure such consistency, with both classes providing a good balance between appropriate adult-led activities and those that children choose for themselves. The outdoor areas are used well to extend the learning provided in classrooms. The provision in both classes stimulates children's interest and supports learning effectively across each of the EYFS curriculum areas, although more effective links are made between the areas in Reception than in the Nursery. The staff use assessment effectively to plan provision and support individuals. Good attention is paid to ensuring children's well-being and safety in both classes.

What the school should do to improve further

- Ensure that pupils have targets and clear understanding of what they need to do in order take the next steps in their learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Hilton Lane Primary School, Manchester, M28 0JY

Thank you for making me so welcome when I inspected your school. I enjoyed talking with some of you in lessons about your work and with school council members about what makes your school so good. You shared with me how much you enjoy school because your lessons are interesting, everyone gets on well together and you are able to do exciting things, such as working with professional entertainers in the 'Tuba has landed'.

I agree that yours is a good school! I was impressed with how well you understand what you need to do to keep fit, healthy and out of harm's way. Your lessons are well taught and this together with your excellent behaviour enables you to make good progress and to do well in the national tests. I noticed that you also produce good quality work in subjects such as art and physical education.

You told me how much you appreciate the very helpful comments that teachers make when they mark your work. These enable you to make your work better. I noticed, though, that teachers do not give you a target or guidance on what you need to do to take the next steps in your learning. I have therefore asked them to do this so that you have a clear understanding of what you are working towards. You can then, of course, help yourselves by doing your best to achieve what they suggest.

A major reason why your school is so good is because you have a very effective headteacher who works really closely and well with the school's teachers, their helpers and the governors. They make a good team that is striving to make your school the best it can be. It is no surprise that your parents are very pleased that you come to this school.