

# Bilton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	117829
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326692
<b>Inspection dates</b>	10–1 December 2008
<b>Reporting inspector</b>	Nigel Cromeey-Hawke

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.

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<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 on roll</b>	
School (total)	285
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Richard Major
<b>Headteacher</b>	Mr Keith Robinson
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Bilton Hull HU11 4EG
<b>Telephone number</b>	01482 811342
<b>Fax number</b>	01482 811611

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school, taking pupils from the local villages and increasingly from the outskirts of Hull. Nearly all pupils are of White British heritage, with a small proportion not having English as their first language. The number of pupils with learning difficulties and/or disabilities is approximately half the national average but the proportion with a statement of special educational need is double the national average. The school has the Basic Skills Quality Mark, Healthy Schools and Activemark awards. The school makes provision for Early Years Foundation Stage (EYFS) learners.

## 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. Parents are universal in their support of it. One typically commented, 'The headteacher and his team are doing an excellent job,' whilst another said, 'I cannot speak highly enough about Bilton Primary School.' Achievement is good because of the outstanding start children gain to their learning in the EYFS, the good teaching and curriculum and the high levels of care and support the pupils receive.

All pupils make good progress through the school, especially those with learning difficulties and/or disabilities. Standards at both key stages are now above average, particularly in mathematics and science. Writing remains weaker, however, especially at Key Stage 2. Despite recent dips in performance, all pupils are currently on track to meet and in some cases to exceed the challenging targets the school has set.

All aspects of provision in the EYFS are outstanding. In the rest of the school teaching is good, helped by the highly capable support staff. Lessons have a strong focus upon practical activities, and information and communication technology (ICT) is well used to provide resources and help develop independent learning. Guidance for individual pupils to help them improve their work, both in lessons and through marking is, however, underdeveloped.

The good curriculum stimulates pupils' interest, especially through the themed topics that combine several subjects. Good use is also made of sport, the arts and design technology to interest and motivate pupils. This helps promote pupils' understanding of the wider world. As a result, their spiritual, moral, social and cultural development is outstanding and they are well prepared for their future as adults. The levels of pastoral care provided by the school are good and also contribute to pupils' good personal development. Behaviour is good and attitudes to learning are very positive. Attendance is average, but pupils clearly enjoy school, feel safe and valued and know what it means to lead a healthy life.

The leadership and management of the school are good and outstanding in the EYFS. The headteacher provides strong leadership. Staff are highly committed and work well to ensure that the school provides a stimulating learning environment. The school works well with local partners and community cohesion is good. The school's self-evaluation is wide ranging and of good quality; it has both good plans to bring about further improvement and good capacity to do so. Governors have a good understanding of the strengths and needs of the school, and effectively support and challenge it.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

'The EYFS is brilliant' is a typical comment from parents. They appreciate the welcome that their children receive each morning in the pastoral groups. A strong focus on personal and social activities results in children making rapid progress and enables them to settle quickly into the daily routines of school. Historically, children have started school with knowledge and skills broadly in line with national expectations but more recently they are entering with attainment below that. Outstanding teaching and a stimulating learning environment ensure that the majority of children make excellent progress and their achievement is outstanding. By the time children enter Year 1, their attainment is above national expectations. Exemplary assessment procedures are used to track children's progress. This information is then used to plan exciting learning experiences based around themes such as the 'Treasure Hunt' and 'I am

Special.’ Children have many opportunities to engage in activities where they can learn through first-hand experiences and have fun. There is an excellent balance between teacher led and child selected activities, which are well matched to cater for all the needs of the children. Extra adult support is provided for children with learning difficulties and/or disabilities. Personal development and the care and welfare that children receive from the committed EYFS team are excellent. The EYFS staff are led by a very enthusiastic, dedicated and knowledgeable coordinator who ensures that statutory requirements are met. She has, together with a colleague, designed the superb outdoor area which contributes significantly to children’s learning.

### **What the school should do to improve further**

- Improve standards in writing throughout the school, especially in Key Stage 2.
- Provide clearer guidance to pupils in lessons and in marking so that they know how well they are working and what they need to do to improve further.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and achievement is good. This is because of the good teaching, the good curriculum and high levels of support pupils receive in the school. Standards fluctuate from year to year depending upon the ability of the year groups. Results in the national tests and assessments in 2008 were average at Key Stage 1 and above average at Key Stage 2. Current pupils were seen making good progress in lessons and achieving well, especially in mathematics and science. Achievement in writing is not so good across the school, especially at Key Stage 2. The robust assessment programme and good systems for tracking progress indicate that current pupils are on track to meet and in some cases exceed the challenging targets the school has set itself. Pupils with difficulties and/or disabilities make good and, in a few cases, outstanding progress as a result of the care and support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy coming to school and this is reflected in their good attitudes to learning, good behaviour and the standards reached. Attendance matches national averages and there is no unauthorised absence. Pupils are helpful and caring towards one another and say that they feel safe in school. Bullying and racist incidents are rare. Pupils feel that they are listened to and are confident that any problems they might have will be dealt with quickly by staff. School council members have influenced the school’s decisions on a number of issues such as the purchase of playground equipment and charity fundraising. Spiritual, moral, social and cultural development is outstanding. Very good opportunities are built into the curriculum for pupils to reflect about their lives and those of others. Pupils have very good social skills and an acute sense of right and wrong. They are aware of what they need to do to lead a healthy lifestyle and take the opportunity of becoming involved in the many sporting opportunities that the school offers. Involvement in the community is good. There are strong links with the British Legion and the local church. Enterprise days help pupils develop skills that will help them when they enter the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good so pupils learn well. In the best lessons, teachers use their good subject knowledge to plan a range of activities that interest and engage pupils well. One mathematics lesson seen featured the practical application of number work that fully engaged pupils and standards reached were very good. Good pace and challenge ensure that pupils make good progress and they clearly enjoy their learning. Teaching assistants provide high quality support for those with learning difficulties and/or disabilities. Interactive whiteboards are well used by both teachers and pupils to demonstrate learning. This helps promote positive attitudes to school and develop important skills for adult life. In some lessons, lack of challenge and weaker planning mean that pupils' needs and interests are not fully met and progress slows. Teachers' guidance in lessons and the marking of work does not always tell pupils how well they are doing and what they have to do to improve.

### Curriculum and other activities

#### Grade: 2

The school provides a broad, balanced and interesting curriculum that contributes well to pupils' enjoyment of their learning. The good personal, social and health education programme helps to promote the pupils' personal development and well-being; the school works well with the local community in this respect. Art, music, sport and design technology use good practical approaches to learning. The provision for ICT has been significantly improved since the last inspection and now contributes effectively to all areas of learning. The school has planned thematic units of work that effectively draw together many subjects. Projects such as the excellent African Garden have provided a permanent resource to help build pupils' understanding of different cultures around the world. There is a good range of extra-curricular activities that are well attended by pupils, including two highly popular residential visits.

### Care, guidance and support

#### Grade: 2

Good quality care is at the heart of the school and especially appreciated by parents. Procedures are in place to make sure that all pupils are kept safe and healthy. These are reviewed on a regular basis and shared with all members of staff. Current requirements for child protection, safeguarding and risk assessments are fully in place. Good assessment procedures track pupils' progress well. Teachers use this data to match the work to pupils' abilities and to identify those who need extra support, especially those with learning difficulties and/or disabilities. Target setting for individual pupils is not yet consistent across the school.

## Leadership and management

#### Grade: 2

The headteacher has a clear vision and plans for the future of the school, and has led its improvement well since the last inspection. Standards have improved, sometimes to well above national levels. Weaker year groups have been well supported and recent dips in performance have been overcome so that standards are once again above average. The recent upgrading of

the EYFS unit has been an outstanding success. The parents who returned the questionnaire are unanimous in their support for the way the school is led and managed. They particularly praise the ease of communication with the headteacher and his daily presence around the school, checking that everything is running as it should. He has built around him a dedicated staff who work tirelessly to provide a rich learning experience for all. Self-evaluation is effective and staff have a good understanding of what the school needs to do to improve further. Subject leaders are taking increasing responsibility for their areas. The school works well with the local community and is helping pupils to build a good understanding of wider communities through cross-curricular projects. Governors have a good understanding of the strengths and weaknesses of the school and carry out their support and challenge functions well.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
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	2
The attendance of learners	3
The behaviour of learners	2
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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Dear Pupils

Inspection of Bilton Community Primary School, East Riding of Yorkshire, HU11 4EG

Thank you for the warm welcome you gave me and my team when we inspected your school. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Bilton Primary is a good school, with some outstanding features. These are the main things we found that are good about your school.

- You make an excellent start to your education because of the outstanding teaching, facilities and organisation within the Early Years Foundation Stage.
- Your school cares for you and looks after you well.
- The standards you reach in most of your work are above average and you make good progress. Well done.
- Your spiritual, moral, social and cultural development is outstanding. Well done.
- Those of you who find learning difficult are well supported and you make good progress. Well done.
- Your behaviour and attitudes to learning are good. Well done.
- The teaching and curriculum are good and the school is well led and managed.

These are the things that we have suggested to your school to make it an even better place to learn.

- Improve standards in writing, especially at Key Stage 2.
- Give you more guidance individually in lessons and through marking to help you improve your work and raise standards further.

You can help by telling your teachers how you learn best and if you have any difficulties. You can also help by continuing to attend school, behaving well and working hard, as you do at the moment.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector