

Hillmorton Primary School

Inspection report

Unique Reference Number	130887
Local Authority	Warwickshire
Inspection number	341051
Inspection dates	26–27 May 2010
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Eddie Fallon
Headteacher	Catherine Crisp
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by three additional inspectors who observed 15 lessons taught by eight teachers. Inspectors talked to groups of pupils, staff, governors and school improvement staff. They observed the school's work, looked at pupils' work, progress information and school planning. They observed the school's work, and looked at 111 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress, especially boys and the most able and average ability pupils, and whether teaching is challenging enough
- how effectively the school has improved attainment in writing and mathematics
- how urgently the school has worked to reverse past underachievement
- how accurately the school has evaluated the effectiveness of Reception.

Information about the school

This is a primary school of broadly average size. Pupils come from mainly White British backgrounds and very few are in the early stages of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is above average, but varies from year to year. Some of these pupils have severe speech and language difficulties and are based in a local authority managed unit within the school. The school also has a separately managed children's centre and nursery on site. The school has Healthy Schools status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. Attainment is broadly average and pupils make satisfactory progress. Standards are rising, especially so in writing and mathematics where the school's efforts to reverse past underachievement are effective. Boys and girls achieve equally well, as do average ability pupils. Pupils with special educational needs and/or disabilities make satisfactory progress and, when pupils from the special unit for those with speech and language difficulties join classes, they make satisfactory progress too. Progress is improving because pupils find learning fun and enjoy challenging work. Nevertheless, there are still pockets of relative underachievement and some of the most and least able pupils do not always do as well as they could. While there has been good improvement in writing, there is still some careless and inaccurate spelling and punctuation which constrain pupils' even better progress. In the Reception class, children make good progress and reach broadly average standards from low starting points.

Pupils enjoy school and behave well. They take on a wide range of responsibilities: peer mediators help resolve disagreements between pupils and some pupils raise funds for charities. Pupils have a good understanding of the importance of healthy lifestyles, endorsed by national awards. Pupils have a good understanding of how to stay safe: they say that bullying and harassment are very rare, and any such incidents are dealt with well. Pupils work and play together well and, along with the sound development of basic skills, their preparation for the next stage of their education is satisfactory.

Teaching is satisfactory and improving. Most lessons are well planned and include a wide range of activities. The focus on helping pupils understand how they learn and engaging them in independent and small group activities is reflected in pupils' enthusiasm and readiness to work hard. In general, teaching is challenging and based on accurate assessment of pupils' needs, but at times it is not demanding enough or suitable for all pupils and this slows progress. Marking is often good and gives good guidance to pupils on how to improve their work. However, occasionally pupils' careless errors remain uncorrected. A wide range of visitors, visits and out-of-school activities enrich the curriculum and help engage pupils' interests and enthusiasm. Links between subjects are improving and the development of writing in many subject areas is helping drive up standards.

Care, guidance and support are good and support for pupils with particular learning and social difficulties extends to families where necessary. Parents and carers are pleased with the school, feel that it is well led and that staff provide good support for their children and families. Support for pupils with special educational needs and/or disabilities is satisfactory and improving. The involvement of parents and carers in

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supporting pupils' learning is good and the school has effective partnerships with other schools and external agencies to promote pupils' learning and well-being. There are good links with the on-site private nursery and local secondary schools that ensure a smooth passage through school from when they arrive in Reception to when they move on to the next stage of their education.

The headteacher gives clear direction for how the school should improve. This drive and purposefulness is reflected in the work of others in leadership positions, and in the improvements made so far. The governing body is an effective part of this process and supports the school well. The school accurately evaluates its strengths and weaknesses: it responds rapidly to weaknesses and deals with them urgently. Leaders accurately identified the strengths and weaknesses in Reception and took effective action, and they have dealt with the issues from the previous inspection well. As a result, the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Ensure that, by Easter 2011, higher attaining pupils and the least able pupils consistently achieve well by ensuring that teaching always matches pupils' learning needs.
- Improve attainment in writing by Easter 2011 by ensuring that:
 - pupils' spelling and punctuation are consistently accurate
 - teachers' marking draws pupils' attention to the importance of avoiding careless errors.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Learning is satisfactory, but it is improving. Pupils have a good understanding of what they are learning in lessons and this plays an important part in their enthusiasm and improving progress. The improvement in writing is the result of a school focus on sentence writing and increased opportunities in all subjects for pupils to write and evaluate their work. Nonetheless, some pupils' progress is slowed because of their inaccurate spelling and use of punctuation. Pupils' progress in mathematics is improving through concentration on basic numeracy skills, mental mathematics and multiplication tables. Success in writing and mathematics is celebrated in assemblies and this motivates pupils to strive to do well. Progress is improving as pupils move through the school, and although Year 6 pupils do not reach the levels they are capable of due to a legacy of inadequate teaching, they are catching up. The most able pupils make satisfactory progress overall and some make good progress. However, a few pupils do not make enough progress because work is sometimes not challenging or suitable for their needs, something they often recognise for themselves.

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Pupils enjoy school and their attendance is good. They make a wide range of contributions to the community. For example, they are involved in recycling, litter collection, collection for charities and, through electing pupils to the school council, have a good understanding of democracy. Older pupils help younger pupils in the playground. The majority take part in physical activities, eat healthily and have a good understanding of the effects and risks of drugs. Their spiritual, moral social and cultural development is good. Pupils' understanding and respect for the values and beliefs of different cultures is satisfactory and improving as the school's international links expand.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Learning is enjoyable and pupils are willing to take part in the wide range of activities provided because teachers plan lessons that engage pupils in learning for themselves. Work is usually well matched to pupils' learning needs and based on accurate assessment. In the best lessons, work is very challenging, fast paced and all pupils know how well they are doing, how to improve their work and what are their next steps in learning. Relationships are very good and motivate pupils to learn and to comment

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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confidently when they feel they could learn more. Opportunities for language development are embedded in most lessons through a wide range of speaking, discussion and writing activities. In the very best situations, teachers skilfully engage all pupils in speaking and writing activities, especially boys who previously underachieved. However, these skills are not seen in all lessons and, from time to time, work is not matched closely enough to pupils' needs.

The curriculum is improving as the school increases links between subjects and introduces imaginative approaches to capturing pupils' interests. For the most part the curriculum meets pupils' needs. The introduction of writing activities has been successful, but some other activities are not always planned well enough to meet the wide range of pupils' learning needs. The wide variety out-of-school sports activities and clubs are well supported. The personal, social and health education programme is effective in helping pupils develop social skills and emotional maturity.

Pupils have chosen adults they can speak to about any concerns they have, and this system works well. Procedures to deal with bullying and unacceptable behaviour are effective. The school has good procedures to promote attendance which has resulted in steadily decreasing absence in recent years. Vulnerable pupils are supported through effective links with external agencies and services, and good links with families.

Arrangements to ensure pupils from the speech and language unit learn and socialise with other pupils are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has effectively dealt with inadequate teaching and established strategies that are leading to improving teaching. Accurate identification of reasons for underperformance in writing and mathematics led to the rapid introduction of a wide range of successful approaches to improve attainment in both subjects. Governors are challenging and have high expectations of staff and pupils' progress. The promotion of equal opportunities is broadly satisfactory, given remaining differences in progress between different groups of pupils, but the procedures to deal with all forms of discrimination are good. Communication with parents and carers is good and many help in classrooms and other activities, supporting pupils' learning. Partnerships with secondary schools, sports organisations and other groups promote the work of the school well. Efforts to promote community cohesion are satisfactory and improving as

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international links increasingly involve pupils in understanding and respecting the values of different cultures. All requirements for the safeguarding of pupils were in place and effective at the time of the inspection.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress. By the time they enter Year 1, attainment is broadly average and children have good personal, social and emotional skills. They settle in quickly because links with homes and the nursery setting are very good, with children having many opportunities to join in with activities before they join Reception. Children are well looked after and cared for. They gain considerable confidence in developing language skills and there are many opportunities, both inside and outside, in which they play and work with each other to develop social skills. Children develop sound speaking and listening skills and the most able produce recognisable words and sentences in their writing. They use computers, sing, draw and paint, learn to recognise animals, and enjoy everything they do. Work is challenging and adults work well with children, although occasionally they tell them too much rather than encourage them to work alone. Provision is good with activities carefully structured to meet children's learning needs. The outside provision is particularly good and plans to develop it further are advanced. Children love going outside where they mix with nursery children, experience the full Early Years Foundation Stage curriculum and develop independence in choosing the activities they want to do. Leadership and management are good. The leader's evaluation of the quality of provision is accurate and plans for improvement are suitably

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ambitious.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost entirely supportive of the school. They feel that their children do well, make good progress and are taught well. They think the school is well led, that their children enjoy school and are looked after well. They believe children are encouraged to adopt healthy lifestyles and well prepared for their future lives. Parents and carers feel well informed and that theirs and their children's views are listened to. Inspectors broadly endorse these views. A minority of respondents feel that disruptive behaviour is not dealt with well enough, but inspectors saw only well managed classes and very little disruptive behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillmorton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	47	55	50	4	4	0	0
The school keeps my child safe	55	50	53	48	3	3	0	0
The school informs me about my child's progress	46	41	60	54	4	4	0	0
My child is making enough progress at this school	31	28	72	65	7	6	0	0
The teaching is good at this school	33	30	76	68	2	2	0	0
The school helps me to support my child's learning	40	36	67	60	4	4	0	0
The school helps my child to have a healthy lifestyle	55	50	55	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	32	70	63	0	0	0	0
The school meets my child's particular needs	40	36	67	60	4	4	0	0
The school deals effectively with unacceptable behaviour	35	32	63	57	12	11	0	0
The school takes account of my suggestions and concerns	26	23	80	72	3	3	0	0
The school is led and managed effectively	40	36	65	59	4	4	0	0
Overall, I am happy with my child's experience at this school	47	42	60	54	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2010

Dear Pupils

Inspection of Hillmorton Primary School, Rugby CV21 4PE

Thank you for making us so welcome when we inspected your school. You told us a lot about your school and what you think of it. We think it is a satisfactory and improving school. Here are some of the good things we found during our visit.

Your progress is satisfactory and improving. Children in the Reception class make good progress.

You enjoy learning, know how well you are doing and how to do even better.

Some teaching is good and you find most lessons interesting and challenging.

You behave well, work hard and your attendance is good.

The headteacher, staff and governors work hard to make sure the school continues to improve.

You have a good understanding of the importance of a healthy lifestyle and most of you eat sensibly and take lots of exercise.

You carry out any responsibilities you have well. You are kind to each other and consider other people less fortunate than yourselves through the work you do to raise money for charities.

The school takes good care of you and makes sure you are safe.

In order for the school to be even better we are asking your teachers to do the following things.

Make sure that all of you do as well as you can by giving you work that is not too difficult or too easy.

Improve how well you do in writing by making sure you spell and punctuate your writing accurately, and realise the importance of being careful to avoid making careless mistakes.

You can help by telling teachers if you think the work is too easy and by checking to make sure you have not made mistakes. We wish you well for the future.

Yours sincerely

Ted Wheatley

Lead inspector

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